

Monarch River Academy

Regular Board Meeting



August 23, 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 July 26, 2022 Board Meeting Minutes (p. 5-11)	Dr. Sam Nofziger	1 m

II. Finance		6:10 PM
A. Discussion & Potential Action on the July Financials (p. 12-38)	Jim Surmeian	5 m
B. Discussion & Potential Action on the Unaudited Actuals Report (UAR) (p. 39-71)	Jim Surmeian	5 m
C. Executive Director & Deputy Director Divvy Expenses (p. 72-73)	Steph Johnson & Dr. Laurie Goodman	5 m
D. Discussion & Potential Action on the Revised Title 1 Expenses in the Local Control & Accountability Plan (LCAP) (p. 74-75)	Dr. Laurie Goodman	5 m
E. Discussion & Potential Action on the Updated Fiscal Manual (p. 76-133)	Steph Johnson & Dr. Laurie Goodman	5 m
F. Discussion & Potential Action on the Updated Compensation Policy (p. 134-180)	Steph Johnson & Dr. Laurie Goodman	5 m
G. Discussion & Potential Action on the Proposed All Staff Salary Increase & One Time Stipend Bonus (p. 181-182)	Steph Johnson & Dr. Laurie Goodman	5 m
III. Academic Excellence		6:45 PM
A. 2022-2023 School Launch Report (p. 183)	Steph Johnson & Anna Wilkinson	5 m
B. Discussion & Potential Action on the Grade Level Promotion & Acceleration Policy & Retention Criteria (p. 184-189)	Steph Johnson	5 m
IV. Operations		6:55 PM
A. Enrollment Report (p. 190-191)	Steph Johnson & Dr. Laurie Goodman	5 m
B. Discussion & Potential Action on the Shared Staff MOU Between Monarch River Academy	Steph Johnson & Dr. Laurie Goodman	5 m

& Yosemite Valley Charter School (p. 192-236)		
C. Discussion & Potential Action on the Comprehensive Safety Plan (p. 237-283)	Dr. Damien Phillips & Michelene Fitzgerald	5 m
D. Discussion & Potential Action on the Revised Vendor Agreement and Enrichment Certificate (p. 284-293)	Steph Johnson & Dr. Laurie Goodman	5 m
V. Governance		7:15 PM
A. Discussion & Potential Action on the Board Metrics Chart (p. 294-298)	Steph Johnson & Dr. Laurie Goodman	5 m
B. Discussion & Potential Action on the Purchase of an Annual License for a Board/Governance Platform (p. 299-325)	Steph Johnson & Dr. Laurie Goodman	5 m
C. Discussion & Potential Action on the September Board Meeting Format (p. 326)	Dr. Sam Nofziger	5 m
VI. Closing Items		7:30 PM
A. Board of Director Comments & Requests	Board Members	5 m
B. Announcement of the Next Scheduled Board Meeting Regular: September 13, 2022 at 6:00 PM	Dr. Sam Nofziger	1 m
C. Adjourn Meeting	Dr. Sam Nofziger	1 m

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translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

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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

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Directors Present

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

Directors Absent

Elizabeth Wagner & Sarah Sanchez

Guests Present

Dr. Laurie Goodman, Brandon Chiapas, & Joanna Fung (in person)

Steph Johnson, Jim Surmeian, Maria Thoeni, Jenny Plumb, Dr. Damien Phillips, Rhonda Duerksen, Kimmi 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 Monday, July 26, 2022 at 6:05 PM.
1.C. Flag Salute
Dr. Sam Nofziger led the Flag Salute.
1.D. Board Member Term Renewals
Dr. Sam Nofziger made a motion to renew the terms of both Board Members. Dr. Craig Wheaton seconded the motion. The board VOTED unanimously to approve the motion.
1.E. Approval of the Agenda
Dr. Craig Wheaton made a motion to approve the agenda. Dr. Monique Ouwinga seconded the motion. The board VOTED unanimously to approve the motion.
1.F. Public Comment
No public comments were made.
1.G. Review & Approval of Minutes June 27, 2022 Board Meeting Minutes & the May 6, Board Meeting
Dr. Monique Ouwinga made a motion to approve the minutes from the June 27,2022 Board Meeting Minutes Meeting Minutes. Dr. Sam Nofziger seconded the motion. The board VOTED unanimously to approve the motion.
2. Finance
2.A. Restricted Grant Presentation
<ul style="list-style-type: none"> Jim Surmeian from Charter Impact provided a presentation on the school's grant funding for the year.
2.B. Executive Director & Deputy Director Divvy Expenses
<ul style="list-style-type: none"> Dr. Goodman and Steph Johnson presented the reason for this new Board Agenda item to ensure proper checks and balances of financial practices. This month's expenses were related to leadership books for Professional Development. <p>Dr. Craig Wheaton made a motion to approve the Executive Director & Deputy Director</p>

<p>Divvy Expenses. Dr. Monique Ouwinga seconded the motion. The board VOTED unanimously to approve the motion.</p>
<p>2.C. Divvy Error & Corrective Action Plan</p>
<ul style="list-style-type: none"> Steph Johnson shared an occurrence of an accidental Divvy error that has already been corrected.
<p>2.D. Unused Planning Amount Fund Use Report</p>
<ul style="list-style-type: none"> Steph Johnson provided background for the report being prepared for the Board that will be ready at next month's meeting.
<p>3. Academic Excellence</p>
<p>3.A. Revised Expanded Learning Opportunities (ELO) Grant</p>
<ul style="list-style-type: none"> Dr. Goodman re-presented ELO Grant with the revised portions that includes in person activities and learning. <p>Dr. Craig Wheaton made a motion to approve revised Expanded Learning Grant. Dr. Monique Ouwinga seconded the motion. The board VOTED unanimously to approve the motion.</p>
<p>3.B. Parent & Family Engagement Policy</p>
<ul style="list-style-type: none"> Dr. Laurie Goodman explained that this policy is an annual policy that is required as being a Title 1 School. <p>Dr. Monique Ouwinga made a motion to approve the Parent & Family Engagement Policy. Dr. Craig Wheaton seconded the motion. The board VOTED unanimously to approve the motion.</p>
<p>3.C. Grade Level Promotion & Acceleration Policy & Retention Criteria</p>
<ul style="list-style-type: none"> Dr. Laurie Goodman acknowledged that Jenny Plumb and Maria Thoeni have applied research to develop this policy and school approach to grade level retention. Denise Voth noted that the decision making is done with care and with consideration of many sources of data and options. Jenny Plumb shared that the data collection will be even stronger as her team develops new ways to gather, track, and utilize data. Dr. Monique Ouwinga shared that the change to the policy is in line with the schools

vast array of supports and strategic use of data.

- Dr. Sam Nofziger shared the importance of ensuring all families know the options and programs available to them.
- Dr. Craig Wheaton shared that it is certainly important to ensure data is collected and used in decision making, but he also did voice a comment that removing a parent's opportunity to appeal could alienate the family. There is value in allowing families to be heard by a group outside of school administration.
- The Board is requesting the school continue to work on the policy and bring it back next month.

4. Operations

4.A. Travel & Expense Reimbursement Policy

- Dr. Laurie Goodman presented the Travel & Expense Reimbursement Policy.

Dr. Craig Wheaton made a motion to approve the Travel & Expense Reimbursement Policy.

Dr. Monique Ouwinga seconded the motion.

The board VOTED unanimously to approve the motion.

4.B. School Organizational Chart

- Steph Johnson shared the Leadership Organizational Chart.

4.C. Shared Staff MOU Between Monarch River Academy & Yosemite Valley Charter School

- Dr. Laurie Goodman shared the Shared Staff MOU.
- This MOU will be brought back to the Board with Appendix B with the position and salary/benefit details.

Dr. Craig Wheaton made a motion to approve the Shared Staff MOU Between Monarch River Academy & Yosemite Valley Charter School

Dr. Monique Ouwinga seconded the motion.

The board VOTED unanimously to approve the motion.

4.D. Shared Special Education Staff MOU Between Monarch River Academy & Yosemite Valley Charter School

- Dr. Laurie Goodman shared the Shared Staff MOU for Special Education Staff.

Dr. Craig Wheaton made a motion to approve the Shared Special Education Staff MOU Between Monarch River Academy & Yosemite Valley Charter School

Dr. Monique Ouwinga seconded the motion.
The board VOTED unanimously to approve the motion.

5. Governance

5.A. Enrollment Report

- Steph Johnson presented the school's current enrollment report.
- The school continues to take in new students for the 2022-2023 school year.

5.B. COVID-19 Report

- Dr. Laurie Goodman shared that there are no changes from last month's report.
- Dr. Goodman also shared that Fresno County donated 500 COVID-19 tests to the School.

5.C. Board Metrics Chart

- Dr. Goodman presented the proposed 2022-2023 Board Metrics and new format.

Dr. Craig Wheaton made a motion to approve the Board Metrics Chart.
Dr. Sam Nofziger seconded the motion.
The board VOTED unanimously to approve the motion.

5.D. Conflict of Interest Code

- Steph Johnson shared the updates to the Conflict of Interest Code.

Dr. Monique Ouwinga made a motion to approve the Conflict of Interest Code.
Dr. Craig Wheaton seconded the motion.
The board VOTED unanimously to approve the motion.

5.E. Conflict of Interest Policy

- Steph Johnson presented the changes to the Conflict of Interest Policy.

Dr. Craig Wheaton made a motion to approve the Conflict of Interest Policy,
Dr. Monique Ouwinga seconded the motion.
The board VOTED unanimously to approve the motion.

5.F. Purchase of an Annual License for a Board/Governance Platform

- Dr. Monique Ouwinga feels comfortable allowing the school to select an option.
- Dr. Craig Wheaton is interested in the cost of such a platform.

Dr. Craig Wheaton made a motion to have the school select options and quotes that might work for the Board.

Dr. Monique Ouwinga seconded the motion.

The board VOTED unanimously to approve the motion.

5.G. Board Meeting Format

Dr. Monique Ouwinga made a motion to meet in a hybrid format for August's Board Meeting.

Dr. Craig Wheaton seconded the motion.

The board VOTED unanimously to approve the motion.

6. Closing Items

7.A. Board of Director Comments & Requests

- No Board comments or requests were made at this time.

7.B. Announcement of the Next Scheduled Board Meetings

Regular: August 23, 2022 at 6:00 PM

7.C. Adjourn Meeting

Dr. Monique Ouwinga made a motion to adjourn the Board Meeting at 7:19 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 8:19 PM

Respectfully Submitted,
Dr. Sam Nofziger

Prepared by:
Rhonda Duerksen

Noted by:

Board Secretary

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Cover Sheet

July Financials

Section:	II. Finance
Item:	A. July Financials
Purpose:	Discussion & Potential Action - Vote
Related Material:	July Financials - MR

BACKGROUND:

- Charter Impact has prepared the schools financial report through July 2022.

RECOMMENDATION:

- Consider the approval of July Financials.

Monarch River Academy

July 2022

Financial Presentation

MONARCH RIVER - Highlights

- Large Increases in Funding from the Governor's Budget
- Enrollment slightly lower than budget – 1210 through July vs. 1245 Budgeted
- Year-end surplus projected at \$1.061M vs. Budgeted Surplus of \$675.8K
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio ✓

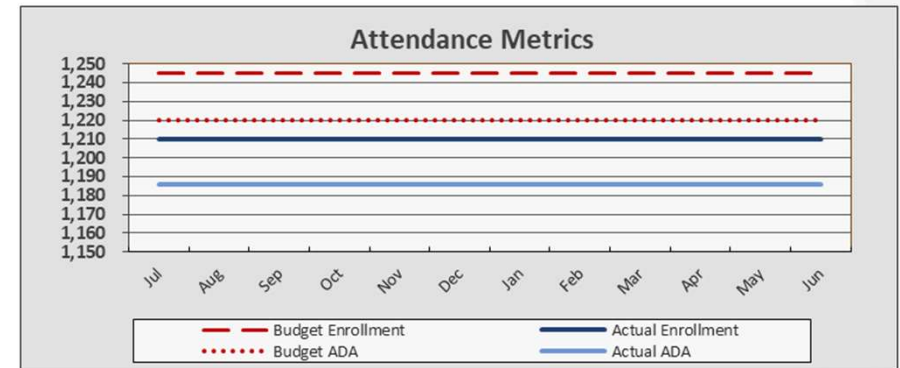
Cert.	Instr.
52.6%	84.5%
1,831,156	657,319

- 25:1 Pupil Teacher Ratio ✓

Pupil:Teacher Ratio
18.24 :1

Attendance & Data Metrics

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	1210	1210	1245
ADA	1186	1186	1220
Attendance Rate	98.0%	98.0%	98.0%
Unduplicated %	43.3%	43.3%	43.3%
Revenue per ADA		\$12,254	\$11,727
Expenses per ADA		\$11,472	\$11,174



MONARCH RIVER - Revenue

Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ -	\$ -
Federal Revenue	-	-
Other State Revenue	42,232	-
Other Local Revenue	-	-
Total Revenue	\$ 42,232	\$ 42,232

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 12,747,519	\$ 12,521,351	\$ 226,168
454,923	459,073	(4,150)
1,328,841	1,328,170	671
-	-	-
\$ 14,531,282	\$ 14,308,594	\$ 222,688

MONARCH RIVER - Expenses

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 70,073	\$ 104,347	\$ 34,273	\$ 6,285,698	\$ 6,038,398	\$ (247,300)
Classified Salaries	11,776	11,591	(186)	143,099	139,089	(4,010)
Benefits	77,169	74,247	(2,922)	2,016,964	1,954,566	(62,398)
Books and Supplies	111,381	54,164	(57,217)	1,626,133	1,651,998	25,865
Subagreement Services	49,362	183,036	133,674	2,293,245	2,774,703	481,458
Operations	11,647	9,858	(1,788)	156,443	118,300	(38,143)
Facilities	-	-	-	-	-	-
Professional Services	26,203	34,722	8,519	902,931	910,460	7,529
Depreciation	4,027	3,774	(253)	45,541	45,288	(253)
Interest	-	-	-	-	-	-
Total Expenses	\$ 361,637	\$ 475,739	\$ 114,101	\$ 13,470,055	\$ 13,632,802	\$ 162,747

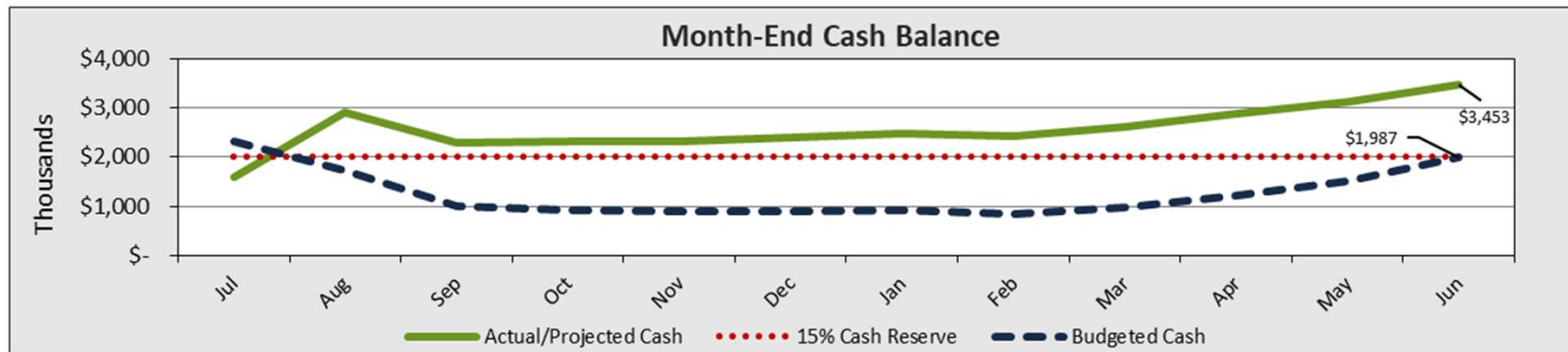
MONARCH RIVER - Fund Balance

- Projected current year-end surplus represents about 7.87% of annual expenses.
- Total Fund Surplus is projected to be 31.2% of annual expenses by end of the Fiscal Year

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (319,405)	\$ (475,739)	\$ 156,333	\$ 1,061,227	\$ 675,792	\$ 385,435
Beginning Fund Balance	<u>3,147,053</u>	<u>3,147,053</u>		<u>3,147,053</u>	<u>3,147,053</u>	
Ending Fund Balance	<u>\$ 2,827,648</u>	<u>\$ 2,671,314</u>		<u>\$ 4,208,280</u>	<u>\$ 3,822,845</u>	
<i>As a % of Annual Expenses</i>	21.0%	19.6%		31.2%	28.0%	

MONARCH RIVER - Cash Balance

- No further factoring required
- Year-end cash balance now projected to be \$3.45MM.



MONARCH RIVER – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Aug-26	Mandate Block Grant Application - Mandate Block Grant funding is available to fund the costs of mandated programs and activities. The Mandate Block Grant application is the only option for charter schools to receive this funding. (2021/22 funding per PY ADA K-8 \$18.34, 9-12 \$50.98).	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/ca/mandatebg.asp
DATA TEAM	Aug-26	CALPADS EOY 1, 2, 3 and 4 Amendment Window Deadline - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 8/26/2022.	Client	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Aug-31	Facility Incentive Grant Recertification (CSFA) - The State Charter School Facilities Incentive Grants Program is a federal grant program designed to assist high-performing charter schools with rent, lease, debt service, and Proposition 39 pro-rata payments or costs related to purchase, acquisition, design, new construction, and renovation. Subgrantees must re-certify eligibility twice annually in February and August. Failure to do so will result in the loss of grant funds and can result in the award being rescinded.	Charter Impact	No	No	http://www.treasurer.ca.gov/csfa/charter/faq.pdf
DATA TEAM	Aug-31	Administer English Language Proficiency Assessment for California (ELPAC) Initial Assessment - Based on the results of the home language survey, every pupil in California whose native language is not English is required to be tested within 30 days of the start of school. Be sure to note your school's 30th day of instruction and test all ELPAC students before that date. This reporting is used for students' academic performance and state and federal accountability reporting requirements.	Client	No	No	https://www.cde.ca.gov/ta/tg/ep/
FINANCE	Set by Authorizer	Unaudited Actual Reports - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/cs/alternative.asp
FINANCE	Sep-02	Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No	
FINANCE	Sep-12	Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with Client support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp
FINANCE	Sep-30	The Educator Effectiveness Funds (EEF) Annual Report - Annual report due each year on Sep 30th through 2026. <i>The final reporting system is under development and will be available prior to September 30, 2022.</i> Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/pd/ee/eef2021.asp
FINANCE	Sep-30	Prop 39 (CA Clean Energy Jobs Act) - Final Report (if not previously submitted.) LEAs with Proposition 39 funded projects must submit a Final Report by Sep 30, 2022. LEAs failing to submit a final report are subject to a requirement to return Prop 39 funds.	Client	No	No	https://www.energy.ca.gov/programs-and-topics/programs/california-clean-energy-jobs-act-proposition-39-k-12-program

MONARCH RIVER - Appendix

- Monthly Cash Flow / Forecast 22-23
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Compliance Report

Monarch River Academy

Monthly Cash Flow/Forecast FY22-23

Revised 08/16/2022

ADA = 1185.80



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid	-	563,212	563,212	1,013,782	1,013,782	1,013,782	1,013,782	1,236,163	1,236,163	1,236,163	1,236,163	1,236,162
8012	Education Protection Account	-	-	-	59,290	-	-	59,290	-	59,290	-	-	29,256
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-
8096	In Lieu of Property Taxes	-	9,107	18,215	12,143	12,143	12,143	12,143	25,402	12,701	12,701	12,701	12,701
		-	572,319	581,427	1,085,215	1,025,925	1,025,925	1,085,215	1,261,565	1,308,154	1,248,864	1,248,864	1,278,119

Federal Revenue

8181	Special Education - Entitlement	-	6,630	6,630	11,934	11,934	11,934	11,934	14,110	14,110	14,110	14,110	14,110
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-
8290	Title I, Part A - Basic Low Income	-	-	34,286	-	-	102,858	-	-	-	-	-	-
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	-	-	43,574	-	-	43,574	-	43,574	-	-	43,574	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-
		-	6,630	84,490	11,934	11,934	158,366	11,934	57,684	14,110	14,110	57,684	14,110

Other State Revenue

8311	State Special Education	42,232	44,931	44,931	80,877	80,877	80,877	80,877	87,176	87,176	87,176	87,176	87,176
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-
8550	Mandated Cost	-	-	-	-	24,505	-	-	-	-	-	-	-
8560	State Lottery	-	-	-	-	-	70,926	-	70,926	-	-	-	165,128
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-
8599	Other State Revenue	-	-	-	-	-	-	-	-	-	-	25,000	-
		42,232	44,931	44,931	80,877	80,877	105,382	151,803	80,877	87,176	158,102	87,176	112,176

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

		42,232	623,881	710,849	1,178,026	1,118,736	1,289,674	1,248,952	1,118,736	1,406,425	1,480,365	1,350,149	1,418,724	1,544,532
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Expenses

Certificated Salaries

1100	Teachers' Salaries	360	378,900	378,900	378,900	378,900	378,900	378,900	378,900	378,900	378,900	378,900	-
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	10,700	-	67,966	67,966	67,966	67,966	67,966	67,966	67,966	67,966	67,966	-
1200	Pupil Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-
1300	Administrators' Salaries	59,013	64,259	64,259	64,259	64,259	64,259	64,259	64,259	64,259	64,259	64,259	-
1900	Other Certificated Salaries	-	60,111	60,111	60,111	60,111	60,111	60,111	60,111	60,111	60,111	60,111	-
		70,073	503,270	571,236	571,236	571,236	571,236	571,236	571,236	571,236	571,236	571,236	-

Classified Salaries

2100	Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-
2200	Support Salaries	4,051	4,222	4,222	4,222	4,222	4,222	4,222	4,222	4,222	4,222	4,222	-
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical and Office Staff Salaries	378	-	-	-	-	-	-	-	-	-	-	-
2900	Other Classified Salaries	7,347	7,716	7,716	7,716	7,716	7,716	7,716	7,716	7,716	7,716	7,716	-
		11,776	11,938	11,938	11,938	11,938	11,938	11,938	11,938	11,938	11,938	11,938	-

Benefits

3101	STRS	11,673	95,831	108,772	108,772	108,772	108,772	108,772	108,772	108,772	108,772	108,772	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	728	741	741	741	741	741	741	741	741	741	741	-
3311	Medicare	1,167	7,448	8,431	8,431	8,431	8,431	8,431	8,431	8,431	8,431	8,431	-
3401	Health and Welfare	60,479	48,667	48,667	48,667	48,667	48,667	48,667	48,667	48,667	48,667	48,667	-
3501	State Unemployment	280	1,706	1,706	1,706	1,706	1,706	1,706	1,706	1,706	1,706	1,706	-
3601	Workers' Compensation	2,842	7,192	8,140	8,140	8,140	8,140	8,140	8,140	8,140	8,140	8,140	-
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-
		77,169	161,584	176,457	176,457	176,457	176,457	183,279	181,573	178,162	176,457	176,457	-

Books and Supplies

4100	Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-
4302	School Supplies	28,167	160,248	201,337	124,302	70,163	116,046	89,825	94,156	130,701	118,085	41,283	46,307
4305	Software	77,946	7,533	7,533	7,533	7,533	7,533	7,533	7,533	7,533	7,533	7,533	-
4310	Office Expense	5,268	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	-
4311	Business Meals	-	-	-	-	-	-	-	-	-	-	-	-

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
ADA = 1220.10		
12,376,147	12,108,335	267,812
207,126	244,020	(36,894)
164,245	168,996	(4,751)
12,747,519	12,521,351	226,168
143,482	147,632	(4,150)
-	-	-
-	-	-
137,144	137,144	-
-	-	-
-	-	-
-	-	-
-	-	-
174,297	174,297	-
-	-	-
454,923	459,073	(4,150)
972,356	1,000,482	(28,126)
-	-	-
24,505	24,505	-
306,980	278,183	28,797
-	-	-
25,000	25,000	-
1,328,841	1,328,170	671
-	-	-
-	-	-
14,531,282	14,308,594	222,688
4,168,257	4,046,502	(121,755)
-	-	-
690,360	592,237	(98,123)
-	-	-
765,863	757,700	(8,163)
661,218	641,959	(19,259)
6,285,698	6,038,398	(247,300)
-	-	-
-	-	-
50,496	49,192	(1,304)
-	-	-
378	-	(378)
92,225	89,897	(2,328)
143,099	139,089	(4,010)
1,195,227	1,153,334	(41,893)
-	-	-
8,879	8,624	(255)
92,925	89,574	(3,352)
595,812	584,000	(11,812)
32,685	32,550	(135)
91,436	86,485	(4,951)
-	-	-
2,016,964	1,954,566	(62,398)
-	-	-
-	-	-
1,220,619	1,259,855	39,235
160,813	144,500	(16,313)
22,960	19,900	(3,060)
-	-	-

Monarch River Academy

Monthly Cash Flow/Forecast FY22-23

Revised 08/16/2022

ADA = 1185.80



4312 School Fundraising Expense
4400 Noncapitalized Equipment
4700 Food Services

	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 Forecast	Original Budget Total	Favorable / (Unfav.)
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	29,799	37,439	23,114	13,047	21,579	16,703	17,509	24,304	21,958	7,677	8,611	-	221,741	227,743	6,003
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	111,381	199,189	247,918	156,558	92,352	146,767	115,669	120,807	164,147	149,185	58,101	64,060	-	1,626,133	1,651,998	25,865

Monarch River Academy

Monthly Cash Flow/Forecast FY22-23

Revised 08/16/2022

ADA = 1185.80



Subagreement Services

5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	33,517	33,517	33,517	33,517	33,517	33,517	33,517	33,517	33,517	33,517	-	-
5103 Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	-	-	-	-	-	-	-	-	-	-	-	-	-
5106 Other Educational Consultants	(61,081)	64,043	80,464	49,677	28,041	46,378	35,898	37,630	52,235	47,193	16,499	18,507	-
5107 Instructional Services	110,443	127,149	127,149	127,149	127,149	127,149	127,149	127,149	127,149	127,149	127,149	127,149	-

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
49,362	224,709	241,130	210,343	188,706	207,043	196,564	198,295	212,900	207,858	177,164	179,172	-

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
-	-	-
368,683	413,800	45,117
-	-	-
-	-	-
-	-	-
415,482	858,500	443,018
1,509,079	1,502,402	(6,677)
2,293,245	2,774,703	481,458

Operations and Housekeeping

5201 Auto and Travel	18	317	317	317	317	317	317	317	317	317	317	-	-
5300 Dues & Memberships	-	-	-	-	-	-	-	-	-	-	-	-	-
5400 Insurance	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	-	-
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-
5516 Miscellaneous Expense	99	-	-	-	-	-	-	-	-	-	-	-	-
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	-	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	-	-
5901 Postage and Shipping	-	258	258	258	258	258	258	258	258	258	258	-	-

11,647	13,163	13,163	13,163	13,163	13,163	13,163	13,163	13,163	13,163	13,163	13,163	-	-
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3,501	3,800	299
-	-	-
138,360	91,500	(46,860)
-	-	-
-	-	-
99	6,700	6,601
-	-	-
11,642	13,100	1,458
2,842	3,200	358
156,443	118,300	(38,143)

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	-	-	-	-	-	-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-

Professional/Consulting Services

5801 IT	-	392	392	392	392	392	392	392	392	392	392	-	-
5802 Audit & Taxes	-	-	-	5,433	5,433	5,433	-	-	-	-	-	-	-
5803 Legal	-	4,242	4,242	4,242	4,242	4,242	4,242	4,242	4,242	4,242	4,242	-	-
5804 Professional Development	1,795	5,725	5,725	5,725	5,725	5,725	5,725	5,725	5,725	5,725	5,725	-	-
5805 General Consulting	-	417	417	417	417	417	417	417	417	417	417	-	-
5806 Special Activities/Field Trips	3,029	1,451	1,823	1,125	635	1,051	813	1,183	1,069	374	419	-	-
5807 Bank Charges	-	708	708	708	708	708	708	708	708	708	708	-	-
5808 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-
5809 Other taxes and fees	-	600	600	600	600	600	600	600	600	600	600	-	-
5810 Payroll Service Fee	512	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	-
5811 Management Fee	20,867	21,191	21,191	21,191	21,191	21,191	21,191	21,191	21,191	21,191	21,191	-	-
5812 District Oversight Fee	-	17,170	17,443	32,556	30,778	30,778	32,556	30,778	37,847	39,245	37,466	38,344	-
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-
5814 SPED Encroachment	-	4,125	4,125	7,425	7,425	7,425	7,425	8,103	8,103	8,103	8,103	11,481	-
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-

26,203	57,104	57,749	80,898	78,629	79,045	75,153	73,413	81,491	82,775	80,301	80,346	49,825	-
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4,308	4,800	492
16,300	16,700	400
46,658	52,300	5,642
64,770	70,000	5,230
4,583	5,000	417
13,825	14,270	444
7,792	8,700	908
-	-	-
6,600	7,400	800
12,429	13,400	971
253,973	250,400	(3,573)
382,426	375,641	(6,785)
-	-	-
89,267	91,849	2,582
-	-	-
902,931	910,460	7,529

Depreciation

6900 Depreciation Expense	4,027	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	-
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4,027	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	-
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45,541	45,288	(253)
45,541	45,288	(253)

Interest

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

Total Expenses

361,637	1,174,730	1,323,365	1,224,366	1,136,255	1,209,423	1,170,776	1,174,200	1,236,812	1,216,386	1,092,134	1,100,146	49,825	-
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13,470,055	13,632,802	162,747
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1,061,227	675,792	385,435
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Monthly Surplus (Deficit)

(319,405)	(550,849)	(612,516)	(46,340)	(17,519)	80,250	78,176	(55,463)	169,613	263,980	258,016	318,578	1,494,707	-
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1,061,227	675,792	385,435
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Monarch River Academy

Monthly Cash Flow/Forecast FY22-23

Revised 08/16/2022

ADA = 1185.80



Cash Flow Adjustments

	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 Forecast	Original Budget Total	Favorable / (Unfav.)
Monthly Surplus (Deficit)	(319,405)	(550,849)	(612,516)	(46,340)	(17,519)	80,250	78,176	(55,463)	169,613	263,980	258,016	318,578	1,494,707	1,061,227		
Cash flows from operating activities																
Depreciation/Amortization	4,027	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	45,541		
Public Funding Receivables	181,476	-	-	-	-	-	-	-	-	-	-	-	(1,544,532)	(1,363,057)		
Grants and Contributions Rec.	104,576	1,839,524	(5,628)	86,981	-	-	-	-	-	-	-	-	-	2,025,453		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	(141,906)	-	-	-	-	-	-	-	-	-	-	-	-	(141,906)		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(145,315)	-	-	-	-	-	-	-	-	-	-	-	49,825	(95,490)		
Accrued Expenses	(233,147)	-	-	-	-	-	-	-	-	-	-	-	-	(233,147)		
Other Liabilities	195,357	-	-	-	-	-	-	-	-	-	-	-	-	195,357		
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	(5,208)	-	-	-	-	-	-	-	-	-	-	-	-	(5,208)		
Total Change in Cash	(359,546)	1,292,449	(614,370)	44,415	(13,745)	84,024	81,950	(51,689)	173,387	267,754	261,790	322,352				
Cash, Beginning of Month	1,964,025	1,604,480	2,896,929	2,282,559	2,326,974	2,313,229	2,397,253	2,479,203	2,427,514	2,600,901	2,868,654	3,130,444				
Cash, End of Month	1,604,480	2,896,929	2,282,559	2,326,974	2,313,229	2,397,253	2,479,203	2,427,514	2,600,901	2,868,654	3,130,444	3,452,796				

Cert.	Instr.
52.6%	84.5%
1,831,156	657,319

Pupil:Teacher Ratio
18.24

Monarch River Academy

Budget vs Actual

For the period ended July 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,108,335
Education Protection Account	-	-	-	-	-	-	244,020
In Lieu of Property Taxes	-	-	-	-	-	-	168,996
Total State Aid - Revenue Limit	-	-	-	-	-	-	12,521,351
Federal Revenue							
Special Education - Entitlement	-	-	-	-	-	-	147,632
Title I, Part A - Basic Low Income	-	-	-	-	-	-	137,144
Other Federal Revenue	-	-	-	-	-	-	174,297
Total Federal Revenue	-	-	-	-	-	-	459,073
Other State Revenue							
State Special Education	42,232	-	42,232	42,232	-	42,232	1,000,482
Mandated Cost	-	-	-	-	-	-	24,505
State Lottery	-	-	-	-	-	-	278,183
Other State Revenue	-	-	-	-	-	-	25,000
Total Other State Revenue	42,232	-	42,232	42,232	-	42,232	1,328,170
Total Revenues	\$ 42,232	\$ -	\$ 42,232	\$ 42,232	\$ -	\$ 42,232	\$ 14,308,594
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 360	\$ -	\$ (360)	\$ 360	\$ -	\$ (360)	\$ 4,046,502
Teachers' Extra Duty/Stipends	10,700	-	(10,700)	10,700	-	(10,700)	592,237
Administrators' Salaries	59,013	50,850	(8,163)	59,013	50,850	(8,163)	757,700
Other Certificated Salaries	-	53,497	53,497	-	53,497	53,497	641,959
Total Certificated Salaries	70,073	104,347	34,273	70,073	104,347	34,273	6,038,398
Classified Salaries							
Support Salaries	4,051	4,099	48	4,051	4,099	48	49,192
Clerical and Office Staff Salaries	378	-	(378)	378	-	(378)	-
Other Classified Salaries	7,347	7,491	144	7,347	7,491	144	89,897
Total Classified Salaries	11,776	11,591	(186)	11,776	11,591	(186)	139,089
Benefits							
State Teachers' Retirement System, certificated posit	11,673	19,930	8,257	11,673	19,930	8,257	1,153,334
OASDI/Medicare/Alternative, certificated positions	728	719	(9)	728	719	(9)	8,624
Medicare/Alternative, certificated positions	1,167	1,681	514	1,167	1,681	514	89,574
Health and Welfare Benefits, certificated positions	60,479	48,667	(11,812)	60,479	48,667	(11,812)	584,000
State Unemployment Insurance, certificated position:	280	1,628	1,348	280	1,628	1,348	32,550
Workers' Compensation Insurance, certificated positi	2,842	1,623	(1,219)	2,842	1,623	(1,219)	86,485
Total Benefits	77,169	74,247	(2,922)	77,169	74,247	(2,922)	1,954,566
Books & Supplies							
School Supplies	28,167	34,270	6,103	28,167	34,270	6,103	1,259,855
Software	77,946	12,042	(65,905)	77,946	12,042	(65,905)	144,500
Office Expense	5,268	1,658	(3,610)	5,268	1,658	(3,610)	19,900
Noncapitalized Equipment	-	6,195	6,195	-	6,195	6,195	227,743
Total Books & Supplies	111,381	54,164	(57,217)	111,381	54,164	(57,217)	1,651,998

Monarch River Academy

Budget vs Actual

For the period ended July 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Subagreement Services							
Special Education	-	34,483	34,483	-	34,483	34,483	413,800
Other Educational Consultants	(61,081)	23,352	84,434	(61,081)	23,352	84,434	858,500
Instructional Services	110,443	125,200	14,757	110,443	125,200	14,757	1,502,402
Total Subagreement Services	49,362	183,036	133,674	49,362	183,036	133,674	2,774,703
Operations & Housekeeping							
Auto and Travel	18	317	299	18	317	299	3,800
Insurance	11,530	7,625	(3,905)	11,530	7,625	(3,905)	91,500
Miscellaneous Expense	99	558	459	99	558	459	6,700
Communications	-	1,092	1,092	-	1,092	1,092	13,100
Postage and Shipping	-	267	267	-	267	267	3,200
Total Operations & Housekeeping	11,647	9,858	(1,788)	11,647	9,858	(1,788)	118,300
Professional/Consulting Services							
IT	-	400	400	-	400	400	4,800
Audit & Taxes	-	-	-	-	-	-	16,700
Legal	-	4,358	4,358	-	4,358	4,358	52,300
Professional Development	1,795	5,833	4,038	1,795	5,833	4,038	70,000
General Consulting	-	417	417	-	417	417	5,000
Special Activities/Field Trips	3,029	388	(2,641)	3,029	388	(2,641)	14,270
Bank Charges	-	725	725	-	725	725	8,700
Other Taxes and Fees	-	617	617	-	617	617	7,400
Payroll Service Fee	512	1,117	605	512	1,117	605	13,400
Management Fee	20,867	20,867	(0)	20,867	20,867	(0)	250,400
District Oversight Fee	-	-	-	-	-	-	375,641
SPED Encroachment	-	-	-	-	-	-	91,849
Total Professional/Consulting Services	26,203	34,722	8,519	26,203	34,722	8,519	910,460
Depreciation							
Depreciation Expense	4,027	3,774	(253)	4,027	3,774	(253)	45,288
Total Depreciation	4,027	3,774	(253)	4,027	3,774	(253)	45,288
Total Expenses	\$ 361,637	\$ 475,739	\$ 114,101	\$ 361,637	\$ 475,739	\$ 114,101	\$ 13,632,802
Change in Net Assets	(319,405)	(475,739)	156,333	(319,405)	(475,739)	156,333	675,792
Net Assets, Beginning of Period	3,147,053			3,147,053			
Net Assets, End of Period	\$ 2,827,648			\$ 2,827,648			

Monarch River Academy
Statement of Financial Position
July 31, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 1,050,973	\$ 1,964,025	\$ (913,053)	-46%
Restricted Cash	553,507	-	553,507	0%
Total Cash & Cash Equivalents	1,604,480	1,964,025	(359,546)	-46%
Public Funding Receivables	1,787,986	1,969,461	(181,476)	-9%
Grants & Contributions Receivable	36,718	141,294	(104,576)	-74%
Due To/From Related Parties	(250)	(250)	-	0%
Prepaid Expenses	168,016	26,110	141,906	543%
Total Current Assets	3,596,949	4,100,640	(503,691)	-12%
Long-Term Assets				
Property & Equipment, Net	191,790	195,817	(4,027)	-2%
Total Long Term Assets	191,790	195,817	(4,027)	-2%
Total Assets	\$ 3,788,739	\$ 4,296,457	\$ (507,718)	-12%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 161,842	\$ 307,156	\$ (145,315)	-47%
Accrued Liabilities	131,160	364,306	(233,147)	-64%
Deferred Revenue	553,507	358,150	195,357	55%
Notes Payable, Current Portion	62,500	62,500	-	0%
Total Current Liabilities	909,008	1,092,113	(183,104)	-17%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	52,083	57,292	(5,208)	-9%
Total Long-Term Liabilities	52,083	57,292	(5,208)	-9%
Total Liabilities	961,091	1,149,404	(188,313)	-16%
Total Net Assets	2,827,648	3,147,053	(319,405)	-10%
Total Liabilities and Net Assets	\$ 3,788,739	\$ 4,296,457	\$ (507,718)	-12%

Monarch River Academy

Statement of Cash Flows

For the period ended July 31, 2022

	Month Ended 07/31/22	YTD Ended 07/31/22
Cash Flows from Operating Activities		
Changes in Net Assets	\$ (319,405)	\$ (319,405)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	4,027	4,027
Decrease/(Increase) in Operating Assets:	-	-
Public Funding Receivables	181,476	181,476
Grants, Contributions & Pledges Receivable	104,576	104,576
Prepaid Expenses	(141,906)	(141,906)
Accounts Payable	(145,315)	(145,315)
Accrued Expenses	(233,147)	(233,147)
Deferred Revenue	195,357	195,357
Total Cash Flows from Operating Activities	(354,337)	(354,337)
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	(5,208)	(5,208)
Total Cash Flows from Financing Activities	(5,208)	(5,208)
Change in Cash & Cash Equivalents	(359,546)	(359,546)
Cash & Cash Equivalents, Beginning of Period	1,964,025	1,964,025
Cash and Cash Equivalents, End of Period	\$ 1,604,480	\$ 1,604,480

Monarch River Academy

Check Register

For the period ended July 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
14411	Charter Impact, Inc.	7/1/2022	\$ 20,867.00
14412	Alyssa Seifert	7/6/2022	180.18
14413	American Kids Sports Center	7/6/2022	2,010.17
14414	BookShark	7/6/2022	5.70
14415	Central California Gymnastics Institute - CCGI	7/6/2022	300.00
14416	Cindy Allington	7/6/2022	135.00
14417	Elizabeth Wagner	7/6/2022	250.00
14418	FedEx	7/6/2022	182.25
14419	Generation Genius, Inc	7/6/2022	175.00
14420	GL Kenpo	7/6/2022	480.00
14421	InnovEd Inc.	7/6/2022	425.00
14422	Integra LLC	7/6/2022	15,579.24
14423	Jessica Knutson	7/6/2022	575.00
14424	Jonathan Quijas	7/6/2022	676.26
14425	Jostens	7/6/2022	247.37
14426	Lakeshore	7/6/2022	64.34
14427	Michailia Massong	7/6/2022	1,690.00
14428	Michelle Buchanon	7/6/2022	315.00
14429	Nicole Jimenez	7/6/2022	10.00
14430	Perfect 10 Gymnastics	7/6/2022	621.00
14431	Playground Training Academy, LLC	7/6/2022	545.00
14432	PRN Nursing Consultants LLC	7/6/2022	855.00
14433	Reliant Investments, Inc	7/6/2022	900.00
14434	Rich Oliver Racing, Inc.	7/6/2022	1,200.00
14435	Robert Melendez	7/6/2022	567.00
14436	Rojeski Student Support	7/6/2022	350.00
14437	Silicon Valley High School Inc	7/6/2022	1,805.00
14438	Steinway Piano Gallery Of Fresno	7/6/2022	975.46
14439	The Axia Group	7/6/2022	110,443.00
14440	Tumble 395	7/6/2022	560.00
14441	Valerie Scott	7/6/2022	167.90
14442	Wendy DeRaud	7/6/2022	600.00
14443	Wild Hearts	7/6/2022	15.00
14444	Yosemite Valley Charter School	7/6/2022	110,608.83
14445	Jennifer Krahn	7/12/2022	426.00
14446	Alan Phorth	7/12/2022	66.19
14447	Braille Abilities, LLC	7/12/2022	14,641.93
14448	Bungalow Lane ALC	7/12/2022	200.00
14449	C'est La Vie Arts	7/12/2022	30.00
14450	Charter Impact, Inc.	7/12/2022	679.72
14451	CharterSafe	7/12/2022	172,466.00
14452	Colleen Snyder	7/12/2022	345.00
14453	Learn and Create Inc.	7/12/2022	150.16
14454	LEGO Education	7/12/2022	306.58
14455	McColgan & Associates Inc	7/12/2022	2,596.25
14456	Otschool, Inc.	7/12/2022	48.00
14457	Robert Melendez	7/12/2022	81.00
14458	Sandra Torosian	7/12/2022	120.00
14459	The Artnook	7/12/2022	125.00
14460	Yosemite Valley Charter School	7/12/2022	449.26
14461	Association of California School Administrators	7/13/2022	112.50
14462	VOYA Financial FBO CalSTRS Pension2	7/15/2022	3,653.00
14463	Aikido of Fresno	7/19/2022	225.00
14464	America's Kids Inc.	7/19/2022	1,072.50
14465	Braille Abilities, LLC	7/19/2022	1,360.25

Monarch River Academy

Check Register

For the period ended July 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
14466	Break the Barriers, Inc.	7/19/2022	1,575.00
14467	Bungalow Lane ALC	7/19/2022	400.00
14468	C'est La Vie Arts	7/19/2022	30.00
14469	California Dental Network inc	7/19/2022	159.27
14470	Carissa Jansson	7/19/2022	51.28
14471	Clarksville Charter School	7/19/2022	2,711.20
14472	Feather River Charter School	7/19/2022	6,500.42
14473	Gracie Jiu-Jitsu Clovis	7/19/2022	120.00
14474	Guido's Martial Arts Academy	7/19/2022	816.00
14475	Gymnastics Beat	7/19/2022	1,215.00
14476	Hillside Swim School	7/19/2022	2,800.00
14477	Jackson Lewis P.C.	7/19/2022	5,132.40
14478	Jenna Hulsey	7/19/2022	650.00
14479	Jennifer McQuarrie	7/19/2022	165.00
14480	Just Dance	7/19/2022	32.50
14481	Kathleen Atchley Tutor	7/19/2022	80.00
14482	Kids Club Spanish School LLC	7/19/2022	360.00
14483	Lake View Charter School	7/19/2022	3,433.10
14484	Lakeshore	7/19/2022	834.40
14485	LEGO Education	7/19/2022	746.42
14486	Math-U-See Inc.	7/19/2022	518.00
14487	Outschool, Inc.	7/19/2022	76.00
14488	PRN Nursing Consultants LLC	7/19/2022	2,025.00
14489	Rjeski Student Support	7/19/2022	35.00
14490	SAM Academy	7/19/2022	120.00
14491	Sarah Sanchez	7/19/2022	250.00
14492	Sylvan Learning of Bakersfield	7/19/2022	98.00
14493	T-Mobile	7/19/2022	145.80
14494	Tennis Visalia	7/19/2022	270.00
14495	The Artnook	7/19/2022	625.00
14496	Thinkwell Corporation	7/19/2022	88.19
14497	Wendy DeRaud	7/19/2022	260.44
14498	Yosemite Valley Charter School	7/19/2022	49,319.34
14499	Aspire Speech & Learning Center	7/21/2022	120.00
14500	Aspire Speech & Learning Center	7/26/2022	500.00
14501	BookShark	7/26/2022	8.66
14502	Charter Impact, Inc.	7/26/2022	511.89
14503	Corey Engstrom	7/26/2022	18.14
14504	Department of Justice	7/26/2022	96.00
14505	Growing Healthy Children Therapy Services, Inc.	7/26/2022	1,014.30
14506	Jazz Fresno	7/26/2022	450.00
14507	Kristen Kroeker	7/26/2022	234.00
14508	Lee's United Gymnastics Academy	7/26/2022	680.00
14509	Lindsay Hughes	7/26/2022	94.21
14510	Lissa Engstrom	7/26/2022	19.89
14511	PRN Nursing Consultants LLC	7/26/2022	450.00
14512	School Pathways, LLC	7/26/2022	126.00
14513	Teacher Synergy, LLC	7/26/2022	113.95
14514	The Advantage Group	7/26/2022	3,176.64
14515	WM Music Lessons	7/26/2022	450.00
14516	Yosemite Valley Charter School	7/26/2022	69,763.20
14517	VOYA Financial FBO CalSTRS Pension2	7/31/2022	1,000.00
MRA220714-01	AATK2, LLC	7/14/2022	<u>5,208.34</u>

Monarch River Academy

Check Register

For the period ended July 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
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Total Disbursements in July \$ 639,213.02

Monarch River Academy

Accounts Payable Aging

For the period ended July 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Activities for Learning Inc.	385709	7/6/2022	8/5/2022	\$ 114	\$ -	\$ -	\$ -	\$ -	\$ 114
All About Learning Press, Inc.	911245	7/6/2022	8/5/2022	89	-	-	-	-	89
All About Learning Press, Inc.	911280	7/8/2022	8/7/2022	60	-	-	-	-	60
America's Kids Inc.	22-024798-01	7/9/2022	8/8/2022	270	-	-	-	-	270
America's Kids Inc.	22-024800-01	7/9/2022	8/8/2022	270	-	-	-	-	270
America's Kids Inc.	22-027085-01	7/9/2022	8/8/2022	88	-	-	-	-	88
America's Kids Inc.	22-027161-01	7/9/2022	8/8/2022	88	-	-	-	-	88
Art of Problem Solving	INV225960	7/12/2022	8/11/2022	60	-	-	-	-	60
Art of Problem Solving	INV225999	7/15/2022	8/14/2022	96	-	-	-	-	96
Bakersfield Swim Academy	22-016454-01	7/6/2022	8/5/2022	220	-	-	-	-	220
Bakersfield Swim Academy	22-017794-03	7/6/2022	8/5/2022	98	-	-	-	-	98
Bakersfield Swim Academy	22-017831-03	7/6/2022	8/5/2022	98	-	-	-	-	98
Bakersfield Swim Academy	22-026173-02	7/6/2022	8/5/2022	98	-	-	-	-	98
Beautiful Feet Books, Inc.	16977	7/6/2022	8/5/2022	245	-	-	-	-	245
Beautiful Feet Books, Inc.	16984	7/7/2022	8/6/2022	259	-	-	-	-	259
Big Little Ones, LLC	2438	10/22/2021	10/22/2021	-	-	-	-	227	227
Bonnie Haskell	22-019393-02	7/3/2022	8/2/2022	60	-	-	-	-	60
Bonnie Haskell	22-020525-02	7/3/2022	8/2/2022	80	-	-	-	-	80
Bonnie Haskell	22-020528-02	7/3/2022	8/2/2022	80	-	-	-	-	80
Bonnie Haskell	22-021625-02	7/3/2022	8/2/2022	80	-	-	-	-	80
Bonnie Haskell	22-021869-05	7/3/2022	8/2/2022	20	-	-	-	-	20
Bonnie Haskell	22-021869-06	7/3/2022	8/2/2022	20	-	-	-	-	20
Bonnie Haskell	22-021869-07	7/3/2022	8/2/2022	20	-	-	-	-	20
Bonnie Haskell	22-021869-08	7/3/2022	8/2/2022	20	-	-	-	-	20
Bonnie Haskell	22-022654-01	7/3/2022	8/2/2022	40	-	-	-	-	40
Bonnie Haskell	22-022656-01	7/3/2022	8/2/2022	40	-	-	-	-	40
Bonnie Haskell	22-022658-01	7/3/2022	8/2/2022	40	-	-	-	-	40
Bonnie Haskell	22-022661-01	7/3/2022	8/2/2022	60	-	-	-	-	60
BookShark	BI0006041	7/8/2022	8/7/2022	364	-	-	-	-	364
BookShark	BI0006532	7/13/2022	8/12/2022	953	-	-	-	-	953
Bridgeway Academy	BW-MRA-0003	4/13/2022	5/13/2022	-	-	-	45	-	45
Charter Impact, Inc.	QTR22022	7/25/2022	7/25/2022	-	20	-	-	-	20

Monarch River Academy

Accounts Payable Aging

For the period ended July 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Clarksville Charter School	6196	7/18/2022	7/18/2022	-	2,711	-	-	-	2,711
Corey Engstrom	ENG061022-04	6/10/2022	6/10/2022	-	-	16	-	-	16
Deborah Cardoza	CARD061522	6/15/2022	6/15/2022	-	-	583	-	-	583
Don Johnston Incorporated	00455001	6/8/2021	7/8/2021	-	-	-	-	65	65
Evan-Moor	INV347743	7/7/2022	8/6/2022	43	-	-	-	-	43
Feather River Charter School	6267	7/18/2022	7/18/2022	-	6,500	-	-	-	6,500
Fireplace Inc	21073	7/21/2022	7/21/2022	-	798	-	-	-	798
Generation Genius, Inc	GG126374-R2	7/4/2022	8/3/2022	175	-	-	-	-	175
Goodfellow Occupational Therapy, Inc.	2426	7/11/2022	8/5/2022	220	-	-	-	-	220
History Unboxed LLC	wc-14860HU	7/12/2022	8/11/2022	66	-	-	-	-	66
History Unboxed LLC	wc-14861HU	7/12/2022	8/11/2022	66	-	-	-	-	66
InnovEd Inc.	22-017929-01	7/18/2022	8/17/2022	450	-	-	-	-	450
InnovEd Inc.	22-017931-01	7/18/2022	8/17/2022	485	-	-	-	-	485
Institute for Excellence in Writing	885303	7/18/2022	8/6/2022	44	-	-	-	-	44
Institute for Excellence in Writing	904208	7/8/2022	8/6/2022	205	-	-	-	-	205
Institute for Excellence in Writing	904357	7/11/2022	8/11/2022	37	-	-	-	-	37
Institute for Excellence in Writing	904705	7/11/2022	8/11/2022	221	-	-	-	-	221
Institute for Excellence in Writing	904709	7/11/2022	8/11/2022	99	-	-	-	-	99
Institute for Excellence in Writing	904924	7/11/2022	8/11/2022	322	-	-	-	-	322
Institute for Excellence in Writing	904928	7/11/2022	8/11/2022	195	-	-	-	-	195
Institute for Excellence in Writing	905093	7/11/2022	8/11/2022	37	-	-	-	-	37
Institute for Excellence in Writing	905572	7/11/2022	8/11/2022	83	-	-	-	-	83
Jacqueline Johnson	21	7/14/2022	8/13/2022	3,872	-	-	-	-	3,872
Jacqueline Johnson	22	7/20/2022	8/19/2022	460	-	-	-	-	460
Jacqueline Johnson	22-006558-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-009723-01	7/14/2022	8/13/2022	75	-	-	-	-	75
Jacqueline Johnson	22-012003-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-012006-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-012151-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-012151-02	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-013970-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-013970-02	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-018892-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-018892-02	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-018898-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-018898-02	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-021491-01	7/14/2022	8/13/2022	95	-	-	-	34 of 326	95

Monarch River Academy

Accounts Payable Aging

For the period ended July 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Jacqueline Johnson	22-021953-01	7/14/2022	8/13/2022	75	-	-	-	-	75
Jacqueline Johnson	22-026646-01	7/14/2022	8/13/2022	95	-	-	-	-	95
KiwiCo, Inc	176	4/30/2022	6/14/2022	-	-	735	-	-	735
Lake View Charter School	6098	7/18/2022	8/17/2022	3,433	-	-	-	-	3,433
Lakeshore	252317071122	7/11/2022	8/10/2022	93	-	-	-	-	93
Learning Without Tears	INV147403	7/13/2022	8/12/2022	23	-	-	-	-	23
Learning Without Tears	INV147442	7/13/2022	8/12/2022	23	-	-	-	-	23
Lighthouse Therapy LLC	714	6/2/2022	7/17/2022	-	49,232	-	-	-	49,232
Lighthouse Therapy LLC	742	7/5/2022	8/19/2022	5,017	-	-	-	-	5,017
Linda Odom	22-022370-02	7/14/2022	8/13/2022	72	-	-	-	-	72
Linda Odom	22-022370-03	7/14/2022	8/13/2022	90	-	-	-	-	90
Linda Odom	22-022374-02	7/14/2022	8/13/2022	72	-	-	-	-	72
Linda Odom	22-022374-03	7/14/2022	8/13/2022	90	-	-	-	-	90
Lindsay Hughes	HUGH052522-01	5/25/2022	5/25/2022	-	-	-	43	-	43
Little Passports	IN-0000992277	7/7/2022	8/6/2022	310	-	-	-	-	310
Math-U-See Inc.	0771252-IN	6/14/2022	8/13/2022	58	-	-	-	-	58
Math-U-See Inc.	0774464-IN	7/8/2022	9/6/2022	65	-	-	-	-	65
Math-U-See Inc.	0774528-IN	7/8/2022	9/6/2022	24	-	-	-	-	24
Math-U-See Inc.	0777595-IN	7/22/2022	9/20/2022	222	-	-	-	-	222
Math-U-See Inc.	0777638-IN	7/25/2022	9/23/2022	67	-	-	-	-	67
MEL Science U.S. LLC	EC2022071204	7/12/2022	8/11/2022	339	-	-	-	-	339
Melissa Bogle	22-017733-02	7/12/2022	8/11/2022	180	-	-	-	-	180
Michele Lafferre	22-020381-01	7/18/2022	8/17/2022	390	-	-	-	-	390
Michele Lafferre	22-020387-01	7/18/2022	8/17/2022	270	-	-	-	-	270
Miriam Hofer	HOF060822	6/8/2022	6/8/2022	-	-	109	-	-	109
Miriam Hofer	HOF061022	6/10/2022	6/10/2022	-	-	74	-	-	74
Moving Beyond the Page	268159	7/6/2022	8/5/2022	1,106	-	-	-	-	1,106
Moving Beyond the Page	268160	7/6/2022	8/5/2022	927	-	-	-	-	927
Moving Beyond the Page	268161	7/6/2022	8/5/2022	499	-	-	-	-	499
Oak Meadow Inc.	131893	7/12/2022	8/11/2022	101	-	-	-	-	101
Outschool, Inc.	12345706014	7/4/2022	8/3/2022	40	-	-	-	-	40
Rainbow Resource Center	3779745	7/7/2022	8/6/2022	220	-	-	-	-	220
Rainbow Resource Center	3780660	7/7/2022	8/6/2022	374	-	-	-	-	374
Rainbow Resource Center	3780662	7/7/2022	8/6/2022	39	-	-	-	-	39
Rainbow Resource Center	3780663	7/7/2022	8/6/2022	49	-	-	-	-	49
Rainbow Resource Center	3780667	7/7/2022	8/6/2022	21	-	-	-	-	21
Rainbow Resource Center	3780902	7/7/2022	8/6/2022	203	-	-	-	35.of 326	203

Monarch River Academy

Accounts Payable Aging

For the period ended July 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	3780908	7/7/2022	8/6/2022	213	-	-	-	-	213
Rainbow Resource Center	3780909	7/7/2022	8/6/2022	22	-	-	-	-	22
Rainbow Resource Center	3780912	7/7/2022	8/6/2022	625	-	-	-	-	625
Rainbow Resource Center	3780914	7/7/2022	8/6/2022	659	-	-	-	-	659
Rainbow Resource Center	3780915	7/7/2022	8/6/2022	137	-	-	-	-	137
Rainbow Resource Center	3780916	7/7/2022	8/6/2022	71	-	-	-	-	71
Rainbow Resource Center	3780923	7/7/2022	8/6/2022	125	-	-	-	-	125
Rainbow Resource Center	3780927	7/7/2022	8/6/2022	60	-	-	-	-	60
Rainbow Resource Center	3780965	7/7/2022	8/6/2022	147	-	-	-	-	147
Rainbow Resource Center	3783661	7/11/2022	8/10/2022	199	-	-	-	-	199
Rainbow Resource Center	3783662	7/11/2022	8/10/2022	85	-	-	-	-	85
Rainbow Resource Center	3783663	7/11/2022	8/10/2022	178	-	-	-	-	178
Rainbow Resource Center	3783664	7/11/2022	8/10/2022	178	-	-	-	-	178
Rainbow Resource Center	3783665	7/11/2022	8/10/2022	178	-	-	-	-	178
Rainbow Resource Center	3783666	7/11/2022	8/10/2022	62	-	-	-	-	62
Rainbow Resource Center	3783667	7/11/2022	8/10/2022	68	-	-	-	-	68
Rainbow Resource Center	3783668	7/11/2022	8/10/2022	38	-	-	-	-	38
Rainbow Resource Center	3783669	7/11/2022	8/10/2022	25	-	-	-	-	25
Rainbow Resource Center	3783670	7/11/2022	8/10/2022	39	-	-	-	-	39
Rainbow Resource Center	3787318	7/14/2022	8/13/2022	153	-	-	-	-	153
Rainbow Resource Center	3798089	7/22/2022	8/21/2022	55	-	-	-	-	55
Rainbow Resource Center	3799392	7/22/2022	8/21/2022	78	-	-	-	-	78
Rainbow Resource Center	3799806	7/25/2022	8/24/2022	134	-	-	-	-	134
Rainbow Resource Center	3799810	7/25/2022	8/24/2022	134	-	-	-	-	134
Rich Oliver Racing, Inc.	22-006410-02	7/2/2022	8/1/2022	625	-	-	-	-	625
Rich Oliver Racing, Inc.	22-021723-01	7/2/2022	8/1/2022	625	-	-	-	-	625
Robert Melendez	1834	6/1/2022	7/1/2022	-	27	-	-	-	27
SAM Academy	22-019849-03	7/19/2022	8/18/2022	20	-	-	-	-	20
School Pathways, LLC	140-INV3671	7/13/2022	8/12/2022	60,936	-	-	-	-	60,936
Singapore Math, Inc.	S230983	7/11/2022	8/10/2022	39	-	-	-	-	39
Singapore Math, Inc.	S231034	7/11/2022	8/10/2022	34	-	-	-	-	34
Singapore Math, Inc.	S231037	7/11/2022	8/10/2022	64	-	-	-	-	64
Singapore Math, Inc.	S231292	7/12/2022	8/11/2022	162	-	-	-	-	162
Singapore Math, Inc.	S231294	7/12/2022	8/11/2022	98	-	-	-	-	98
Studies Weekly	435020	6/17/2022	9/1/2022	32	-	-	-	-	32
Studies Weekly	435021	6/17/2022	9/1/2022	32	-	-	-	-	32
Studies Weekly	435189	6/17/2022	9/1/2022	65	-	-	-	36.of 326	65

Monarch River Academy

Accounts Payable Aging

For the period ended July 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Studies Weekly	435190	6/17/2022	9/1/2022	65	-	-	-	-	65
Studies Weekly	435191	6/17/2022	9/1/2022	65	-	-	-	-	65
Studies Weekly	435196	6/17/2022	9/1/2022	65	-	-	-	-	65
Studies Weekly	441009	7/5/2022	9/1/2022	65	-	-	-	-	65
Studies Weekly	441010	7/5/2022	9/1/2022	65	-	-	-	-	65
Studies Weekly	441011	7/5/2022	9/1/2022	65	-	-	-	-	65
Studies Weekly	441012	7/5/2022	9/1/2022	65	-	-	-	-	65
Studies Weekly	441013	7/5/2022	9/1/2022	65	-	-	-	-	65
Studies Weekly	441014	7/5/2022	9/1/2022	32	-	-	-	-	32
Studies Weekly	441015	7/5/2022	9/1/2022	32	-	-	-	-	32
Studies Weekly	441016	7/5/2022	9/1/2022	32	-	-	-	-	32
Studies Weekly	441017	7/5/2022	9/1/2022	32	-	-	-	-	32
Teacher Synergy, LLC	197842693	7/19/2022	8/9/2022	86	-	-	-	-	86
Teaching Textbooks	43335	7/6/2022	8/5/2022	43	-	-	-	-	43
Teaching Textbooks	43339	7/7/2022	8/6/2022	55	-	-	-	-	55
Teaching Textbooks	43340	7/7/2022	8/6/2022	43	-	-	-	-	43
The Lampo Group, LLC	INV877516	7/6/2022	8/5/2022	30	-	-	-	-	30
The Talk Team	105900	7/1/2022	7/31/2022	390	-	-	-	-	390
The Talk Team	105901	7/1/2022	7/31/2022	345	-	-	-	-	345
The Talk Team	105902	7/1/2022	7/31/2022	390	-	-	-	-	390
The Talk Team	105903	7/1/2022	7/31/2022	390	-	-	-	-	390
The Talk Team	105904	7/1/2022	7/31/2022	460	-	-	-	-	460
The Talk Team	105905	7/1/2022	7/31/2022	173	-	-	-	-	173
Thimble Sewciety	22-022725-01	7/7/2022	8/6/2022	35	-	-	-	-	35
Thimble Sewciety	22-026681-02	6/2/2022	7/2/2022	-	315	-	-	-	315
Thinkwell Corporation	205669	7/7/2022	8/6/2022	125	-	-	-	-	125
Timberdoodle.com	387335	7/6/2022	8/5/2022	250	-	-	-	-	250
Transamerica	M46832JUL22	7/1/2022	8/1/2022	371	-	-	-	-	371
Valerie Scott	SCOT070122	7/1/2022	7/1/2022	-	139	-	-	-	139
Verizon Wireless	9910410466	7/5/2022	7/28/2022	-	400	-	-	-	400
Wieser Educational	97455	7/8/2022	8/7/2022	71	-	-	-	-	71
Yosemite Valley Charter School	HQT0622MRA	7/13/2022	7/13/2022	-	2,594	-	-	-	2,594
Total Outstanding Payables in July				\$ 97,208	\$ 62,737	\$ 1,517	\$ 88	\$ 292	\$ 161,842

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Aug-26	Mandate Block Grant Application - Mandate Block Grant funding is available to fund the costs of mandated programs and activities. The Mandate Block Grant application is the only option for charter schools to receive this funding. (2021/22 funding per PY ADA K-8 \$18.34, 9-12 \$50.98).	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/ca/mandatebg.asp
DATA TEAM	Aug-26	CALPADS EOY 1, 2, 3 and 4 Amendment Window Deadline - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 8/26/2022.	Client	No	No	https://www.cde.ca.gov/ds/sp/cl/rotcalendar.asp
FINANCE	Aug-31	Facility Incentive Grant Recertification (CSFA) - The State Charter School Facilities Incentive Grants Program is a federal grant program designed to assist high-performing charter schools with rent, lease, debt service, and Proposition 39 pro-rata payments or costs related to purchase, acquisition, design, new construction, and renovation. Subgrantees must re-certify eligibility twice annually in February and August. Failure to do so will result in the loss of grant funds and can result in the award being rescinded.	Charter Impact	No	No	http://www.treasurer.ca.gov/csfa/charter/faq.pdf
DATA TEAM	Aug-31	Administer English Language Proficiency Assessment for California (ELPAC) Initial Assessment - Based on the results of the home language survey, every pupil in California whose native language is not English is required to be tested within 30 days of the start of school. Be sure to note your school's 30th day of instruction and test all ELPAC students before that date. This reporting is used for students' academic performance and state and federal accountability reporting requirements.	Client	No	No	https://www.cde.ca.gov/ta/tg/ep/
FINANCE	Set by Authorizer	Unaudited Actual Reports - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/sf/fr/cs/alternative.asp
FINANCE	Sep-02	Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No	
FINANCE	Sep-12	Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with Client support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp
FINANCE	Sep-30	The Educator Effectiveness Funds (EEF) Annual Report - Annual report due each year on Sep 30th through 2026. <i>The final reporting system is under development and will be available prior to September 30, 2022.</i> Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/pd/ee/eeef2021.asp
FINANCE	Sep-30	Prop 39 (CA Clean Energy Jobs Act) - Final Report (if not previously submitted.) LEAs with Proposition 39 funded projects must submit a Final Report by Sep 30, 2022. LEAs failing to submit a final report are subject to a requirement to return Prop 39 funds.	Client	No	No	https://www.energy.ca.gov/programs-and-topics/programs/california-clean-energy-jobs-act-proposition-39-k-12-program

Cover Sheet

Unaudited Actuals Report (UAR)

Section:	II. Finance
Item:	B. Unaudited Actuals Report (UAR)
Purpose:	Discussion & Potential Action - Vote
Related Material:	Unaudited Actuals Report (UAR) - MR

BACKGROUND:

- Unaudited Actuals are an annual statement reporting the financial activities of the school in which the data has not yet been formally audited. Unaudited Actuals are presented to the Board on or before the month of September, reflecting the school's final year end closing from the previous June.
- This is a foundational report for the auditors to perform their review.

RECOMMENDATION:

- Consider the approval of the UAR.

Monarch River Academy

Unaudited Actuals Report

June 2022

Monarch River Academy- Highlights

- Unaudited Actuals = Communicating Results of Operations to CDE
- June 21-22 Financials audit to be complete in December 2022
- Reporting Differences between these reports and the UAR?
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio
- 25:1 Pupil Teacher Ratio

Cert.	Instr.
45.8%	83.9%
728,188	491,556

Pupil:Teacher Ratio
20.26 :1

MONARCH RIVER ACADEMY - Enrollment

<i>Enrollment & Per Pupil Data</i>			
	<i><u>Actual</u></i>	<i><u>Forecast</u></i>	<i><u>Budget</u></i>
<i>Average Enrollment</i>	<i>n/a</i>	<i>1118</i>	<i>1505</i>
<i>ADA</i>	<i>n/a</i>	<i>1096</i>	<i>1475</i>
<i>Attendance Rate</i>	<i>n/a</i>	<i>98.0%</i>	<i>98.0%</i>
<i>Unduplicated %</i>	<i>42.9%</i>	<i>41.8%</i>	<i>42.9%</i>
<i>Revenue per ADA</i>		<i>\$11,476</i>	<i>\$11,003</i>
<i>Expenses per ADA</i>		<i>\$10,497</i>	<i>\$9,658</i>

Monarch River Academy - Revenues

Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 10,209,170	\$ 14,090,469	\$ (3,881,299)
1,205,292	836,809	368,483
1,160,054	1,302,634	(142,580)
2,310	-	2,310
<u>\$ 12,576,826</u>	<u>\$ 16,229,911</u>	<u>\$ (3,653,085)</u>

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 10,209,170	\$ 14,090,469	\$ (3,881,299)
1,205,292	836,809	368,483
1,160,054	1,302,634	(142,580)
2,310	-	2,310
\$ 12,576,826	\$ 16,229,911	\$ (3,653,085)

Monarch River Academy - Expenses

Expenses

	Year-to-Date		
	Actual	Budget	Fav/(Unf)
Certificated Salaries	\$ 4,807,137	\$ 5,275,459	\$ 468,322
Classified Salaries	117,172	1	(117,171)
Benefits	1,428,637	1,557,959	129,322
Books and Supplies	1,424,107	2,446,473	1,022,366
Subagreement Services	2,859,837	3,514,406	654,569
Operations	112,632	170,200	57,568
Facilities	748	-	(748)
Professional Services	683,012	1,082,364	399,352
Depreciation	45,789	-	(45,789)
Interest	24,368	198,819	174,451
Total Expenses	\$ 11,503,439	\$ 14,245,681	\$ 2,742,242

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 4,807,137	\$ 5,275,459	\$ 468,322
Classified Salaries	117,172	1	(117,171)
Benefits	1,428,637	1,557,959	129,322
Books and Supplies	1,424,107	2,446,473	1,022,366
Subagreement Services	2,859,837	3,514,406	654,569
Operations	112,632	170,200	57,568
Facilities	748	-	(748)
Professional Services	683,012	1,082,364	399,352
Depreciation	45,789	-	(45,789)
Interest	24,368	198,819	174,451
Total Expenses	\$ 11,503,439	\$ 14,245,681	\$ 2,742,242

Monarch River Academy – Fund Balance

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 1,073,387	\$ 1,984,230	\$ (910,843)	\$ 1,073,387	\$ 1,984,231	\$ (910,843)
Beginning Fund Balance	<u>2,073,666</u>	<u>2,073,666</u>		<u>2,073,666</u>	<u>2,073,666</u>	
Ending Fund Balance	<u>\$ 3,147,053</u>	<u>\$ 4,057,896</u>		<u>\$ 3,147,053</u>	<u>\$ 4,057,897</u>	
<i>As a % of Annual Expenses</i>	<i>27.4%</i>	<i>28.5%</i>		<i>27.4%</i>	<i>28.5%</i>	

Monarch River Academy - Appendix

- Monthly Cash Flow/Forecast 22-23
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- AP Aging

Monarch River Academy

Monthly Cash Flow/Forecast FY21-22

Revised 08/16/2022

ADA = 1073.54



Revenues

State Aid - Revenue Limit

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
8011 LCFF State Aid	-	410,272	410,272	738,490	738,490	738,490	738,490	738,489	1,075,720	1,075,720	1,075,720	2,113,322	-	9,853,474	13,595,060	(3,741,586)
8012 Education Protection Account	-	-	-	44,695	-	-	44,694	-	-	71,535	-	53,062	-	213,986	295,000	(81,014)
8019 State Aid - Prior Year	-	15,641	(0)	-	-	-	-	-	(6,157)	(6,157)	(6,157)	(12,313)	-	(15,142)	-	(15,142)
8096 In Lieu of Property Taxes	-	-	-	27,187	25,684	12,842	12,842	12,842	21,146	10,573	10,573	23,163	-	156,852	200,408	(43,556)
	-	425,913	410,272	810,372	764,174	751,332	796,026	751,331	1,090,710	1,151,672	1,080,137	2,177,234	-	10,209,170	14,090,469	(3,881,299)

Federal Revenue

8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	129,698	-	129,698	178,475	(48,777)
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	72,133	-	-	-	65,492	-	137,625	95,533	42,092
8296 Other Federal Revenue	-	2,500	166,775	216	-	-	75,531	10,868	58,354	36,627	11,216	477,134	-	839,221	562,801	276,420
8299 Prior Year Federal Revenue	-	-	-	25,870	25,870	-	-	51,740	(4,732)	-	-	-	-	98,748	-	98,748
	-	2,500	166,775	26,086	25,870	-	75,531	134,741	53,622	36,627	11,216	672,324	-	1,205,292	836,809	368,483

Other State Revenue

8311 State Special Education	30,635	30,635	55,143	55,143	55,143	55,143	55,143	79,838	79,838	79,838	79,838	77,348	-	733,685	907,125	(173,440)
8550 Mandated Cost	-	-	-	-	-	17,825	-	-	-	-	-	-	-	17,825	17,443	382
8560 State Lottery	-	-	-	-	-	-	66,070	-	-	58,205	-	152,708	-	276,983	293,525	(16,542)
8598 Prior Year Revenue	-	-	-	-	(5,445)	-	11,343	-	-	-	-	-	-	5,899	-	5,899
8599 Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	125,661	84,541	41,120
	30,635	30,635	55,143	55,143	49,698	72,968	132,556	196,241	1,099	194,004	92,799	249,132	-	1,160,054	1,302,634	(142,580)

Other Local Revenue

8660 Interest Revenue	-	308	-	-	639	-	-	436	-	-	927	-	-	2,310	-	2,310
8689 Other Fees and Contracts	-	-	-	-	-	7,275	-	-	(7,275)	-	-	-	-	-	-	-
	-	308	-	-	639	7,275	-	436	(7,275)	-	927	-	-	2,310	-	2,310

Total Revenue

	30,635	459,357	632,190	891,601	840,381	831,575	1,004,114	1,082,749	1,138,155	1,382,303	1,185,078	3,098,690	-	12,576,826	16,229,911	(3,653,085)
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Expenses

Certificated Salaries

1100 Teachers' Salaries	251,818	260,131	267,997	266,291	271,001	276,033	288,230	286,830	288,663	284,261	288,843	296,391	-	3,326,488	3,897,590	571,102
1175 Teachers' Extra Duty/Stipends	16,026	33,623	67,230	67,933	76,666	78,797	58,947	55,055	69,918	51,578	51,743	72,985	-	700,500	662,590	(37,909)
1300 Administrators' Salaries	61,975	59,042	51,983	51,983	51,983	56,033	51,983	52,083	56,083	52,083	52,083	84,657	-	681,974	634,191	(47,783)
1900 Other Certificated Salaries	7,057	7,057	13,658	7,057	7,057	7,557	7,268	7,793	7,793	7,293	7,293	11,293	-	98,176	81,088	(17,087)
	336,876	359,854	400,868	393,265	406,707	418,421	406,427	401,762	422,457	395,215	399,962	465,325	-	4,807,137	5,275,459	468,322

Classified Salaries

2100 Instructional Salaries	-	-	-	2,400	1,210	90	-	-	-	477	258	-	-	4,435	1	(4,434)
2200 Support Salaries	4,418	4,339	4,342	4,473	4,200	4,523	4,156	3,997	4,548	4,180	4,364	4,668	-	52,208	-	(52,208)
2400 Clerical and Office Staff Salaries	-	-	-	2,584	2,136	2,426	2,185	2,814	3,104	2,022	2,775	2,819	-	22,864	-	(22,864)
2900 Other Classified Salaries	-	-	2,737	3,778	3,574	3,847	3,954	3,662	4,170	3,850	4,060	4,033	-	37,665	-	(37,665)
	4,418	4,339	7,079	13,234	11,120	10,886	10,294	10,472	11,822	10,529	11,457	11,520	-	117,172	1	(117,171)

Benefits

3101 STRS	55,921	60,212	66,770	65,221	56,942	67,250	67,239	65,745	67,242	64,862	65,508	67,310	-	770,221	845,129	74,907
3301 OASDI	272	267	437	819	687	673	636	647	731	651	708	692	-	7,220	0	(7,220)
3311 Medicare	4,772	5,109	5,723	5,608	5,777	5,938	5,757	5,699	6,019	5,609	5,687	6,068	-	67,765	76,494	8,729
3401 Health and Welfare	44,139	50,012	34,699	36,201	42,169	37,772	39,775	43,408	43,370	72,239	44,982	44,930	-	533,697	529,650	(4,047)
3501 State Unemployment	2,393	821	938	1,110	82	7,905	9,167	308	116	419	96	5	-	23,360	32,830	9,470
3601 Workers' Compensation	1,799	2,117	3,405	2,117	2,117	2,117	2,117	2,117	2,117	2,117	2,117	2,117	-	26,375	73,856	47,482
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	109,295	118,538	111,971	111,075	107,775	121,655	124,691	117,924	119,594	145,896	119,099	121,122	-	1,428,637	1,557,959	129,322

Books and Supplies

4302 School Supplies	26,530	127,506	160,200	98,904	55,827	92,335	71,471	74,918	103,996	93,958	158,024	78,207	-	1,141,876	2,176,817	1,034,941
4305 Software	28,914	6,966	14,067	14,131	1,550	1,765	16,080	6,481	9,287	12,786	929	272	-	113,230	183,300	70,070
4310 Office Expense	20	628	2,121	3,401	1,855	994	2,342	1,097	1,626	1,908	1,378	1,414	-	18,784	14,600	(4,184)
4311 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 Noncapitalized Equipment	-	31,596	20,989	126	-	-	-	-	-	150	97,027	329	-	150,217	71,756	(78,461)
	55,464	166,696	197,378	116,563	59,232	95,095	89,893	82,496	114,909	108,802	257,358	80,221	-	1,424,107	2,446,473	1,022,366

Monarch River Academy

Monthly Cash Flow/Forecast FY21-22

Revised 08/16/2022

ADA = 1073.54



Subagreement Services

5102	Special Education	-	6,803	37,660	5,665	(62,387)	140,014	29,803	11,550	8,029	70,612	107,896	65,593	-
5106	Other Educational Consultants	4,477	31,828	123,186	28,476	96,462	17,859	(220,116)	471,294	151,914	122,132	142,022	143,748	-
5107	Instructional Services	141,075	141,075	141,075	141,075	141,075	(42,716)	153,159	67,727	110,443	110,443	110,443	110,443	-
		145,552	179,705	301,921	175,216	175,150	115,156	(37,154)	550,572	270,386	303,187	360,361	319,784	-

Operations and Housekeeping

5201	Auto and Travel	-	-	-	155	549	1,674	186	54	282	356	536	3,535	-
5300	Dues & Memberships	-	-	1,870	-	-	-	153	-	24	-	-	-	-
5400	Insurance	6,418	7,551	7,551	7,551	7,551	7,551	7,550	275	7,550	7,551	7,551	7,551	-
5516	Miscellaneous Expense	-	-	-	5,500	-	-	158	68	-	258	265	137	-
5900	Communications	-	-	-	216	192	-	7,144	1,271	617	534	546	1,120	-
5901	Postage and Shipping	-	-	597	1,198	197	100	225	-	-	-	-	182	-
		6,418	7,551	10,018	14,620	8,490	9,325	15,418	8,943	1,730	8,698	8,897	12,524	-

Facilities, Repairs and Other Leases

5601	Rent	-	-	-	-	-	-	-	-	-	-	-	-	-
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-
5604	Other Leases	-	-	-	-	-	-	-	-	748	-	-	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	748	-	-	-	-

Professional/Consulting Services

5801	IT	-	-	-	-	4,000	-	-	-	-	-	-	-	-
5802	Audit & Taxes	-	-	4,354	-	-	949	-	4,354	-	-	-	-	-
5803	Legal	15,000	6,114	13,209	-	(7,154)	7,275	1,650	1,697	4,906	139	6,870	6,133	-
5804	Professional Development	30	845	5,769	-	2,500	-	19,200	5,918	-	1,244	1,046	1,446	-
5805	General Consulting	-	-	250	250	250	250	-	-	494	-	338	750	-
5806	Special Activities/Field Trips	-	312	436	204	268	671	119	1,315	2,061	1,918	5,094	(1,430)	-
5807	Bank Charges	570	637	705	501	633	713	639	648	580	686	601	2,011	-
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-
5809	Other taxes and fees	-	473	301	203	54	-	95	98	3,388	457	2,492	1,169	-
5810	Payroll Service Fee	276	1,067	1,570	598	1,531	721	1,516	715	711	631	614	1,311	-
5811	Management Fee	23,537	47,449	23,762	23,417	16,003	15,928	(2,397)	15,318	16,185	16,185	16,185	14,289	-
5812	District Oversight Fee	-	12,308	12,775	24,311	22,925	22,540	23,881	93,903	26,522	26,522	26,522	14,987	-
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-
5815	Public Relations/Recruitment	-	500	(1,000)	-	-	-	-	-	-	-	501	-	-
		39,413	69,704	62,130	49,484	41,010	49,046	44,703	123,965	54,846	47,781	60,264	40,666	-

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	4,280	-
		3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	4,280	-

Interest

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

Total Expenses

Monthly Surplus (Deficit)

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																
5102 Special Education	-	6,803	37,660	5,665	(62,387)	140,014	29,803	11,550	8,029	70,612	107,896	65,593	-	421,239	534,200	112,961
5106 Other Educational Consultants	4,477	31,828	123,186	28,476	96,462	17,859	(220,116)	471,294	151,914	122,132	142,022	143,748	-	1,113,282	1,276,065	162,784
5107 Instructional Services	141,075	141,075	141,075	141,075	141,075	(42,716)	153,159	67,727	110,443	110,443	110,443	110,443	-	1,325,317	1,704,141	378,824
	145,552	179,705	301,921	175,216	175,150	115,156	(37,154)	550,572	270,386	303,187	360,361	319,784	-	2,859,837	3,514,406	654,569
Operations and Housekeeping																
5201 Auto and Travel	-	-	-	155	549	1,674	186	54	282	356	536	3,535	-	7,327	17,700	10,373
5300 Dues & Memberships	-	-	1,870	-	-	-	153	-	24	-	-	-	-	2,047	3,200	1,153
5400 Insurance	6,418	7,551	7,551	7,551	7,551	7,551	7,551	7,550	275	7,550	7,551	7,551	-	82,201	122,500	40,299
5516 Miscellaneous Expense	-	-	-	5,500	-	-	158	68	-	258	265	137	-	6,386	9,200	2,814
5900 Communications	-	-	-	216	192	-	7,144	1,271	617	534	546	1,120	-	11,641	13,400	1,759
5901 Postage and Shipping	-	-	597	1,198	197	100	225	-	-	-	-	182	-	2,500	4,200	1,700
	6,418	7,551	10,018	14,620	8,490	9,325	15,418	8,943	1,730	8,698	8,897	12,524	-	112,632	170,200	57,568
Facilities, Repairs and Other Leases																
5601 Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603 Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5604 Other Leases	-	-	-	-	-	-	-	-	-	748	-	-	-	748	-	(748)
5605 Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Repairs and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	748	-	-	-	748	-	(748)
Professional/Consulting Services																
5801 IT	-	-	-	-	4,000	-	-	-	-	-	-	-	-	4,000	2,900	(1,100)
5802 Audit & Taxes	-	-	4,354	-	-	949	-	4,354	-	-	-	-	-	9,656	14,200	4,544
5803 Legal	15,000	6,114	13,209	-	(7,154)	7,275	1,650	1,697	4,906	139	6,870	6,133	-	55,839	35,700	(20,139)
5804 Professional Development	30	845	5,769	-	2,500	-	19,200	5,918	-	1,244	1,046	1,446	-	37,997	39,100	1,103
5805 General Consulting	-	-	250	250	250	250	-	-	494	-	338	750	-	2,582	2,000	(582)
5806 Special Activities/Field Trips	-	312	436	204	268	671	119	1,315	2,061	1,918	5,094	(1,430)	-	10,967	150,642	139,675
5807 Bank Charges	570	637	705	501	633	713	639	648	580	686	601	2,011	-	8,923	11,500	2,577
5808 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100	100
5809 Other taxes and fees	-	473	301	203	54	-	95	98	3,388	457	2,492	1,169	-	8,729	11,700	2,971
5810 Payroll Service Fee	276	1,067	1,570	598	1,531	721	1,516	715	711	631	614	1,311	-	11,259	18,200	6,941
5811 Management Fee	23,537	47,449	23,762	23,417	16,003	15,928	(2,397)	15,318	16,185	16,185	16,185	14,289	-	225,861	284,023	58,163
5812 District Oversight Fee	-	12,308	12,775	24,311	22,925	22,540	23,881	93,903	26,522	26,522	26,522	14,987	-	307,196	422,714	115,518
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	36	36
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	86,848	86,848
5815 Public Relations/Recruitment	-	500	(1,000)	-	-	-	-	-	-	-	-	501	-	1	2,700	2,699
	39,413	69,704	62,130	49,484	41,010	49,046	44,703	123,965	54,846	47,781	60,264	40,666	-	683,012	1,082,364	399,352
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	4,280	-	45,789	-	(45,789)
	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	4,280	-	45,789	-	(45,789)
Interest																
7438 Interest Expense	-	-	10,758	-	-	13,610	-	-	-	-	-	-	-	24,368	198,819	174,451
	-	-	10,758	-	-	13,610	-	-	-	-	-	-	-	24,368	198,819	174,451
Total Expenses	701,211	910,162	1,105,895	877,231	813,257	836,968	658,046	1,299,908	999,518	1,024,629	1,221,171	1,055,443	-	11,503,439	14,245,681	2,742,242
Monthly Surplus (Deficit)	(670,576)	(450,805)	(473,705)	14,370	27,125	(5,394)	346,068	(217,159)	138,637	357,673	(36,094)	2,043,247	-	1,073,387	1,984,231	(910,843)

Monarch River Academy

Monthly Cash Flow/Forecast FY21-22

Revised 08/16/2022

ADA = 1073.54



Cash Flow Adjustments

	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast
Monthly Surplus (Deficit)	(670,576)	(450,805)	(473,705)	14,370	27,125	(5,394)	346,068	(217,159)	138,637	357,673	(36,094)	2,043,247	-	1,073,387
Cash flows from operating activities														
Depreciation/Amortization	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	4,280	-	45,789
Public Funding Receivables	102,494	999,729	1,794,335	-	61,830	(17,825)	(699,616)	726,305	30,142	-	69,543	(1,816,676)	-	1,250,261
Grants and Contributions Rec.	554,056	142,573	-	54,316	(148,621)	(57,591)	(488,264)	687,586	(150,560)	67,475	(13,714)	(37,605)	-	609,652
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	(29,391)	(285)	813	1,269	(8,627)	1,041	6,247	(6,159)	5,931	(100,776)	120,111	39,352	-	29,525
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(343,011)	(38,019)	218,759	(78,756)	(67,022)	(94,577)	190,050	141,308	(284,723)	227,044	51,657	(14,865)	-	(92,156)
Accrued Expenses	(7,484)	(41,523)	(297,797)	(5,630)	47,903	75,884	70,396	(78,477)	65,728	(221,695)	(14,760)	55,864	-	(351,591)
Other Liabilities	-	30,247	13,081	(216)	-	-	(6,159)	41,184	88,481	(92,588)	(12,961)	11,276	-	72,346
Cash flows from investing activities														
Purchases of Prop. And Equip.	(5,208)	(50,000)	-	-	-	-	-	-	-	-	-	(15,195)	-	(70,403)
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	627,700	-	-	909,000	-	-	-	-	-	-	-	1,536,700
Payments on Factoring	-	(664,500)	(1,535,700)	-	-	(627,700)	-	-	(909,000)	-	-	-	-	(3,736,900)
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	(12,500)	-	-	(12,500)
Total Change in Cash	(395,347)	(68,809)	351,259	(10,874)	(83,639)	186,612	(577,505)	1,298,361	(1,011,590)	240,907	155,056	269,679		
Cash, Beginning of Month	1,609,915	1,214,569	1,145,759	1,497,018	1,486,144	1,402,505	1,589,117	1,011,612	2,309,973	1,298,383	1,539,291	1,694,346		
Cash, End of Month	<u>1,214,569</u>	<u>1,145,759</u>	<u>1,497,018</u>	<u>1,486,144</u>	<u>1,402,505</u>	<u>1,589,117</u>	<u>1,011,612</u>	<u>2,309,973</u>	<u>1,298,383</u>	<u>1,539,291</u>	<u>1,694,346</u>	<u>1,964,025</u>		

Cert.	Instr.
45.8%	83.9%
728,188	491,556

Pupil:Teacher Ratio
20.26

Monarch River Academy

Budget vs Actual

For the period ended June 30, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 1,075,720	\$ 1,817,936	\$ (742,216)	\$ 7,740,152	\$ 9,959,190	\$ (2,219,038)	\$ 13,595,060
Education Protection Account	-	-	-	160,924	221,250	(60,326)	295,000
State Aid - Prior Year	(6,157)	-	(6,157)	(2,829)	-	(2,829)	-
In Lieu of Property Taxes	10,573	21,728	(11,155)	133,689	156,951	(23,262)	200,408
Total State Aid - Revenue Limit	1,080,137	1,839,665	(759,528)	8,031,936	10,337,391	(2,305,455)	14,090,469
Federal Revenue							
Special Education - Entitlement	-	23,866	(23,866)	-	130,744	(130,744)	178,475
Title I, Part A - Basic Low Income	-	-	-	72,133	95,533	(23,400)	95,533
Other Federal Revenue	11,216	-	11,216	362,088	562,801	(200,713)	562,801
Prior Year Federal Revenue	-	-	-	98,748	-	98,748	-
Total Federal Revenue	11,216	23,866	(12,650)	532,969	789,078	(256,109)	836,809
Other State Revenue							
State Special Education	79,838	121,301	(41,463)	656,337	664,523	(8,186)	907,125
Mandated Cost	-	-	-	17,825	17,443	382	17,443
State Lottery	-	-	-	124,275	88,431	35,845	293,525
Prior Year Revenue	-	-	-	5,899	-	5,899	-
Other State Revenue	12,961	-	12,961	106,585	84,541	22,044	84,541
Total Other State Revenue	92,799	121,301	(28,502)	910,921	854,937	55,984	1,302,634
Other Local Revenue							
Interest Revenue	927	-	927	2,310	-	2,310	-
Total Other Local Revenue	927	-	927	2,310	-	2,310	-
Total Revenues	\$ 1,185,078	\$ 1,984,832	\$ (799,754)	\$ 9,478,136	\$ 11,981,406	\$ (2,503,270)	\$ 16,229,911
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 288,843	\$ 324,799	\$ 35,956	\$ 3,030,097	\$ 3,572,791	\$ 542,693	\$ 3,897,590
Teachers' Extra Duty/Stipends	51,743	66,259	14,516	627,515	596,331	(31,183)	662,590
Administrators' Salaries	52,083	52,849	766	597,317	581,341	(15,976)	634,191
Other Certificated Salaries	7,293	6,757	(535)	86,883	74,331	(12,552)	81,088
Total Certificated Salaries	399,962	450,665	50,703	4,341,812	4,824,794	482,982	5,275,459
Classified Salaries							
Instructional Salaries	258	0	(258)	4,435	1	(4,434)	1
Support Salaries	4,364	-	(4,364)	47,540	-	(47,540)	-
Clerical and Office Staff Salaries	2,775	-	(2,775)	20,045	-	(20,045)	-
Other Classified Salaries	4,060	-	(4,060)	33,632	-	(33,632)	-
Total Classified Salaries	11,457	0	(11,457)	105,651	1	(105,650)	1
Benefits							
State Teachers' Retirement System, certificated posit	65,508	72,196	6,688	702,911	772,932	70,021	845,129
OASDI/Medicare/Alternative, certificated positions	708	0	(708)	6,528	0	(6,528)	0
Medicare/Alternative, certificated positions	5,687	6,535	847	61,697	69,960	8,263	76,494
Health and Welfare Benefits, certificated positions	44,982	44,138	(845)	488,767	485,513	(3,255)	529,650
State Unemployment Insurance, certificated position:	96	1,642	1,546	23,354	31,189	7,834	32,830
Workers' Compensation Insurance, certificated positi	2,117	6,309	4,192	24,258	67,547	43,289	73,856
Total Benefits	119,099	130,819	11,720	1,307,515	1,427,140	119,625	1,557,959
Books & Supplies							
School Supplies	158,024	233,008	74,984	1,063,670	2,090,830	1,027,161	2,176,817
Software	929	15,275	14,346	112,958	168,025	55,067	183,300
Office Expense	1,378	1,217	(161)	17,370	13,383	(3,987)	14,600
Noncapitalized Equipment	97,027	7,681	(89,346)	149,888	68,921	(80,967)	71,756
Total Books & Supplies	257,358	257,180	(177)	1,343,886	2,341,160	997,274	2,446,473

Monarch River Academy

Budget vs Actual

For the period ended June 30, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Subagreement Services							
Special Education	107,896	44,517	(63,379)	355,645	489,683	134,038	534,200
Other Educational Consultants	142,022	136,591	(5,431)	969,534	1,225,659	256,125	1,276,065
Instructional Services	110,443	142,012	31,569	1,214,874	1,562,129	347,255	1,704,141
Total Subagreement Services	360,361	323,119	(37,242)	2,540,054	3,277,471	737,418	3,514,406
Operations & Housekeeping							
Auto and Travel	536	1,475	939	3,793	16,225	12,432	17,700
Dues & Memberships	-	267	267	2,047	2,933	887	3,200
Insurance	7,551	10,208	2,658	74,650	112,292	37,642	122,500
Miscellaneous Expense	265	767	502	6,780	8,433	1,653	9,200
Communications	546	1,117	571	10,521	12,283	1,762	13,400
Postage and Shipping	-	350	350	2,317	3,850	1,533	4,200
Total Operations & Housekeeping	8,897	14,183	5,286	100,108	156,017	55,909	170,200
Facilities, Repairs & Other Leases							
Other Leases	-	-	-	748	-	(748)	-
Total Facilities, Repairs & Other Leases	-	-	-	748	-	(748)	-
Professional/Consulting Services							
IT	-	242	242	4,000	2,658	(1,342)	2,900
Audit & Taxes	-	-	-	9,656	14,200	4,544	14,200
Legal	6,870	2,975	(3,895)	49,706	32,725	(16,981)	35,700
Professional Development	1,046	3,258	2,212	36,551	35,842	(710)	39,100
General Consulting	338	167	(171)	1,832	1,833	1	2,000
Special Activities/Field Trips	5,094	16,125	11,030	12,397	144,691	132,294	150,642
Bank Charges	601	958	357	6,913	10,542	3,629	11,500
Printing	-	8	8	-	92	92	100
Other Taxes and Fees	2,492	975	(1,517)	7,560	10,725	3,165	11,700
Payroll Service Fee	614	1,517	903	9,949	16,683	6,735	18,200
Management Fee	16,185	23,669	7,484	211,572	260,355	48,783	284,023
District Oversight Fee	26,522	55,190	28,668	292,209	310,122	17,913	422,714
County Fees	-	-	-	-	36	36	36
SPED Encroachment	-	11,613	11,613	-	63,621	63,621	86,848
Public Relations/Recruitment	501	225	(276)	1	2,475	2,474	2,700
Total Professional/Consulting Services	60,264	116,922	56,658	642,346	906,601	264,255	1,082,364
Depreciation							
Depreciation Expense	3,774	-	(3,774)	41,509	-	(41,509)	-
Total Depreciation	3,774	-	(3,774)	41,509	-	(41,509)	-
Interest							
Interest Expense	-	-	-	24,368	198,819	174,451	198,819
Total Interest	-	-	-	24,368	198,819	174,451	198,819
Total Expenses	\$ 1,221,171	\$ 1,292,889	\$ 71,718	\$ 10,447,996	\$ 13,132,002	\$ 2,684,006	\$ 14,245,681
Change in Net Assets	(36,094)	691,942	(728,036)	(969,860)	(1,150,596)	180,736	1,984,231
Net Assets, Beginning of Period	1,139,899			2,073,666			
Net Assets, End of Period	\$ 1,103,806			\$ 1,103,806			

Monarch River Academy

Statement of Financial Position

June 30, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 1,347,472	\$ 1,609,915	\$ (262,443)	-16%
Restricted Cash	346,874	-	346,874	0%
Total Cash & Cash Equivalents	1,694,346	1,609,915	84,431	-16%
Public Funding Receivables	152,786	3,219,723	(3,066,937)	-95%
Grants & Contributions Receivable	103,689	750,946	(647,257)	-86%
Factored Receivable	-	(2,200,200)	2,200,200	-100%
Due To/From Related Parties	(250)	(250)	-	0%
Prepaid Expenses	65,462	55,635	9,827	18%
Total Current Assets	2,016,033	3,435,769	(1,419,736)	-41%
Long-Term Assets				
Property & Equipment, Net	184,902	226,410	(41,509)	-18%
Total Long Term Assets	184,902	226,410	(41,509)	-18%
Total Assets	\$ 2,200,935	\$ 3,662,179	\$ (1,461,244)	-40%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 322,021	\$ 399,313	\$ (77,291)	-19%
Accrued Liabilities	308,442	715,897	(407,455)	-57%
Deferred Revenue	346,874	285,804	61,070	21%
Notes Payable, Current Portion	62,500	62,500	-	0%
Total Current Liabilities	1,039,838	1,463,514	(423,676)	-29%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	57,292	125,000	(67,708)	-54%
Total Long-Term Liabilities	57,292	125,000	(67,708)	-54%
Total Liabilities	1,097,129	1,588,513	(491,384)	-31%
Total Net Assets	1,103,806	2,073,666	(969,860)	-47%
Total Liabilities and Net Assets	\$ 2,200,935	\$ 3,662,179	\$ (1,461,244)	-40%

Monarch River Academy

Statement of Cash Flows

For the period ended June 30, 2022

	Month Ended 06/30/22	YTD Ended 06/30/22
Cash Flows from Operating Activities		
Changes in Net Assets	\$ (36,094)	\$ (969,860)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	3,774	41,509
Decrease/(Increase) in Operating Assets:	-	
Public Funding Receivables	69,543	3,066,937
Grants, Contributions & Pledges Receivable	(13,714)	(1,552,943)
Prepaid Expenses	120,111	(9,827)
Accounts Payable	51,657	(77,291)
Accrued Expenses	(14,760)	(407,455)
Deferred Revenue	(12,961)	61,070
Total Cash Flows from Operating Activities	167,556	152,139
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	(12,500)	(67,708)
Total Cash Flows from Financing Activities	(12,500)	(67,708)
Change in Cash & Cash Equivalents	155,056	84,431
Cash & Cash Equivalents, Beginning of Period	1,539,291	1,609,915
Cash and Cash Equivalents, End of Period	\$ 1,694,346	\$ 1,694,346

Monarch River Academy**Check Register**

For the period ended June 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
14063	All About Learning Press, Inc.	6/1/2022	Void
14064	Alta Vista Elementary School District	6/1/2022	\$ 26,522.00
14066	America's Kids Inc.	6/1/2022	Void
14067	American Kids Sports Center	6/1/2022	2,045.20
14068	Andrew Carmona	6/1/2022	480.00
14069	Art of Problem Solving	6/1/2022	486.94
14070	Aspire Speech & Learning Center	6/1/2022	1,200.00
14071	Barnes Dispute Resolution, Inc.	6/1/2022	5,250.00
14072	Beautiful Feet Books, Inc.	6/1/2022	706.19
14073	Brian Hammons Piano	6/1/2022	1,735.00
14074	Brittany Guirell	6/1/2022	375.00
14075	Charter Impact, Inc.	6/1/2022	9,452.00
14076	Don Johnston Incorporated	6/1/2022	64.80
14077	E-Therapy, LLC	6/1/2022	965.50
14078	Educational Development Corporation	6/1/2022	26.36
14079	Generation Genius, Inc	6/1/2022	300.00
14080	Goodfellow Occupational Therapy, Inc.	6/1/2022	3,437.50
14081	Growing Healthy Children Therapy Services, Inc.	6/1/2022	2,736.30
14082	Guido's Martial Arts Academy	6/1/2022	229.00
14083	Hillside Swim School	6/1/2022	2,010.00
14084	HP Inc.	6/1/2022	372.31
14085	InnovEd Inc.	6/1/2022	Void
14086	Jessica Knutson	6/1/2022	900.00
14087	Kathleen Atchley Tutor	6/1/2022	400.00
14088	Kevin Freeman	6/1/2022	60.00
14089	KiwiCo, Inc	6/1/2022	Void
14090	Linda Odom	6/1/2022	Void
14091	Logic of English	6/1/2022	362.62
14092	Math-U-See Inc.	6/1/2022	58.00
14093	Melissa Bogle	6/1/2022	Void
14094	Michelle Buchanon	6/1/2022	180.00
14095	Nicole Jimenez	6/1/2022	Void
14096	Nicole Medeiros	6/1/2022	1,940.00
14097	Oak Meadow Inc.	6/1/2022	1,497.90
14098	Oak Meadow Inc.	6/1/2022	81.00
14099	Olga Shabanov	6/1/2022	320.00
14100	Outschool, Inc.	6/1/2022	12.00
14101	PRN Nursing Consultants LLC	6/1/2022	450.00
14102	Professional Print & Mail, Inc.	6/1/2022	501.28
14104	Project Learn LLC	6/1/2022	8,719.37
14105	Rainbow Resource Center	6/1/2022	174.22
14106	Randy Stumpfhauser	6/1/2022	Void
14107	Reading Horizons	6/1/2022	Void
14109	Reliant Investments, Inc	6/1/2022	5,641.91
14110	Rich Oliver Racing, Inc.	6/1/2022	1,050.00
14111	Robert Melendez	6/1/2022	243.00
14112	Rojeski Student Support	6/1/2022	315.00
14113	School Pathways, LLC	6/1/2022	870.00
14114	Sheryl Reimer	6/1/2022	63.18
14115	Susan Hancock	6/1/2022	245.00
14116	T-Mobile	6/1/2022	65.80
14117	Teacher Synergy, LLC	6/1/2022	52.75

Monarch River Academy

Check Register

For the period ended June 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
14118	Teaching Textbooks	6/1/2022	Void
14119	The Advantage Group	6/1/2022	3,377.82
14120	The Artnook	6/1/2022	375.00
14121	The Axia Group	6/1/2022	110,443.00
14122	The Dance Studio 2	6/1/2022	390.00
14123	The Village	6/1/2022	475.00
14124	Thimble Sewciety	6/1/2022	475.00
14125	Traffic Depot, Inc	6/1/2022	1,695.00
14126	Transamerica	6/1/2022	194.58
14127	Tutoring Club	6/1/2022	40.00
14128	Verizon Wireless	6/1/2022	400.10
14129	Wild Hearts	6/1/2022	Void
14130	WM Music Lessons	6/1/2022	1,040.00
14131	Yosemite Valley Charter School	6/1/2022	75,643.23
14132	Brittany Girell	6/3/2022	300.00
14133	A3 Sports & Wellness, Inc.	6/7/2022	982.00
14134	Alison Weidenheimer	6/7/2022	1,000.00
14135	All About Learning Press, Inc.	6/7/2022	211.14
14136	America's Kids Inc.	6/7/2022	60.00
14137	American Kids Sports Center	6/7/2022	406.60
14138	Aspire Speech & Learning Center	6/7/2022	1,930.00
14139	Bakersfield Swim Academy	6/7/2022	1,240.00
14140	Big Little Ones, LLC	6/7/2022	74.90
14141	Bonnie Haskell	6/7/2022	820.00
14142	BookShark	6/7/2022	812.18
14143	Brenda Myers	6/7/2022	125.00
14144	Bright Thinker	6/7/2022	1,071.69
14145	Bullfrog Swim School Inc	6/7/2022	4,150.00
14146	C'est La Vie Arts	6/7/2022	180.00
14147	Charter Impact, Inc.	6/7/2022	305.50
14148	Cindy Allington	6/7/2022	135.00
14149	Clarksville Charter School	6/7/2022	2,711.20
14150	Denise Nicholes	6/7/2022	325.00
14151	Educational Development Corporation	6/7/2022	838.14
14152	Effectual Educational Consulting Services	6/7/2022	20,259.50
14153	Elite Team Reedley LLC	6/7/2022	75.00
14154	Fabio Linares	6/7/2022	82.88
14155	Feather River Charter School	6/7/2022	6,500.42
14156	Fresno Music Academy & Arts	6/7/2022	740.00
14157	GL Kenpo	6/7/2022	480.00
14158	Gracie Jiu-Jitsu Clovis	6/7/2022	210.00
14159	Guido's Martial Arts Academy	6/7/2022	866.00
14160	History Unboxed LLC	6/7/2022	65.41
14161	Institute for Excellence in Writing	6/7/2022	343.57
14162	Jazz Fresno	6/7/2022	340.00
14163	Jostens	6/7/2022	484.32
14164	Kids Edition	6/7/2022	490.00
14165	Kristi Garcia	6/7/2022	306.77
14166	Kumon Center of Clovis	6/7/2022	150.00
14167	Lake View Charter School	6/7/2022	6,898.08
14168	Lakeshore	6/7/2022	27.08
14169	Linda Odom	6/7/2022	90.00
14170	Lori Pope	6/7/2022	300.00
14171	Math-U-See Inc.	6/7/2022	58.00
14172	Melissa Bogle	6/7/2022	1,080.00
14173	Melissa Ens	6/7/2022	720.00

Monarch River Academy**Check Register**

For the period ended June 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
14174	Michele Lafferre	6/7/2022	720.00
14175	Michelle Buchanon	6/7/2022	1,170.00
14176	Molly C. Oliver	6/7/2022	340.00
14177	Nayoung Ryoo	6/7/2022	360.00
14178	Nessy Learning LLC	6/7/2022	140.00
14179	Nicole the Math Lady, LLC	6/7/2022	129.00
14180	Pacific Martial Arts	6/7/2022	1,125.00
14181	Peace Hill Press, Inc. dba Well Trained Mind Press	6/7/2022	146.15
14182	Perfect 10 Gymnastics	6/7/2022	216.00
14184	Playground Training Academy, LLC	6/7/2022	2,788.75
14185	PRN Nursing Consultants LLC	6/7/2022	1,485.00
14186	Project Learn LLC	6/7/2022	5,927.23
14187	Rainbow Resource Center	6/7/2022	1,800.84
14188	Rebecca Balakian	6/7/2022	1,575.00
14190	Reliant Investments, Inc	6/7/2022	8,768.28
14191	Rojeski Student Support	6/7/2022	35.00
14192	Sam Nofziger	6/7/2022	Void
14193	Scholastic Inc.	6/7/2022	131.85
14194	Shirley Winters Ballet	6/7/2022	2,525.00
14195	Singapore Math Live LLC	6/7/2022	130.00
14196	Steinway Piano Gallery Of Fresno	6/7/2022	1,260.00
14197	Studies Weekly	6/7/2022	291.22
14198	Summer Brandt	6/7/2022	455.00
14199	Teacher Synergy, LLC	6/7/2022	136.44
14200	Teaching Textbooks	6/7/2022	778.20
14201	The Artnook	6/7/2022	375.00
14202	The Critical Thinking Co.	6/7/2022	80.42
14203	The Talk Team	6/7/2022	4,491.25
14204	The Village	6/7/2022	130.00
14205	Thimble Sewciety	6/7/2022	120.00
14206	Timberdoodle.com	6/7/2022	250.20
14207	Tumble 395	6/7/2022	560.00
14208	Tutoring Club	6/7/2022	320.00
14209	Ultimate Martial Arts Inc	6/7/2022	184.00
14210	United Conservatory of Music	6/7/2022	2,080.00
14211	Wendy DeRaud	6/7/2022	2,278.00
14212	Yosemite Valley Charter School	6/7/2022	482.42
14213	All About Learning Press, Inc.	6/9/2022	167.00
14215	America's Kids Inc.	6/9/2022	5,053.06
14216	InnovEd Inc.	6/9/2022	340.00
14217	KiwiCo, Inc	6/9/2022	348.37
14218	Linda Odom	6/9/2022	90.00
14219	Melissa Bogle	6/9/2022	3,420.00
14220	Nicole Jimenez	6/9/2022	162.00
14221	Randy Stumpfhauser	6/9/2022	122.38
14222	Reading Horizons	6/9/2022	218.90
14223	Teaching Textbooks	6/9/2022	55.08
14224	Wild Hearts	6/9/2022	300.00
14225	Academics in a Box Inc	6/14/2022	159.80
14226	All About Learning Press, Inc.	6/14/2022	345.89
14227	Allard's Art Inc.	6/14/2022	49.00
14228	America's Kids Inc.	6/14/2022	1,240.25
14230	American Kids Sports Center	6/14/2022	3,359.14
14231	Bitsbox	6/14/2022	86.85
14232	BookShark	6/14/2022	3,710.85
14233	Braille Abilities, LLC	6/14/2022	1,502.25

Monarch River Academy**Check Register**

For the period ended June 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
14234	Break the Barriers, Inc.	6/14/2022	6,361.00
14235	Bright Thinker	6/14/2022	871.43
14236	Bullfrog Swim School Inc	6/14/2022	550.00
14237	C'est La Vie Arts	6/14/2022	180.00
14238	California Dental Network inc	6/14/2022	159.27
14239	Cindy Allington	6/14/2022	135.00
14240	CM School Supply #2	6/14/2022	63.86
14241	Colleen Snyder	6/14/2022	1,410.00
14242	Denise Nicholes	6/14/2022	100.00
14243	Dr Steven James	6/14/2022	803.79
14244	E-Therapy, LLC	6/14/2022	1,359.25
14245	eDynamic Learning	6/14/2022	85.00
14246	Efrain Cordero	6/14/2022	288.00
14247	Elite Team Reedley LLC	6/14/2022	225.00
14248	Evan-Moor	6/14/2022	270.56
14249	Fresno School of Music	6/14/2022	324.00
14250	Generation Genius, Inc	6/14/2022	525.00
14251	Global Village School	6/14/2022	152.60
14252	Good Dirt Pottery Studio	6/14/2022	821.53
14253	Grace Note Music Studio	6/14/2022	3,350.00
14254	Green Kids Crafts Inc	6/14/2022	248.47
14255	High Voltage Sporthorses LLC	6/14/2022	1,495.00
14256	Home Science Tools	6/14/2022	555.54
14257	Honest History Co	6/14/2022	43.00
14258	Impressions Screen Printing	6/14/2022	253.31
14259	Institute for Excellence in Writing	6/14/2022	1,422.01
14260	J-Bar Ranch, LLC	6/14/2022	150.00
14261	Jessica Knutson	6/14/2022	250.00
14262	Jostens	6/14/2022	219.33
14263	Kathleen Atchley Tutor	6/14/2022	120.00
14264	Kevin Freeman	6/14/2022	120.00
14265	Kids Edition	6/14/2022	230.00
14266	Kimberly Schapansky	6/14/2022	105.00
14267	Lakeshore	6/14/2022	656.67
14268	Learning Without Tears	6/14/2022	153.46
14269	Little Passports	6/14/2022	340.90
14270	Melissa Ens	6/14/2022	480.00
14271	Michelle Buchanon	6/14/2022	360.00
14272	Moore's Martial Arts Clovis	6/14/2022	95.00
14273	Moving Beyond the Page	6/14/2022	1,038.72
14274	MoxieBox Art	6/14/2022	161.94
14275	NASSP	6/14/2022	770.00
14276	Nicole Jimenez	6/14/2022	351.00
14277	Perfect 10 Gymnastics	6/14/2022	432.00
14278	Playground Training Academy, LLC	6/14/2022	160.00
14279	PRN Nursing Consultants LLC	6/14/2022	675.00
14280	Rainbow Resource Center	6/14/2022	1,936.31
14281	Reading Horizons	6/14/2022	218.90
14282	Reading with TLC	6/14/2022	188.07
14283	Reverent School of Movement LLC	6/14/2022	100.00
14284	Rich Oliver Racing, Inc.	6/14/2022	1,993.50
14285	Robert Melendez	6/14/2022	891.00
14286	Scholastic Inc.	6/14/2022	28.54
14287	Sequoia Hills Stables LLC	6/14/2022	1,430.00
14288	Shmoop University Inc	6/14/2022	1,875.00
14289	Singapore Math, Inc.	6/14/2022	774.49

Monarch River Academy

Check Register

For the period ended June 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
14290	Spanish for You!	6/14/2022	153.05
14291	Studies Weekly	6/14/2022	907.40
14292	Susan Hancock	6/14/2022	245.00
14293	Sylvan Learning of Bakersfield	6/14/2022	1,372.00
14294	T-Mobile	6/14/2022	80.00
14295	T-Mobile	6/14/2022	65.80
14296	Teacher Synergy, LLC	6/14/2022	1,533.20
14297	Teaching Textbooks	6/14/2022	43.08
14298	The Dance Company	6/14/2022	434.00
14299	Thimble Sewciety	6/14/2022	490.00
14300	Timberdoodle.com	6/14/2022	1,271.67
14301	United Conservatory of Music	6/14/2022	320.00
14302	United States Treasury	6/14/2022	2,403.85
14303	Unity Farms, Inc.	6/14/2022	1,435.14
14304	Williamsburg Learning	6/14/2022	2,355.00
14305	Yosemite Valley Charter School	6/14/2022	42,405.76
14306	Association of California School Administrators	6/15/2022	112.50
14307	VOYA Financial FBO CalSTRS Pension2	6/15/2022	3,653.00
14308	All About Learning Press, Inc.	6/22/2022	138.26
14309	Allard's Art Inc.	6/22/2022	294.00
14310	America's Kids Inc.	6/22/2022	1,712.00
14311	Andrew Carmona	6/22/2022	240.00
14312	Aspire Speech & Learning Center	6/22/2022	2,045.00
14313	Bakersfield Swim Academy	6/22/2022	415.00
14314	Bonnie Haskell	6/22/2022	880.00
14315	Bright Solutions For Dyslexia, LLC	6/22/2022	394.18
14316	Bright Thinker	6/22/2022	248.98
14317	Bullfrog Swim School Inc	6/22/2022	550.00
14318	Bungalow Lane ALC	6/22/2022	800.00
14319	BYU Independent Study	6/22/2022	520.00
14320	Carissa Jansson	6/22/2022	60.00
14322	Central California Gymnastics Institute - CCGI	6/22/2022	2,244.68
14323	Charter Impact, Inc.	6/22/2022	305.50
14324	Clovis Crossfire	6/22/2022	712.00
14325	Denise Nicholes	6/22/2022	200.00
14326	Department of Justice	6/22/2022	384.00
14327	Don Johnston Incorporated	6/22/2022	64.80
14328	Drivers Ed Direct	6/22/2022	117.00
14329	E-Therapy, LLC	6/22/2022	1,809.00
14330	eDynamic Learning	6/22/2022	255.00
14331	Fresno Music Academy & Arts	6/22/2022	308.00
14332	Gary Williams	6/22/2022	840.00
14333	Generation Genius, Inc	6/22/2022	300.00
14334	Goodfellow Occupational Therapy, Inc.	6/22/2022	3,135.00
14335	Gracie Jiu-Jitsu Clovis	6/22/2022	120.00
14336	H4B Team LLC	6/22/2022	255.98
14337	History Unboxed LLC	6/22/2022	811.01
14338	Home Science Tools	6/22/2022	161.94
14339	Hooked on Phonics	6/22/2022	171.54
14340	HP Inc.	6/22/2022	328.51
14341	Institute for Excellence in Writing	6/22/2022	1,153.84
14342	JackKris Publishing, LLC	6/22/2022	165.54
14343	Jackson Lewis P.C.	6/22/2022	322.40
14344	Jacquelyn Anderson	6/22/2022	70.00
14345	Just Dance	6/22/2022	65.00
14346	Kids Edition	6/22/2022	1,180.00

Monarch River Academy

Check Register

For the period ended June 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
14347	KiwiCo, Inc	6/22/2022	1,476.69
14348	Kristi Garcia	6/22/2022	129.17
14349	Lakeshore	6/22/2022	2,276.93
14350	LEGO Education	6/22/2022	134.63
14351	Lighthouse Therapy LLC	6/22/2022	29,541.92
14352	Little Passports	6/22/2022	777.22
14353	Lori Pope	6/22/2022	300.00
14354	Macy Corby	6/22/2022	105.18
14355	Marjorie McIntyre	6/22/2022	86.70
14356	Math-U-See Inc.	6/22/2022	439.00
14357	Megan Rios	6/22/2022	126.01
14358	Melissa Ens	6/22/2022	360.00
14359	Moving Beyond the Page	6/22/2022	3,987.70
14360	Nayoung Ryoo	6/22/2022	240.00
14361	Nicole Medeiros	6/22/2022	828.28
14362	Nicole the Math Lady, LLC	6/22/2022	79.00
14363	Playground Training Academy, LLC	6/22/2022	80.00
14364	Rainbow Resource Center	6/22/2022	198.17
14365	Rebecca Balakian	6/22/2022	2,000.00
14366	Reverent School of Movement LLC	6/22/2022	Void
14367	Robert Melendez	6/22/2022	81.00
14368	Scholastic Inc.	6/22/2022	155.99
14369	Sylvan Learning of Bakersfield	6/22/2022	1,666.00
14370	Teaching Textbooks	6/22/2022	43.08
14371	The Advantage Group	6/22/2022	3,377.82
14372	The Talk Team	6/22/2022	4,230.00
14373	The Village	6/22/2022	735.00
14374	Thimble Sewciety	6/22/2022	200.00
14375	Tiffany Ipsen	6/22/2022	960.00
14376	Timberdoodle.com	6/22/2022	1,648.42
14377	Traffic Depot, Inc	6/22/2022	30.00
14378	Transamerica	6/22/2022	194.58
14379	United Conservatory of Music	6/22/2022	880.00
14380	WM Music Lessons	6/22/2022	720.00
14382	America's Kids Inc.	6/29/2022	3,458.50
14383	April Green	6/29/2022	218.79
14384	Brenda Myers	6/29/2022	25.00
14385	Craig Wheaton	6/29/2022	250.00
14386	Fresno Music Academy & Arts	6/29/2022	144.00
14387	Growing Healthy Children Therapy Services, Inc.	6/29/2022	3,418.80
14388	Guido's Martial Arts Academy	6/29/2022	229.00
14389	Homeschool Spanish Academy	6/29/2022	2,550.00
14390	Jazz Fresno	6/29/2022	200.00
14391	Jessica Beal	6/29/2022	55.58
14392	Marjorie McIntyre	6/29/2022	120.69
14393	Melissa Bogle	6/29/2022	10.00
14394	Nearpod, Inc.	6/29/2022	9,762.50
14395	Nicole Raven	6/29/2022	40.95
14397	Playground Training Academy, LLC	6/29/2022	2,221.50
14398	Procopio, Cory, Hargreaves & Savitch LLP	6/29/2022	513.50
14399	Robert Melendez	6/29/2022	243.00
14400	Sequoia Hills Stables LLC	6/29/2022	1,170.00
14401	Sheryl Reimer	6/29/2022	233.42
14402	Supercharged Science	6/29/2022	514.00
14403	T-Mobile	6/29/2022	27.80
14404	The Village	6/29/2022	130.00

Monarch River Academy**Check Register**

For the period ended June 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
14405	Tobii Dynavox	6/29/2022	15,195.00
14406	Tutoring Club	6/29/2022	240.00
14407	Verizon Wireless	6/29/2022	400.10
14408	Yosemite Valley Charter School	6/29/2022	59,889.25
14409	Reverent School of Movement LLC	6/29/2022	400.00
14410	VOYA Financial FBO CalSTRS Pension2	6/30/2022	<u>3,653.00</u>
Total Disbursements in June			<u>\$ 684,726.24</u>

Monarch River Academy

Accounts Payable Aging

For the period ended June 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Aikido of Fresno	22-016533-01	5/12/2022	6/11/2022	\$ -	\$ 225	\$ -	\$ -	\$ -	\$ 225
Alan Phorth	PHOR061322	6/13/2022	7/13/2022	66	-	-	-	-	66
Alyssa Seifert	SEIF060222	6/2/2022	6/2/2022	-	180	-	-	-	180
America's Kids Inc.	22-024798-01	7/9/2022	8/8/2022	270	-	-	-	-	270
America's Kids Inc.	22-024800-01	7/9/2022	8/8/2022	270	-	-	-	-	270
America's Kids Inc.	22-026995-01	6/14/2022	7/14/2022	88	-	-	-	-	88
America's Kids Inc.	22-027005-01	6/14/2022	7/14/2022	88	-	-	-	-	88
America's Kids Inc.	22-027022-01	6/20/2022	7/20/2022	88	-	-	-	-	88
America's Kids Inc.	22-027029-01	6/25/2022	7/25/2022	88	-	-	-	-	88
America's Kids Inc.	22-027056-01	6/20/2022	7/20/2022	88	-	-	-	-	88
America's Kids Inc.	22-027060-01	6/14/2022	7/14/2022	88	-	-	-	-	88
America's Kids Inc.	22-027068-01	6/14/2022	7/14/2022	88	-	-	-	-	88
America's Kids Inc.	22-027079-01	6/20/2022	7/20/2022	88	-	-	-	-	88
America's Kids Inc.	22-027085-01	7/9/2022	8/8/2022	88	-	-	-	-	88
America's Kids Inc.	22-027128-01	6/14/2022	7/14/2022	88	-	-	-	-	88
America's Kids Inc.	22-027142-01	6/14/2022	7/14/2022	88	-	-	-	-	88
America's Kids Inc.	22-027149-01	6/20/2022	7/20/2022	88	-	-	-	-	88
America's Kids Inc.	22-027161-01	7/9/2022	8/8/2022	88	-	-	-	-	88
America's Kids Inc.	22-027434-01	6/14/2022	7/14/2022	110	-	-	-	-	110
American Kids Sports Center	22-015676-03	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-015677-03	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-015678-03	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-015679-03	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-015682-03	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-017801-02	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-017810-01	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-017810-02	6/8/2022	7/8/2022	141	-	-	-	-	141
American Kids Sports Center	22-018779-03	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-018783-03	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-021711-01	6/8/2022	7/8/2022	86	-	-	-	-	86
American Kids Sports Center	22-021714-01	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-021751-01	6/8/2022	7/8/2022	72	-	-	-	-	72

Monarch River Academy

Accounts Payable Aging

For the period ended June 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
American Kids Sports Center	22-021755-01	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-022863-01	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-026258-02	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-026308-02	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-026656-02	6/8/2022	7/8/2022	107	-	-	-	-	107
American Kids Sports Center	22-027823-01	6/8/2022	7/8/2022	107	-	-	-	-	107
Aspire Speech & Learning Center	22-016651-02	6/30/2022	7/30/2022	250	-	-	-	-	250
Aspire Speech & Learning Center	22-016652-02	6/30/2022	7/30/2022	250	-	-	-	-	250
Association of California School Admini	ACSA071322	7/13/2022	7/13/2022	113	-	-	-	-	113
Bakersfield Swim Academy	22-016454-01	7/6/2022	8/5/2022	220	-	-	-	-	220
Bakersfield Swim Academy	22-017794-03	7/6/2022	8/5/2022	98	-	-	-	-	98
Bakersfield Swim Academy	22-017831-03	7/6/2022	8/5/2022	98	-	-	-	-	98
Bakersfield Swim Academy	22-026173-02	7/6/2022	8/5/2022	98	-	-	-	-	98
Big Little Ones, LLC	2438	10/22/2021	10/22/2021	-	-	-	-	227	227
Bonnie Haskell	22-019393-02	7/3/2022	8/2/2022	60	-	-	-	-	60
Bonnie Haskell	22-020525-02	7/3/2022	8/2/2022	80	-	-	-	-	80
Bonnie Haskell	22-020528-02	7/3/2022	8/2/2022	80	-	-	-	-	80
Bonnie Haskell	22-021625-02	7/3/2022	8/2/2022	80	-	-	-	-	80
Bonnie Haskell	22-021869-05	7/3/2022	8/2/2022	20	-	-	-	-	20
Bonnie Haskell	22-021869-06	7/3/2022	8/2/2022	20	-	-	-	-	20
Bonnie Haskell	22-021869-07	7/3/2022	8/2/2022	20	-	-	-	-	20
Bonnie Haskell	22-021869-08	7/3/2022	8/2/2022	20	-	-	-	-	20
Bonnie Haskell	22-022654-01	7/3/2022	8/2/2022	40	-	-	-	-	40
Bonnie Haskell	22-022656-01	7/3/2022	8/2/2022	40	-	-	-	-	40
Bonnie Haskell	22-022658-01	7/3/2022	8/2/2022	40	-	-	-	-	40
Bonnie Haskell	22-022661-01	7/3/2022	8/2/2022	60	-	-	-	-	60
BookShark	BI0004472	6/8/2022	7/8/2022	6	-	-	-	-	6
BookShark	BI0005161	6/27/2022	7/27/2022	9	-	-	-	-	9
Braille Abilities, LLC	4030	6/13/2022	7/13/2022	14,642	-	-	-	-	14,642
Braille Abilities, LLC	4031	6/24/2022	7/24/2022	1,360	-	-	-	-	1,360
Break the Barriers, Inc.	22-011523-01	6/20/2022	7/20/2022	225	-	-	-	-	225
Break the Barriers, Inc.	22-011525-01	6/20/2022	7/20/2022	225	-	-	-	-	225
Break the Barriers, Inc.	22-011526-01	6/20/2022	7/20/2022	225	-	-	-	-	225
Break the Barriers, Inc.	22-014575-02	6/20/2022	7/20/2022	225	-	-	-	-	225
Break the Barriers, Inc.	22-014575-03	6/20/2022	7/20/2022	225	-	-	-	-	225
Break the Barriers, Inc.	22-016603-02	6/20/2022	7/20/2022	225	-	-	-	-	225

Monarch River Academy

Accounts Payable Aging

For the period ended June 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Break the Barriers, Inc.	22-016607-02	6/20/2022	7/20/2022	225	-	-	-	-	225
Bridgeway Academy	BW-MRA-0003	4/13/2022	5/13/2022	-	-	45	-	-	45
Bungalow Lane ALC	22-012588-02	6/13/2022	7/13/2022	200	-	-	-	-	200
Bungalow Lane ALC	22-012591-02	6/13/2022	7/13/2022	200	-	-	-	-	200
Bungalow Lane ALC	22-012594-02	6/13/2022	7/13/2022	200	-	-	-	-	200
C'est La Vie Arts	22-028193-01	6/16/2022	7/16/2022	30	-	-	-	-	30
C'est La Vie Arts	22-028196-01	6/11/2022	7/11/2022	30	-	-	-	-	30
Carissa Jansson	22-022598-01	6/24/2022	7/24/2022	51	-	-	-	-	51
Central California Gymnastics Institute -	22-012555-03	6/9/2022	7/9/2022	75	-	-	-	-	75
Central California Gymnastics Institute -	22-015976-01	6/9/2022	7/9/2022	75	-	-	-	-	75
Central California Gymnastics Institute -	22-017415-01	6/9/2022	7/9/2022	75	-	-	-	-	75
Central California Gymnastics Institute -	22-017466-03	6/9/2022	7/9/2022	75	-	-	-	-	75
Charter Impact, Inc.	PR063022	6/30/2022	6/30/2022	680	-	-	-	-	680
Cindy Allington	2022101	6/7/2022	7/7/2022	135	-	-	-	-	135
Clarksville Charter School	6187	7/6/2022	7/6/2022	2,711	-	-	-	-	2,711
Clarksville Charter School	6196	7/18/2022	7/18/2022	1,356	-	-	-	-	1,356
Colleen Snyder	22-016471-01	6/12/2022	7/12/2022	225	-	-	-	-	225
Colleen Snyder	22-022443-01	6/12/2022	7/12/2022	120	-	-	-	-	120
Corey Engstrom	ENG061022-04	6/10/2022	6/10/2022	-	16	-	-	-	16
Deborah Cardoza	CARD061522	6/15/2022	6/15/2022	-	583	-	-	-	583
Department of Justice	594248	6/30/2022	6/30/2022	96	-	-	-	-	96
Don Johnston Incorporated	00455001	6/8/2021	7/8/2021	-	-	-	-	65	65
Elizabeth Wagner	WAGN061022	6/10/2022	7/10/2022	250	-	-	-	-	250
Feather River Charter School	6263	7/6/2022	7/6/2022	6,500	-	-	-	-	6,500
Feather River Charter School	6267	7/18/2022	7/18/2022	3,250	-	-	-	-	3,250
FedEx	5511923815	9/15/2021	9/30/2021	-	-	-	-	182	182
Generation Genius, Inc	GG125575	6/7/2022	7/7/2022	175	-	-	-	-	175
GL Kenpo	22-011532-02	6/8/2022	7/8/2022	160	-	-	-	-	160
GL Kenpo	22-017097-02	6/8/2022	7/8/2022	160	-	-	-	-	160
GL Kenpo	22-017099-02	6/8/2022	7/8/2022	160	-	-	-	-	160
Goodfellow Occupational Therapy, Inc.	2426	7/11/2022	8/5/2022	220	-	-	-	-	220
Gracie Jiu-Jitsu Clovis	22-022607-02	6/21/2022	7/21/2022	120	-	-	-	-	120
Growing Healthy Children Therapy Serv	MRA_2206	6/30/2022	7/30/2022	1,014	-	-	-	-	1,014
Guido's Martial Arts Academy	22-019184-01	6/14/2022	7/14/2022	136	-	-	-	-	136
Guido's Martial Arts Academy	22-019184-02	6/14/2022	7/14/2022	136	-	-	-	-	136
Guido's Martial Arts Academy	22-019185-01	6/14/2022	7/14/2022	136	-	-	-	-	136

Monarch River Academy

Accounts Payable Aging

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Guido's Martial Arts Academy	22-019185-02	6/14/2022	7/14/2022	136	-	-	-	-	136
Guido's Martial Arts Academy	22-019186-01	6/14/2022	7/14/2022	136	-	-	-	-	136
Guido's Martial Arts Academy	22-019186-02	6/14/2022	7/14/2022	136	-	-	-	-	136
Gymnastics Beat	22-010166-01	6/14/2022	7/14/2022	84	-	-	-	-	84
Gymnastics Beat	22-010166-02	6/21/2022	7/21/2022	140	-	-	-	-	140
Gymnastics Beat	22-013451-01	6/13/2022	7/13/2022	55	-	-	-	-	55
Gymnastics Beat	22-013451-02	6/14/2022	7/14/2022	110	-	-	-	-	110
Gymnastics Beat	22-014411-01	6/13/2022	7/13/2022	84	-	-	-	-	84
Gymnastics Beat	22-014412-01	6/14/2022	7/14/2022	84	-	-	-	-	84
Gymnastics Beat	22-017682-01	6/13/2022	7/13/2022	112	-	-	-	-	112
Gymnastics Beat	22-021482-01	6/14/2022	7/14/2022	84	-	-	-	-	84
Gymnastics Beat	22-021482-02	6/21/2022	7/21/2022	84	-	-	-	-	84
Gymnastics Beat	22-028991-01	6/14/2022	7/14/2022	84	-	-	-	-	84
Gymnastics Beat	22-028991-02	6/21/2022	7/21/2022	105	-	-	-	-	105
Gymnastics Beat	22-028992-01	6/14/2022	7/14/2022	84	-	-	-	-	84
Gymnastics Beat	22-028992-02	6/21/2022	7/21/2022	105	-	-	-	-	105
Hillside Swim School	22-019661-01	6/15/2022	7/15/2022	350	-	-	-	-	350
Hillside Swim School	22-019663-01	6/15/2022	7/15/2022	350	-	-	-	-	350
Hillside Swim School	22-019671-01	6/15/2022	7/15/2022	350	-	-	-	-	350
Hillside Swim School	22-020195-01	6/15/2022	7/15/2022	350	-	-	-	-	350
Hillside Swim School	22-020197-01	6/15/2022	7/15/2022	350	-	-	-	-	350
Hillside Swim School	22-024228-01	6/25/2022	7/25/2022	350	-	-	-	-	350
Hillside Swim School	22-024232-01	6/25/2022	7/25/2022	350	-	-	-	-	350
Hillside Swim School	22-024235-01	6/25/2022	7/25/2022	350	-	-	-	-	350
InnovEd Inc.	22-017760-01	6/7/2022	7/7/2022	425	-	-	-	-	425
InnovEd Inc.	22-017929-01	7/18/2022	8/17/2022	450	-	-	-	-	450
InnovEd Inc.	22-017931-01	7/18/2022	8/17/2022	485	-	-	-	-	485
Integra LLC	4	2/28/2022	3/30/2022	-	-	-	-	3,690	3,690
Integra LLC	5	3/31/2022	4/30/2022	-	-	-	4,715	-	4,715
Integra LLC	6	4/29/2022	5/29/2022	-	-	3,075	-	-	3,075
Integra LLC	7	5/31/2022	6/30/2022	4,100	-	-	-	-	4,100
Jackson Lewis P.C.	8035676	6/19/2022	7/19/2022	5,132	-	-	-	-	5,132
Jacqueline Johnson	21	7/14/2022	8/13/2022	3,872	-	-	-	-	3,872
Jacqueline Johnson	22	7/20/2022	8/19/2022	460	-	-	-	-	460
Jacqueline Johnson	22-006558-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-009723-01	7/14/2022	8/13/2022	75	-	-	-	-	75

Monarch River Academy

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Jacqueline Johnson	22-012003-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-012006-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-012151-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-012151-02	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-013970-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-013970-02	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-018892-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-018892-02	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-018898-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-018898-02	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-021491-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jacqueline Johnson	22-021953-01	7/14/2022	8/13/2022	75	-	-	-	-	75
Jacqueline Johnson	22-026646-01	7/14/2022	8/13/2022	95	-	-	-	-	95
Jazz Fresno	22-024109-01	6/29/2022	7/29/2022	225	-	-	-	-	225
Jazz Fresno	22-025066-01	6/29/2022	7/29/2022	225	-	-	-	-	225
Jenna Hulsey	22-013211-02	6/14/2022	7/14/2022	50	-	-	-	-	50
Jenna Hulsey	22-017647-01	6/14/2022	7/14/2022	50	-	-	-	-	50
Jenna Hulsey	22-018544-01	6/14/2022	7/14/2022	50	-	-	-	-	50
Jenna Hulsey	22-018545-01	6/14/2022	7/14/2022	50	-	-	-	-	50
Jenna Hulsey	22-019938-01	6/14/2022	7/14/2022	50	-	-	-	-	50
Jenna Hulsey	22-019938-02	6/14/2022	7/14/2022	50	-	-	-	-	50
Jenna Hulsey	22-019940-01	6/14/2022	7/14/2022	50	-	-	-	-	50
Jenna Hulsey	22-019940-02	6/14/2022	7/14/2022	50	-	-	-	-	50
Jenna Hulsey	22-019941-01	6/14/2022	7/14/2022	50	-	-	-	-	50
Jenna Hulsey	22-019941-02	6/14/2022	7/14/2022	50	-	-	-	-	50
Jenna Hulsey	22-019942-01	6/14/2022	7/14/2022	50	-	-	-	-	50
Jenna Hulsey	22-019942-02	6/14/2022	7/14/2022	50	-	-	-	-	50
Jenna Hulsey	22-026561-01	6/14/2022	7/14/2022	50	-	-	-	-	50
Jennifer Krahn	KRAH070522	7/5/2022	7/5/2022	129	-	-	-	-	129
Jennifer Krahn	KRAH070522-01	7/5/2022	7/5/2022	165	-	-	-	-	165
Jennifer Krahn	KRAH070522-02	7/5/2022	7/5/2022	99	-	-	-	-	99
Jennifer Krahn	KRAH070522-03	7/5/2022	7/5/2022	33	-	-	-	-	33
Jennifer McQuarrie	3551	7/5/2022	7/5/2022	165	-	-	-	-	165
Jessica Knutson	22-018485-01	6/7/2022	7/7/2022	100	-	-	-	-	100
Jessica Knutson	22-018486-01	6/7/2022	7/7/2022	100	-	-	-	-	100
Jessica Knutson	22-018488-03	6/7/2022	7/7/2022	100	-	-	-	-	100

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Jessica Knutson	22-018502-03	6/7/2022	7/7/2022	100	-	-	-	-	100
Jessica Knutson	22-023441-01	6/7/2022	7/7/2022	100	-	-	-	-	100
Jessica Knutson	22-028066-01	6/7/2022	7/7/2022	75	-	-	-	-	75
Jonathan Quijas	QUIJ061522	6/15/2022	6/15/2022	-	676	-	-	-	676
Jostens	3254031992	3/17/2022	4/16/2022	-	-	-	247	-	247
Just Dance	22-014512-03	6/21/2022	7/21/2022	33	-	-	-	-	33
Kathleen Atchley Tutor	22-017806-03	6/13/2022	7/13/2022	80	-	-	-	-	80
Kids Club Spanish School LLC	22-013836-01	6/22/2022	7/22/2022	180	-	-	-	-	180
Kids Club Spanish School LLC	22-017453-01	6/22/2022	7/22/2022	180	-	-	-	-	180
Kristen Kroeker	KROE060922	6/9/2022	6/9/2022	-	202	-	-	-	202
Kristen Kroeker	KROE060922-01	6/9/2022	6/9/2022	-	32	-	-	-	32
Lake View Charter School	6094	7/6/2022	7/6/2022	3,433	-	-	-	-	3,433
Lake View Charter School	6098	7/18/2022	8/17/2022	1,717	-	-	-	-	1,717
Lakeshore	106909062222	6/22/2022	7/22/2022	417	-	-	-	-	417
Lakeshore	113216060822	6/8/2022	7/8/2022	64	-	-	-	-	64
Lakeshore	113439062322	6/23/2022	7/23/2022	417	-	-	-	-	417
Learn and Create Inc.	21495	5/17/2022	6/16/2022	-	150	-	-	-	150
Lee's United Gymnastics Academy	22-016596-02	6/27/2022	7/27/2022	73	-	-	-	-	73
Lee's United Gymnastics Academy	22-016598-02	6/27/2022	7/27/2022	63	-	-	-	-	63
Lee's United Gymnastics Academy	22-016628-02	6/27/2022	7/27/2022	73	-	-	-	-	73
Lee's United Gymnastics Academy	22-017133-01	6/27/2022	7/27/2022	63	-	-	-	-	63
Lee's United Gymnastics Academy	22-017133-02	6/27/2022	7/27/2022	63	-	-	-	-	63
Lee's United Gymnastics Academy	22-017134-01	6/27/2022	7/27/2022	73	-	-	-	-	73
Lee's United Gymnastics Academy	22-017134-02	6/27/2022	7/27/2022	73	-	-	-	-	73
Lee's United Gymnastics Academy	22-017135-01	6/27/2022	7/27/2022	63	-	-	-	-	63
Lee's United Gymnastics Academy	22-017135-02	6/27/2022	7/27/2022	63	-	-	-	-	63
Lee's United Gymnastics Academy	22-020324-01	6/27/2022	7/27/2022	73	-	-	-	-	73
LEGO Education	1190502975	5/13/2022	7/12/2022	307	-	-	-	-	307
LEGO Education	1190504032	5/16/2022	7/15/2022	135	-	-	-	-	135
LEGO Education	1190505111	5/24/2022	7/23/2022	306	-	-	-	-	306
LEGO Education	1190506052	5/26/2022	7/25/2022	306	-	-	-	-	306
Lighthouse Therapy LLC	714	6/2/2022	7/17/2022	49,232	-	-	-	-	49,232
Lighthouse Therapy LLC	742	7/5/2022	8/19/2022	5,017	-	-	-	-	5,017
Linda Odom	22-022370-02	7/14/2022	8/13/2022	72	-	-	-	-	72
Linda Odom	22-022370-03	7/14/2022	8/13/2022	90	-	-	-	-	90
Linda Odom	22-022374-02	7/14/2022	8/13/2022	72	-	-	-	66 of 326	72

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Linda Odom	22-022374-03	7/14/2022	8/13/2022	90	-	-	-	-	90
Lindsay Hughes	HUGH052522	5/25/2022	5/25/2022	-	-	39	-	-	39
Lindsay Hughes	HUGH052522-01	5/25/2022	5/25/2022	-	-	99	-	-	99
Lissa Engstrom	ENG061022	6/10/2022	6/10/2022	-	20	-	-	-	20
Math-U-See Inc.	0768333-IN	5/20/2022	7/19/2022	58	-	-	-	-	58
Math-U-See Inc.	0768708-IN	5/24/2022	7/23/2022	460	-	-	-	-	460
Math-U-See Inc.	0771252-IN	6/14/2022	8/13/2022	58	-	-	-	-	58
McColgan & Associates Inc	4648	6/17/2022	6/17/2022	-	2,596	-	-	-	2,596
Melissa Bogle	22-017733-02	7/12/2022	8/11/2022	180	-	-	-	-	180
Michailia Massong	22-011950-01	6/10/2022	7/10/2022	180	-	-	-	-	180
Michailia Massong	22-011952-01	6/10/2022	7/10/2022	180	-	-	-	-	180
Michailia Massong	22-011953-01	6/10/2022	7/10/2022	180	-	-	-	-	180
Michailia Massong	22-016568-01	6/10/2022	7/10/2022	500	-	-	-	-	500
Michailia Massong	22-016568-02	6/10/2022	7/10/2022	650	-	-	-	-	650
Michele Lafferre	22-020381-01	7/18/2022	8/17/2022	390	-	-	-	-	390
Michele Lafferre	22-020387-01	7/18/2022	8/17/2022	270	-	-	-	-	270
Michelle Buchanan	22-022743-01	6/8/2022	7/8/2022	45	-	-	-	-	45
Michelle Buchanan	22-025487-01	6/8/2022	7/8/2022	45	-	-	-	-	45
Michelle Buchanan	22-025487-02	6/8/2022	7/8/2022	90	-	-	-	-	90
Michelle Buchanan	22-025489-01	6/8/2022	7/8/2022	135	-	-	-	-	135
Miriam Hofer	HOFE060822	6/8/2022	6/8/2022	-	109	-	-	-	109
Miriam Hofer	HOFE061022	6/10/2022	6/10/2022	-	74	-	-	-	74
Nicole Jimenez	10	6/10/2022	7/10/2022	10	-	-	-	-	10
Outschool, Inc.	12345705721	6/6/2022	7/6/2022	40	-	-	-	-	40
Outschool, Inc.	12345705850	6/13/2022	7/13/2022	48	-	-	-	-	48
Outschool, Inc.	12345705851	6/13/2022	7/13/2022	36	-	-	-	-	36
Outschool, Inc.	12345706014	7/4/2022	8/3/2022	40	-	-	-	-	40
Perfect 10 Gymnastics	22-021775-01	6/10/2022	7/10/2022	207	-	-	-	-	207
Perfect 10 Gymnastics	22-021777-01	6/10/2022	7/10/2022	207	-	-	-	-	207
Perfect 10 Gymnastics	22-021786-01	6/10/2022	7/10/2022	207	-	-	-	-	207
Playground Training Academy, LLC	22-016252-02	6/6/2022	7/6/2022	135	-	-	-	-	135
Playground Training Academy, LLC	22-016255-02	6/6/2022	7/6/2022	135	-	-	-	-	135
Playground Training Academy, LLC	22-023346-02	6/6/2022	7/6/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-024942-01	6/6/2022	7/6/2022	110	-	-	-	-	110
Playground Training Academy, LLC	22-027095-03	6/6/2022	7/6/2022	40	-	-	-	-	40
Playground Training Academy, LLC	22-027105-03	6/6/2022	7/6/2022	40	-	-	-	-	40

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PRN Nursing Consultants LLC	220451	2/22/2022	3/24/2022	-	-	-	-	270	270
PRN Nursing Consultants LLC	220460	2/15/2022	3/17/2022	-	-	-	-	225	225
PRN Nursing Consultants LLC	220461	2/15/2022	3/17/2022	-	-	-	-	225	225
PRN Nursing Consultants LLC	220762	6/23/2022	7/23/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	220882	6/23/2022	7/23/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	221385	6/14/2022	7/14/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	221432	6/14/2022	7/14/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	221436	6/14/2022	7/14/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	221446	6/14/2022	7/14/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	221447	6/14/2022	7/14/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	221455	6/14/2022	7/14/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	221500	6/9/2022	7/9/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	221515	6/9/2022	7/9/2022	135	-	-	-	-	135
PRN Nursing Consultants LLC	221560	6/14/2022	7/14/2022	225	-	-	-	-	225
PRN Nursing Consultants LLC	221567	6/14/2022	7/14/2022	225	-	-	-	-	225
Reliant Investments, Inc	22-019438-01	6/9/2022	7/9/2022	300	-	-	-	-	300
Reliant Investments, Inc	22-022835-01	6/9/2022	7/9/2022	300	-	-	-	-	300
Reliant Investments, Inc	22-022839-01	6/9/2022	7/9/2022	300	-	-	-	-	300
Rich Oliver Racing, Inc.	22-006410-02	7/2/2022	8/1/2022	625	-	-	-	-	625
Rich Oliver Racing, Inc.	22-010237-01	6/10/2022	7/10/2022	600	-	-	-	-	600
Rich Oliver Racing, Inc.	22-010238-01	6/10/2022	7/10/2022	600	-	-	-	-	600
Rich Oliver Racing, Inc.	22-021723-01	7/2/2022	8/1/2022	625	-	-	-	-	625
Robert Melendez	1834	6/1/2022	7/1/2022	27	-	-	-	-	27
Robert Melendez	1970	6/6/2022	7/6/2022	27	-	-	-	-	27
Robert Melendez	1978	6/7/2022	7/7/2022	27	-	-	-	-	27
Robert Melendez	1980	6/7/2022	7/7/2022	81	-	-	-	-	81
Robert Melendez	1981	6/7/2022	7/7/2022	108	-	-	-	-	108
Robert Melendez	1982	6/7/2022	7/7/2022	108	-	-	-	-	108
Robert Melendez	1984	6/7/2022	7/7/2022	27	-	-	-	-	27
Robert Melendez	1985	6/7/2022	7/7/2022	81	-	-	-	-	81
Robert Melendez	1986	6/7/2022	7/7/2022	108	-	-	-	-	108
Robert Melendez	2008	6/12/2022	7/12/2022	27	-	-	-	-	27
Robert Melendez	2009	6/12/2022	7/12/2022	27	-	-	-	-	27
Robert Melendez	2010	6/12/2022	7/12/2022	27	-	-	-	-	27
Rojeski Student Support	22-019639-01	6/10/2022	7/10/2022	105	-	-	-	-	105
Rojeski Student Support	22-019846-04	6/8/2022	7/8/2022	35	-	-	-	-	35

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Rojeski Student Support	22-019846-05	6/8/2022	7/8/2022	35	-	-	-	-	35
Rojeski Student Support	22-019846-06	6/8/2022	7/8/2022	35	-	-	-	-	35
Rojeski Student Support	22-029031-01	6/8/2022	7/8/2022	35	-	-	-	-	35
Rojeski Student Support	22-029031-02	6/8/2022	7/8/2022	35	-	-	-	-	35
Rojeski Student Support	22-029031-03	6/8/2022	7/8/2022	35	-	-	-	-	35
Rojeski Student Support	22-029031-04	6/8/2022	7/8/2022	35	-	-	-	-	35
Rojeski Student Support	22-029031-05	6/15/2022	7/15/2022	35	-	-	-	-	35
SAM Academy	22-008141-01	6/22/2022	7/22/2022	20	-	-	-	-	20
SAM Academy	22-008141-02	6/22/2022	7/22/2022	20	-	-	-	-	20
SAM Academy	22-018524-01	6/22/2022	7/22/2022	20	-	-	-	-	20
SAM Academy	22-018524-02	6/22/2022	7/22/2022	20	-	-	-	-	20
SAM Academy	22-019849-01	6/22/2022	7/22/2022	20	-	-	-	-	20
SAM Academy	22-019849-02	6/22/2022	7/22/2022	20	-	-	-	-	20
SAM Academy	22-019849-03	7/19/2022	8/18/2022	20	-	-	-	-	20
Sandra Torosian	22-021885-01	6/12/2022	7/12/2022	120	-	-	-	-	120
Sarah Sanchez	SARA070622	7/6/2022	7/6/2022	250	-	-	-	-	250
School Pathways, LLC	140-INV3556	6/30/2022	7/30/2022	126	-	-	-	-	126
Silicon Valley High School Inc	50-5668	6/18/2022	6/18/2022	-	95	-	-	-	95
Silicon Valley High School Inc	50-5669	6/18/2022	6/18/2022	-	95	-	-	-	95
Silicon Valley High School Inc	50-5670	6/18/2022	6/18/2022	-	95	-	-	-	95
Silicon Valley High School Inc	50-5671	6/18/2022	6/18/2022	-	190	-	-	-	190
Silicon Valley High School Inc	50-5672	6/18/2022	6/18/2022	-	95	-	-	-	95
Silicon Valley High School Inc	50-5673	6/18/2022	6/18/2022	-	285	-	-	-	285
Silicon Valley High School Inc	50-5674	6/18/2022	6/18/2022	-	95	-	-	-	95
Silicon Valley High School Inc	50-5675	6/18/2022	6/18/2022	-	95	-	-	-	95
Silicon Valley High School Inc	50-5676	6/18/2022	6/18/2022	-	95	-	-	-	95
Silicon Valley High School Inc	50-5677	6/18/2022	6/18/2022	-	95	-	-	-	95
Silicon Valley High School Inc	50-5678	6/18/2022	6/18/2022	-	95	-	-	-	95
Silicon Valley High School Inc	50-5679	6/18/2022	6/18/2022	-	95	-	-	-	95
Silicon Valley High School Inc	50-5680	6/18/2022	6/18/2022	-	95	-	-	-	95
Silicon Valley High School Inc	50-5681	6/18/2022	6/18/2022	-	190	-	-	-	190
Silicon Valley High School Inc	50-5682	6/18/2022	6/18/2022	-	95	-	-	-	95
Steinway Piano Gallery Of Fresno	22-013178-02	6/7/2022	7/7/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-017054-01	6/7/2022	7/7/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-017054-02	6/7/2022	7/7/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-017055-01	6/7/2022	7/7/2022	140	-	-	-	-	140

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Steinway Piano Gallery Of Fresno	22-017055-02	6/7/2022	7/7/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-017056-01	6/7/2022	7/7/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-017056-02	6/7/2022	7/7/2022	135	-	-	-	-	135
Studies Weekly	435020	6/17/2022	9/1/2022	32	-	-	-	-	32
Studies Weekly	435021	6/17/2022	9/1/2022	32	-	-	-	-	32
Studies Weekly	435189	6/17/2022	9/1/2022	65	-	-	-	-	65
Studies Weekly	435190	6/17/2022	9/1/2022	65	-	-	-	-	65
Studies Weekly	435191	6/17/2022	9/1/2022	65	-	-	-	-	65
Studies Weekly	435196	6/17/2022	9/1/2022	65	-	-	-	-	65
Sylvan Learning of Bakersfield	22-020201-02	6/23/2022	7/23/2022	98	-	-	-	-	98
T-Mobile	TMOB062122-0092	6/21/2022	7/13/2022	80	-	-	-	-	80
Tennis Visalia	22-015612-01	6/22/2022	7/22/2022	90	-	-	-	-	90
Tennis Visalia	22-015612-02	6/22/2022	7/22/2022	90	-	-	-	-	90
Tennis Visalia	22-025101-01	6/22/2022	7/22/2022	90	-	-	-	-	90
The Artnook	22-017648-01	6/13/2022	7/13/2022	125	-	-	-	-	125
The Artnook	22-017650-01	6/13/2022	7/13/2022	125	-	-	-	-	125
The Artnook	22-018117-01	6/13/2022	7/13/2022	125	-	-	-	-	125
The Artnook	22-019444-01	6/13/2022	7/13/2022	125	-	-	-	-	125
The Artnook	22-021999-02	6/13/2022	7/13/2022	125	-	-	-	-	125
The Artnook	22-028376-01	6/13/2022	7/13/2022	125	-	-	-	-	125
The Talk Team	105900	7/1/2022	7/31/2022	390	-	-	-	-	390
The Talk Team	105901	7/1/2022	7/31/2022	345	-	-	-	-	345
The Talk Team	105902	7/1/2022	7/31/2022	390	-	-	-	-	390
The Talk Team	105903	7/1/2022	7/31/2022	390	-	-	-	-	390
The Talk Team	105904	7/1/2022	7/31/2022	460	-	-	-	-	460
The Talk Team	105905	7/1/2022	7/31/2022	173	-	-	-	-	173
Thimble Sewciety	22-022725-01	7/7/2022	8/6/2022	35	-	-	-	-	35
Thimble Sewciety	22-026681-02	6/2/2022	7/2/2022	315	-	-	-	-	315
Thinkwell Corporation	205642	5/25/2022	6/24/2022	-	88	-	-	-	88
Tumble 395	22-023102-02	6/10/2022	7/10/2022	70	-	-	-	-	70
Tumble 395	22-023104-02	6/10/2022	7/10/2022	70	-	-	-	-	70
Tumble 395	22-023105-02	6/10/2022	7/10/2022	70	-	-	-	-	70
Tumble 395	22-023107-02	6/10/2022	7/10/2022	70	-	-	-	-	70
Tumble 395	22-023110-02	6/10/2022	7/10/2022	70	-	-	-	-	70
Tumble 395	22-023111-02	6/10/2022	7/10/2022	70	-	-	-	-	70
Tumble 395	22-023117-02	6/10/2022	7/10/2022	70	-	-	-	-	70

Monarch River Academy

Accounts Payable Aging

For the period ended June 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Tumble 395	22-023120-02	6/10/2022	7/10/2022	70	-	-	-	-	70
Valerie Scott	SCOT060122	6/1/2022	6/1/2022	-	168	-	-	-	168
Valerie Scott	SCOT070122	7/1/2022	7/1/2022	139	-	-	-	-	139
Verizon Wireless	9910410466	7/5/2022	7/28/2022	400	-	-	-	-	400
Wendy DeRaud	22-014388-02	6/10/2022	7/10/2022	60	-	-	-	-	60
Wendy DeRaud	22-014390-02	6/10/2022	7/10/2022	60	-	-	-	-	60
Wendy DeRaud	22-016278-03	6/10/2022	7/10/2022	30	-	-	-	-	30
Wendy DeRaud	22-023709-01	6/10/2022	7/10/2022	120	-	-	-	-	120
Wendy DeRaud	22-023711-01	6/10/2022	7/10/2022	120	-	-	-	-	120
Wendy DeRaud	22-025285-01	6/21/2022	7/21/2022	90	-	-	-	-	90
Wendy DeRaud	22-025288-01	6/21/2022	7/21/2022	90	-	-	-	-	90
Wendy DeRaud	22-025292-01	6/21/2022	7/21/2022	80	-	-	-	-	80
Wendy DeRaud	22-026898-01	6/10/2022	7/10/2022	120	-	-	-	-	120
Wendy DeRaud	22-026898-02	6/10/2022	7/10/2022	90	-	-	-	-	90
Wild Hearts	1000	6/10/2022	7/10/2022	15	-	-	-	-	15
WM Music Lessons	22-021127-01	6/29/2022	7/29/2022	150	-	-	-	-	150
WM Music Lessons	22-028925-02	6/29/2022	7/29/2022	300	-	-	-	-	300
Yosemite Valley Charter School	HQT0522MRA	7/4/2022	7/4/2022	5,188	-	-	-	-	5,188
Yosemite Valley Charter School	HQT0622MRA	7/13/2022	7/13/2022	2,594	-	-	-	-	2,594
Yosemite Valley Charter School	SO005MRA	6/18/2022	6/18/2022	-	69,763	-	-	-	69,763
Yosemite Valley Charter School	SO006MRA	7/10/2022	7/10/2022	34,882	-	-	-	-	34,882
Yosemite Valley Charter School	SP0522MRA	6/18/2022	6/18/2022	-	27,148	-	-	-	27,148
Total Outstanding Payables in June				\$ 190,218	\$ 103,836	\$ 3,257	\$ 4,962	\$ 4,884	\$ 307,156

Cover Sheet

Executive Director & Deputy Director Divvy Expenses

Section:	II. Finance
Item:	C. Executive Director & Deputy Director Divvy Expenses
Purpose:	Informational
Related Material:	Executive Divvy Report for July - MR

BACKGROUND:

- Part of the fiscal checks and balances process to ensure proper spending of school funds.
- This will be a monthly agenda item moving forward.
- Board review will be on the prior, not current month's transactions.
- Neither Dr. Goodman nor Steph Johnson had any Divvy expenses in the month of July.

Monarch River Academy

Divvy Register (Steph Johnson and Laurie Goodman)

For the period ended July 31, 2022

Vendor Name	Card Holder	Transaction Date	Transaction Amount
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Total Disbursements in July \$ -

Cover Sheet

Revised Title 1 Expenses in the Local Control & Accountability Plan (LCAP)

Section:	II. Finance
Item:	D. Revised Title 1 Expenses in the Local Control & Accountability Plan (LCAP)
Purpose:	Discussion & Potential Action - Vote
Related Material:	Title I in LCAP - MR

BACKGROUND:

- The school has revised the Title 1 allocations included as part of the LCAP report.

RECOMMENDATION:

- Consider the approval of the Revised Title 1 Expenses in the Local Control & Accountability Plan (LCAP).



Monarch River Academy

Ph (559) 258-0811 Fax (559) 532-0203

Monarch River Academy (MRA): Title I in LCAP

1.7 Intervention Teachers	Personnel	\$120,560	71.29% of 12 ODI stipends at 15K each	Our Low Income, Foster Youth, and English Learner students have the most opportunity for continued academic growth according to the most current state and local assessments. Research indicates that when properly implemented, targeted and individualized support in English and math results in students have greater access to improving missing skills and more 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. As students' reading/math skills are brought closer to grade level through intensive support, associated test scores and reading/math efficacy will improve.
1.11 Supplemental academic support programs	Non-personnel	\$500		Multiple Supplemental Academic Support Programs, subscriptions and software are needed to support and monitor the academic achievement, reading comprehension, and learning progress of struggling students. MRA will continue to provide supplemental online academic support programs and software for students who are struggling to meet state standards.
1.17 Activities to promote family literacy, including lending library	Non-personnel	\$500	Costs for books, supplies, and Axia Lending Library Support personnel	Activities to support family literacy, such as Family Literacy events and support for the Lending Library are needed to increase achievement for struggling learners, including English Learners, Low-income students, and Foster Youth. The school will provide family literacy events, including lending library services and support for students to increase academic achievement on state and local assessments.
2.1 School and community events	Non-personnel	\$13,700	4302- items would come from this line item	Needs assessment data for unduplicated students are analyzed annually and stakeholders continue to rate parent engagement as a high priority for student success. MRA will continue to facilitate parent engagement through family and community events in order to engage parents and students in a positive and healthy school climate. We have found that when students and families are engaged, they are better able to access the educational program, including supports available to help to increase the academic achievement of unduplicated students on state and local assessments.
2.3 Parent University	Non-personnel	\$1,740	Parent Outreach and access to support courses	Research indicates 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. The school will increase parent participation and efficacy through training, support, materials and supplies focused on academic achievement, including development related to instructional techniques for English Learners, struggling students, Low Income and Foster youth for all staff.

Total: \$137,000

Cover Sheet

Updated Fiscal Manual

Section:	II Finance
Item:	E. Updated Fiscal Manual
Purpose:	Discussion & Potential Action - Vote
Related Material:	Fiscal Manual - MR

BACKGROUND:

- The Fiscal Manual serves as a school's guide to the policies, restrictions, and flexibilities related to the use of funds allocated to the school. It is typically updated annually with any changes in policy.
- Changes include:
 - Increased bid limits
 - Divvy Policy

RECOMMENDATION:

- Consider the approval of the updated Fiscal Manual.

Monarch River Academy

Fiscal Policies and Procedures

INTRODUCTION

The Board of Directors of Monarch River Academy (“School”) has reviewed and adopted the following Fiscal Policies and Procedures Guide (“Guide”) to ensure the most effective use of the School’s funds to support the School’s mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

This Guide details the School’s policies and procedures in a number of areas including Internal Controls, Legal Compliance, Conflict of Interest policies, as well as other financial and accounting procedures and protocols. This Guide is intended to align with the School’s charter petition and any Memoranda of Understanding (MOU) with its authorizing entity. The various Chapters herein include, but are not limited to, the School’s policies on authorized signers, use of credit cards, employee reimbursements, purchasing, and payroll processing.

In developing this Guide, the School reviewed the Charter School Accounting and Best Practices Manual published by the California Fiscal Crisis and Management Assistance Team (“FCMAT”), as well as other relevant information and resources.

DEFINITIONS

For purposes of this Guide, the following definitions apply:

“Executive Director”, “Assistant Executive Director”, and “School staff” or “School administration” shall mean those positions at the School.

“Board of Directors” shall mean the School’s governing body.

“Fiscal Committee” shall mean the fiscal committee, if any, of the School’s governing body.

“Back-office” shall mean the financial professionals hired as third party preparers, reviewers and custodians of the financial statements and other financial documents.

KEY ROLES AND RESPONSIBILITIES

Board of Directors / Fiscal Committee

The Board of Directors will be provided a presentation of the financial reports noted below that are listed in order from the beginning of the fiscal year. These reports will be prepared by the back-office group and the School staff, approved by the Board of Directors at an open and public meeting, and submitted to the appropriate governmental agencies on or before the dates listed below, unless altered by the accepting agency.

1. Adopted Budget (submitted by July 1st)
2. Unaudited Actuals Report (submitted by September 15th)
3. Audited Financial Statements (submitted by December 15th)
4. First Interim Financial Report (submitted by December 15th)
5. Second Interim Financial Report (submitted by March 15th)
6. Form 990 tax return (submitted by May 15th with extension)

The Board of Directors, and/or a Fiscal Committee if created, is responsible for the following:

1. Overseeing the preparation of the annual budget and financial statements.
2. Overseeing the administration, collection, and disbursement of the School's financial resources, in addition to approving the related policies and procedures
3. Overseeing significant financial decisions, such as correcting or restructuring the School's financials and accounting procedures should fiscal problems arise
4. Overseeing the annual independent audit process, including engaging the independent auditor and reviewing all reports and management letters from the auditor
5. Overseeing the preparation and implementation of the governance policies referenced in the Form 990, including conflict of interest, document retention, whistle-blower, review of executive compensation, etc.

CHAPTER 1

Internal Controls

Definition and Importance

Internal controls are the foundation of sound financial management. They include the policies and procedures that help provide reasonable assurance that the School is achieving its objectives and goals by doing the following:

- Ensuring that operations are effective and efficient.
- Safeguarding and preserving the organization's assets.
- Promoting successful events and fundraising ventures.
- Protecting against improper disbursements.
- Ensuring that unauthorized obligations are not incurred.
- Providing reliable financial information.
- Reducing the risk of, and promoting the detection of, fraud and abuse.
- Protecting employees and volunteers.
- Ensuring compliance with applicable laws and regulations.
- Ensuring accurate documenting of all transactions.

Internal controls include the segregation of duties according to functions so that one person is not handling a transaction from beginning to end. This is a critical part of a system of checks and balances. Functions that need to be segregated include the following:

- Initiating, authorizing or approving transactions.
- Executing transactions.
- Recording transactions.
- Reconciling transactions.
- Responsibility for the item acquired from the transaction.

To ensure proper internal controls, the duties of custody, recording, and reconciliation are kept separate. For example, if a School staff member were to collect cash, record activity (including receipts) in the financial system, prepare the deposit slip, and reconcile the bank account, with no one else involved in verifying these transactions, there would be a definite lack of internal control because there is no separation of duties. This is especially true if no one other than that School staff member reviews the bank statement and compares it to the original cash receipt documentation. This Guide sets out policies and procedures to ensure segregation of duties and avoid exposing the School to a higher risk of potential cash skimming, delayed deposits, or other errors or irregularities.

Role of Key Financial Staff (Segregation of Duties)

As set forth in more detail in the financial management policies herein, in general, School staff are responsible for initiating, authorizing, approving, and executing transactions, while the Back Office and School Administration are responsible for recording, reconciling, reporting, and reviewing transactions.

Internal controls are affected by the practices and attitudes of administrators. The goal of this Guide is to accomplish the following:

- School administration and the Back Office set a good example by following established policies and procedures
- School administration ensures that all staff, volunteers and others associated with the School are informed about, and follow established, policies and procedures
- School, through the Back Office, provides continual assistance and training for all staff members involved in all aspects of cash management and fundraising
- School administration takes action when an infraction occurs

The basic components of internal controls, set forth in more detail in the financial management policies herein, include the following:

- Segregation of duties
- System of checks and balances
- Staff cross training
- Controlled use of pre-numbered documents, i.e. checks
- Asset security and restricted access
- Timely reconciliations
- Up-to-date inventory records
- Appropriate review and approval of transactions
- Comprehensive, up-to-date annual budget
- Expectation that all staff and the Back Office, including administrators, will follow all internal controls

To help ensure adequate internal controls, the School has established, implemented and maintained these policies and procedures based on laws, regulations and sound business principles, and communicates them to those involved (e.g., School staff). It is essential that all employees, volunteers and students (when necessary) be aware of expectations regarding internal accounting controls. The Back Office provides training for all individuals who are expected to follow policies and carry out procedures; School staff will ensure that, wherever possible, more than one person is trained for each function (cross training).

The School's annual independent audit also serves to monitor whether School's policies and procedures are being followed in order to determine compliance with applicable state and federal regulations.

If problems with the School's internal controls are identified through any means, the Back Office and the School will work together to address such problems as soon as possible.

1. The Board approves financial policies and procedures, delegate's administration of the policies and procedures to the Executive Director and reviews operations and activities on a regular basis.
2. The Executive Director has responsibility for all operations and activities related to financial management. However, the Board and Executive Director can appoint or delegate someone else to perform the responsibilities.
3. Financial duties and responsibilities must be separated so that no one employee has sole control authorizing transactions, recording financial transactions and custody of assets.
4. The School will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:
 - a. expenditures are authorized by and in accord with amounts specified in the board-adopted budget,
 - b. the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and
 - c. all transactions are recorded and documented in an appropriate manner.

CHAPTER 2

Budget Development

Budget Development, Oversight Calendar and Responsibilities

May – June

The Back Office and the Executive Director review revenue projections subsequent to the Governor's annual "May Revise" budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Board reviews and formally adopts a budget for upcoming fiscal year before June 15. A copy of the final budget is provided to the charter-granting agency.

July – August

Books for prior fiscal year are closed by the Back Office, all transactions are posted, and records assembled for audit.

The budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency, if applicable.

September – December

The independent auditor performs the audit of the closed fiscal year and prepares the audit report for submission to the Board of Directors or the Audit Committee, if any.

At the end of the first full week of school, the Executive Director reviews the Charter School's actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school's budget is revised to match likely revenues.

The Audit Committee of the Board reviews a copy of the audit. The Executive Director addresses any audit exceptions or adverse findings. Once the Board approves the audit report, it is submitted to the charter-granting agency.

On a monthly basis, the Executive Director and Board reviews current year actual versus budgeted revenues and expenditures and other financial reports as presented by the Back Office. The Board approves any needed changes to the annual budget.

Budget Transfers

The Executive Director may transfer up to \$100,000 from one unrestricted budget item to another without board approval, but shall notify the Board of the transfer at the next regularly scheduled meeting.

CHAPTER 3

Legal Compliance

The School will follow all the relevant laws and regulations that apply to California charter schools. Additionally, any applicable Federal laws and regulations that relate to grant funding received by the School will be followed. The following are specific policies of the School:

Political Contributions and Involvement

The School does not take any position regarding any political candidate. School officials do not make political endorsements in their official capacity, and the School does not make political contributions and/or endorse candidates. However, School officials are not prohibited from making endorsements privately.

Examples of prohibited political contributions, lobbying, and expenditures that support or oppose candidates for public office include, but are not limited to, the following:

- Contributions to political parties or political action committees
- Contributions to the campaigns of individual candidates for public office
- Expenditures to print or assist in printing any political materials
- Expenditures for political advertisements

School complies with all federal and state laws and regulations regarding political contributions, lobbying and expenditures. No federal funds, or assets obtained from federal funds, may be used for any political purposes.

Record Keeping

To provide an accurate and auditable record of all financial transactions, the School's financial documents, records, and accounts will be maintained in conformity with generally accepted accounting principles as applicable to charter schools, and in conformity with the School's record retention policy as applicable. The School's accounting data will be backed up regularly by the Back Office to ensure the recoverability of financial information. Further, the School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the School.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

School staff and the Back Office will work together to provide access to the School's financial records to School's charter authorizer upon reasonable request, including supporting records as requested.

Reporting Questionable or Suspicious Activity

Employees are responsible for immediately reporting questionable or suspicious activity to their supervisor, the Executive Director, or the School's Board Chairperson. This includes reporting any concerns regarding improper activity. This could range from financial concerns such as theft or misstated financial statements to workplace concerns such as harassment, discrimination, safety issues, substance abuse, etc.

CHAPTER 4

Conflict Of Interest and Related Party Transactions

The School complies with all applicable laws regarding conflicts of interest and related party transactions, including, but not limited to, the California Corporations Code, the Political Reform Act, and Government Code section 1090.

The School recognizes that it is important for Board members and key employees to understand the conflict of interest laws and rules that apply to the School, in order to identify and avoid conflicts of interest. The School board and key staff shall receive annual mandatory training, to be conducted by a third party, on the applicable conflict of interest laws. Such training may be provided at the time the board receives the mandatory Ralph M. Brown Act training required by the School's Charter, and may also cover specific topics including an overview of significant, applicable laws regarding the use of public funds, procedures for hiring, contractual arrangements, purchasing, bidding, and expenditure approvals that help to prevent conflicts of interest.

It is the policy of this School that all School officials, including Board members, officers, and employees, shall not place themselves in any position where their private, personal interests may conflict with their official duties, or where they may directly or indirectly receive personal financial gain through direct or indirect personal influence. School decision makers shall be neither personally nor financially interested in any contract made by them in their official capacity.

The School will be guided by the principle of arms-length standards in entering into transactions with all affiliated or unaffiliated organizations or with a private or related individual(s).

Signature Authorities

The Board will approve, in advance, the list of authorized signers on the School's account(s). The Executive Director, and any other employee/Board member authorized by the Board, may execute contracts, purchases, and expenditures, endorse checks, drafts, and orders for the payment of money, or otherwise withdraw or transfer funds, in the name of and on behalf of the School, subject to the policies and procedures in this Guide. Individual checks greater than \$100,000 require two signatures prior to check issuance.

Use of School Assets

No employee may use any of the School's property, equipment, materials, or supplies for personal use without the prior approval of the Executive Director or the Executive Director's designee.

Related Party Transactions

Policy

It is the policy of the Board of Directors that all Related Party Transactions, as that term is defined in this policy, shall be subject to review in accordance with the procedures set forth below. The School has determined that the Board is best suited to review all Related Party Transactions.

Procedures

The Board shall review the material facts of all Related Party Transactions and may also approve or disapprove of the entry into the Related Party Transaction, subject to the exceptions described below. Where advance Board review of a Related Party Transaction is not feasible or has otherwise not been obtained, then the Related Party Transaction shall be reviewed subsequently by the Board (and such transaction may be ratified subsequently by the Board). The Board may also disapprove of a previously entered into Related Party Transaction and may require that management of the School take all reasonable efforts to terminate, unwind, cancel or annul the Related Party Transaction. In connection with its review of a Related Party Transaction, the Board will take into account, among other factors it deems appropriate, whether the Related Party Transaction is on terms no less favorable than terms generally available to an unaffiliated third-party under the same or similar circumstances and the extent of the Related Party's interest in the Related Party Transaction.

The Executive Director shall present, or cause to have presented, to the Board, the following information, to the extent relevant, with respect to actual or potential Related Party Transactions:

1. A general description of the transaction(s), including the material terms and conditions.
2. The name of the Related Party and the basis on which such person or entity is a Related Party.
3. The Related Party's interest in the transaction(s), including the Related Party's position or relationship with, or ownership of, any entity that is a party to or has an interest in the transaction(s).
4. The approximate dollar value of the transaction(s), and the approximate dollar value of the Related Party's interest in the transaction(s) without regard to amount of profit or loss.
5. In the case of a lease or other transaction providing for periodic payments or installments, the aggregate amount of all periodic payments or installments expected to be made.
6. In the case of indebtedness, the aggregate amount of expected debt to be outstanding and the rate or amount of interest to be payable on such indebtedness.
7. Any other material information regarding the transaction(s) or the Related Party's interest in the transaction(s).

The Board shall be authorized to review in advance and provide standing pre-approval in advance for certain Related Party Transactions or categories of Related Party Transactions. The Board has reviewed the Related Party Transactions described below in “Standing Pre-Approval for Certain Related Party Transactions” and determined that each of the Related Party Transactions described therein shall be deemed to have been reviewed and approved in advance by the Board under the terms of this Policy.

Each director who is a Related Party with respect to a particular Related Party Transaction shall disclose all material information to the Board concerning such Related Party Transaction and his or her interest in such transaction. The Board may recommend the creation of a special committee to review any Related Party Transaction.

If a Related Party Transaction will be ongoing, the Board may establish guidelines for the School’s management to follow in its ongoing dealings with the Related Party. Thereafter, the Board shall periodically review and assess ongoing relationships with the Related Party. Any material amendment, renewal or extension of a transaction, arrangement or relationship previously reviewed under this Policy shall also be subject to subsequent review under this Policy.

This Policy is intended to augment and work in conjunction with other School policies having any code of conduct, code of ethics and/or conflict of interest provisions.

The Board periodically shall review this Policy and may recommend amendments to this Policy from time to time as it deems appropriate. In addition to guidelines for ongoing Related Party Transactions, the Board may, as it deems appropriate and reasonable, establish from time to time guidelines regarding the review of other Related Party Transactions including those that (i) involve *de minimus* amounts, (ii) do not require public disclosure, or (iii) involve transactions that have primarily a charitable purpose.

Definitions

A “**Related Party Transaction**” is any financial transaction, arrangement or relationship or series of similar transactions, arrangements or relationships (including any indebtedness or guarantee of indebtedness) in which:

- (1) the aggregate amount involved will or may be expected to exceed \$10,000 in any calendar or fiscal year,
- (2) the Board or any of its subsidiaries is a participant, and
- (3) any Related Party has or will have a direct or indirect interest.

A “**Related Party**” is any:

- (a) person who is or was, since the beginning of the last fiscal year, (even if they do not presently

serve in that role) an executive officer, director or nominee for election as a director,

- (b) Immediate Family Member of any of the foregoing. An “**Immediate Family Member**” includes a person’s spouse, parents, stepparents, children, stepchildren, siblings, mothers- and fathers-in-law, sons- and daughters-in-law, and brothers- and sisters-in-law and anyone residing in such person’s home (other than a tenant or employee).

Standing Pre-Approval for Certain Related Party Transactions

The Board has reviewed the types of Related Party Transactions described below and determined that each of the following Related Party Transactions shall be deemed to have been reviewed in advance and pre-approved by the Board, even if the aggregate amount involved will exceed \$10,000.

1. Employment of officers. Any employment by the School of, or compensation of, an officer of the School if (i) the officer is not an immediate family member of another officer or director of the School, (ii) the officer was not otherwise a Related Party of the School prior to becoming an employee of the School and (iii) the Board has approved the compensation of such officer.
2. Certain transactions with other companies. Any transactions, arrangements or relationships with another School or Company at which a Related Party’s relationship is as a director, owner, officer or executive.
3. Transactions involving competitive bids. Any transactions, arrangements or relationships involving a Related Party where the rates or charges involved are determined by competitive bids.
4. Regulated transactions. Any transactions, arrangements or relationships with a Related Party involving the rendering of services as a common or contract carrier, or public utility, at rates or charges fixed in conformity with law or governmental authority.
5. Certain banking-related services. Any transactions, arrangements or relationships with a Related Party involving services as a bank depository of funds, transfer agent, registrar, trustee under a trust indenture, or similar services.

Interpretation

In any circumstance where the terms of these Policies and Procedures differ from any existing or newly enacted law, rule, regulation or standard governing the Company, the law, rule, regulation or standard will take precedence over these policies and procedures until such time as these Policies and Procedures are changed to conform to the law, rule, regulation or standard.

Failure to disclose to the Board a known Financial Interest or a known potential Related Party Transaction may be grounds for removal from the Board or termination of employment by the School.

ANTI-NEPOTISM POLICY

POLICY STATEMENT

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

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

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

DEFINITIONS

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

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

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

PROCEDURES

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

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

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

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

RESPONSIBILITIES

The Senior Director or designee shall coordinate with the current employee’s direct supervisor to develop appropriate plans to ensure that a Family Member’s employment does not conflict with this policy. If

the situation cannot be resolved by a transfer, then the Senior Director or designee will deny the application for employment. Special circumstances may be reviewed by the Board in the event that Monarch River Academy's best interests would be served by the employment of a Family Member.

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

CHAPTER 5

Purchasing and Bank Policy

Purchasing and Procurement

The School adheres to the following objectives in purchasing:

All proposed non-payroll expenditures/invoices are reviewed by the Back Office to determine whether they are consistent with the Board-adopted budget and approved contract, if applicable. In the absence of a vendor invoice, the School will develop and maintain a check request form or other form to document the approval of payment for goods or services. All transactions will be posted in an electronic general ledger maintained by the Back Office. To ensure segregation of recording and approvals, the Back Office may not sign purchase orders or check requests.

Some transactions do not require purchase orders:

1. Re-occurring expenditures, such as:
 - a. Professional fees to back office service providers, and legal services
 - b. Outsourced services (e.g. special education services, security, etc.)
 - c. Payment of health and welfare benefits
 - d. Risk management costs (e.g. insurance)
 - e. Utilities
 - f. Communications (e.g. Internet, wireless, etc.)
 - g. Payroll taxes
 - h. Facility costs pursuant to a Board-approved lease or other agreement
2. Budgeted costs, such as:
 - a. Existing and replacement positions (i.e. payroll)
 - b. Expenditures listed in awarded grants
 - c. Software subscriptions (e.g. productivity tools, licenses, etc.)
 - d. Student materials and supplies, unless for a vendor contract over \$50,000, except for the below listed vendors:
 - i.
 - ii.
 - iii.
 - iv.
 - v.

For these, the Executive Director has a limit of \$100,000
3. Mandatory costs, such as:
 - a. Expenditures required in an IEP (i.e. individualized education program).
 - b. Expenditures from duly approved legal settlements.

Use of School Credit Cards

PURPOSE:

The Board of Directors of the School recognizes the efficiency and convenience afforded the day-to-day operation of the School, for payments and recordkeeping for certain expenses, through the use of School credit cards. However, the Board recognizes the need to establish control measures for the use of these cards. The Board agrees that it has a responsibility to ensure that credit card expenses incurred by the School must clearly be linked to the business of the School. This policy addresses and establishes the proper use and assignment of School credit cards.

School credit and debit cards should be issued only to School personnel who travel on School business or who have a legitimate need to purchase goods and services, either in person or online, when a purchase cannot be approved in time or when a vendor will not accept a purchase order. Credit and debit cards should not be used to bypass established purchasing procedures, including advanced approval processes.

DEFINITIONS:

Cardholder/User: The person for which the School credit card has been issued.

School credit card: The physical or virtual card and number associated with the card issued to the cardholder.

Administrator: The person assigned to establish or terminate Cardholder rights, reassign card limits, or change budget access.

SCHOOL CREDIT CARD USERS:

A list of those individuals issued a School credit card will be maintained by the Executive Director and the Back Office and reported to the Board of Directors annually.

A Cardholder/User employee who is no longer employed by the School shall return his or her School credit card upon termination or resignation to the Executive Director's designee.

Credit cards will be disabled immediately upon the termination or resignation of a Cardholder/User by the card Administrator. Accounting for credit cards and settlement of credit card billings shall be part of the employee separation checklists.

USER RESPONSIBILITIES:

Credit Cardholders/Users must take proper care of their School credit card(s) and take all reasonable precautions against damage, loss or theft by adherence to the following provisions:

1. All Cardholders/Users must keep secure and confidential all School credit card numbers and information.
2. Cardholders/Users shall not store sensitive School credit card data, including full account number, type, expiration and track data, in any method on computers or networks; for example, many sites, like Amazon or Apple will allow you to store credit card information online as a convenience for future purchases. This is not allowed because it does make it easier for

those who have access to your computer or mobile device to utilize your card fraudulently or for personal purchases to be made using the stored card information.

3. Cardholders/Users shall not transmit in an insecure manner, such as by email, unsecured fax or via mail, School credit card information.
4. Cardholders/Users shall restrict access to credit card data and processing to the Administrator or other authorized individuals.
5. Cardholders/Users shall maintain card information in a secure environment accessed only by the issued Cardholder/User.
6. Cardholders/Users shall not be allowed to authorize payment of their own travel expenses. Travel expenses for any Cardholder/ User other than the Executive Director must be pre-approved by the Executive Director, and the Executive Director's travel expenses shall be approved by a board member.
7. Cardholders/Users are responsible for retaining detailed receipts and/or supplier documentation for all purchases made with their School credit card, without which the Cardholder/User is responsible for the purchase.
8. Cardholders/Users shall submit detailed documentation, such as itemized detailed receipts and/or supplier documentation for services, supporting all purchases made on their School credit card, including travel and/or other actual and necessary expenses which have been incurred in connection with School-related business for which the School credit card has been used.
9. Failure to take proper care of School credit card(s) or failure to report damage, loss or theft may subject the Cardholder/User to financial liability and discipline.
10. If the Back Office identifies any inadvertent personal charges or unauthorized uses of the card, the card statement and all backup documentation will be forwarded to the Executive Director for review, or if such charges or uses are those of the Executive Director, to the Board Chairperson.
11. Purchases made using a credit or debit card are subject to the same approval thresholds and other procurement requirements as all other purchases.

PURCHASING GUIDELINES:

School credit cards may only be used for legitimate School business expenses and in accordance with Board policies, as defined below.

1. Credit cards shall only be used for transactions for which payment of check disbursement is not accepted or is not practicable, such as if the transaction would cause undue hardship to the School or the Cardholder/User.
2. School credit card usage is limited to the following types of expenses. Any deviations from this usage policy must have prior written approval from the Board of Directors.
 - a. School services, including catering or advertising.

- b. School supplies, including office supplies, educational supplies, operation and maintenance supplies.
 - c. Travel, including transportation services, airfare, car rental expenses, or payments to a travel agency.
 - d. Payments to educational and charitable organizations, including Schools, colleges, vocational Schools and membership organizations.
 - e. Educational conferences and seminars.
 - f. Other expenses necessary for the education of students or for the continuous operations of the school.
3. The person requesting (Requestor) a purchase should contact the Executive Director or Executive Director's designee (Designee) for approval prior to making, or committing to make, a purchase above \$1,000
 4. If the purchase is approved, the Executive Director, Designee or Requestor (Purchaser) will either make or approve the purchase of the requested item following the guidelines for Online or In-Person purchases.
 5. After the item is received, the Purchaser (for Drop-shipped orders) will verify that the full order was received. If not, then the Purchaser will continue to follow up with the vendor until the full order is received or a credit is issued for the portion of the order that was not received.
 6. Food purchases.

Generally, meal expenses must involve an overnight stay to qualify for reimbursement. In these instances, the traveler must adhere to the travel regulations for meal reimbursement. Individuals who are not in a travel status are eligible for meal reimbursement if they participate in a business meal.

Such meals must be for official school business and must:

- a. Include Executive Director approval.
- b. Involve substantive and bona fide charter school business that promotes student learning.
- c. List by name all persons involved in the meal and affiliations and the reason for the meal.
- d. Delivery costs and a reasonable tip (up to 20%) are allowable.
- e. There must be at least two attendees and at least two meals purchased.

Appropriate Business Meals

- a. Business meals involving external parties
- b. Internal training and related business functions
- c. Employee retirement and appreciation events
- d. Student events like award ceremonies, commencements, etc, where the students are the primary beneficiaries.

MAKING ONLINE PURCHASES:

School credit cards may only be used for legitimate School business expenses and in accordance with Board policies, as defined below.

1. Make your online purchase and then code your transaction for budgeting purposes.
2. After making your purchase the transaction will appear in the "Transactions" section of your Divvy profile.
3. Go to the navigation menu to the left of the home page and open the "Transactions" page in Divvy to see your purchases.
4. You can see all of your historical transactions, or you can use the "+ Add Filter" function in the middle of the screen to only see specific transactions.

After selecting "+ Add Filter" you can then choose any of the following:

COMPLETION STATUS:

Complete – displays all transactions that have support uploaded

Incomplete – displays all transactions that do not have support

All – displays all transactions

Date Range – allows the user to review transactions over a specified period of time

Amount – allows the user to review transactions within a specified dollar amount

You are also able to review transactions that are either "Pending", "Cleared", Reviewed" or "Un-reviewed".

Phone App: you will complete these steps on the "activity" page.

Website: you will complete these steps on the "transactions" page.

Please do this step as soon as possible. The back office frequently runs reports to assess spending for budget purposes. If the coding is not complete, their reporting will not be accurate.

5. Click on a transaction to review and code your purchase and use the dropdowns to make selections. For the RESOURCE, select the revenue source from which you were directed, and for the LCAP do the same. For the OBJECT, select the type of purchase you made.
6. Ordering specialists are tasked with reconciling their Divvy transactions against their student orders daily.
 - a. All transactions should contain a receipt, order ID, LCAP code, expense code, and resource code. The exception to this rule is Amazon transactions.
 - b. Amazon transactions are completed in bulk on the ordering director's card. Ordering specialists are not responsible for reconciling Amazon transactions. There is a different internal process for Amazon reconciliations.

- c. Either the Ordering Coordinator or Ordering Director will run Divvy reports to verify transactions are complete in Divvy and notify specialists of any missing documents or codes.

7. Save your receipt as a PDF.

- a. File names are saved with the following format:

Date - Dept - Vendor Name - \$\$\$

Example: 7.6.18 – Classroom Supplies - Learning A-Z - \$109.95

- b. Please save / upload your receipts to your computer's hard-drive.

8. Upload your receipt.

- a. After saving your receipts, invoices and other documentation to your computer's hard-drive
- b. In Divvy, click "Transactions" (it looks like a receipt on the left side of the screen).
- c. Click on a transaction line
- d. The "Transactions details" menu will open
- e. Click on the plus sign and you'll see the "Open" menu.
- f. Locate the folder where you saved your documentation and upload it to Divvy.

9. Provide your notes.

- a. Be sure to add notes for the auditor's review. Include in your notes:
 - 1. A brief description for how this benefits student learning or helps the school operate.
 - 2. Who is the original requestor.
 - 3. Was the entire order received? Yes or no or n/a.
 - 4. If the entire order was not received, is a credit being issued by the vendor?

Notes are required for any transaction that doesn't clearly match the receipt. This typically applies to Amazon transactions but there may be other vendors.

MAKING IN-PERSON PURCHASES:

- 1. Anyone who would like to use the card to make a purchase should have their purchase pre-approved by the Executive Director or Designee prior to incurring the charge.
- 2. Once your purchase is made, retain the original receipt and any other documentation to support the purchase.
- 3. Save your receipt as a PDF.

- a. File names are saved with the following format:

Date - Vendor Name - \$\$\$

Example: 7.6.18 - Learning A-Z - \$109.95

- b. Please save your receipts to your computer's hard-drive.

GO TO DIVVY

4. Upload your receipt.

- a. After saving your receipts, invoices and other documentation to your computer's hard-drive
- b. In Divvy, click "Transactions" (it looks like a receipt on the left side of the screen).
- c. Click anywhere on one of the transaction lines that you want to match with your receipt.
- d. The "Transactions details" menu will open
- e. Click on the plus sign and you'll see the "Open" menu.
- f. Locate the folder where you saved your documentation, click on it and then click "Open" to upload to Divvy. Repeat for any other documents you want to upload.

5. Provide your notes.

- a. Be sure to add notes for the auditor's review. Include in your notes:
 1. A brief description for how this benefits student learning or helps the school operate.
 2. Who is the original requestor.
 3. Was the entire order received? Yes or no or n/a.
 4. If the entire order was not received, is a credit being issued by the vendor?

Notes are required for any transaction that doesn't clearly match the receipt. This typically applies to Amazon transactions but there may be other vendors.

6. Select the "OBJECT/RESOURCE/LCAP" for that purchase.

This must be done for EVERY transaction, except Amazon orders made by the EOS team.

Use the drop down menu and choose the appropriate OBJECT/RESOURCE/LCAP.

If the transaction gets split and is displayed as multiple transactions on the site, you still must choose an OBJECT/RESOURCE/LCAP for each line item.

OBJECT/RESOURCE/LCAPS will also need to be chosen if there is a return/credit/refund/canceled order. If it has a transaction line then it must have an OBJECT/RESOURCE/LCAP assigned to it.

Phone App: you will complete these steps on the "activity" page.

Website: you will complete these steps on the "transactions" page.

Receipt Management

Original itemized receipts are required for all expenses. Receipts need to be uploaded into the DivvyPay database and matched to the transaction it supports. All receipts need to be uploaded by the 4th of each month for the previous month's activity (i.e., activity for April's transactions should be uploaded by May 4th, etc.) If a cardholder loses or does not obtain a required receipt from the merchant, they must complete a **No Receipt Form (appendix A)**. This form requires details of the expense and an explanation of what happened to the receipt. The use of this form is not a substitute for original receipts. Repeated use of this form may lead the Executive

Director to suspend credit card use and require monetary reimbursement by the cardholder to the School.

Executive Director Review

To safeguard school assets, the Executive Director, or designee, will be required to review card activity monthly. The review for the calendar month should be conducted no later than the 5th day after the end of that month.

1. Each month the Executive Director, or designee, will be provided with a list of transactions.
2. The Executive Director, or designee, will review each transaction, along with the support provided on the Divvy website.
3. If proper support is missing then the Executive Director, or designee, will request the support from the staff member responsible for the purchase.
4. The Executive Director, or designee, will also review each transaction to verify that each has been coded.
5. The Executive Director, or designee, will need to mark on the list provided whether each transaction is either approved or unapproved.
6. If a transaction is unapproved then the Executive Director, or designee, should inquire about the nature of why the transaction is unapproved from the purchaser.
7. After completing the monthly review, the Executive Director, or designee, will file the approved list of transactions.

Disputed or Fraudulent Charges If there is an inaccuracy on a statement, the cardholder must address the issue immediately. If a cardholder believes the merchant has charged the account incorrectly or there is an outstanding quality of service issue, the cardholder must first contact the merchant and try to resolve the error or problem. If the cardholder is unable to resolve the matter directly with the merchant or if contacting the merchant is not possible, then it is the responsibility of the cardholder to submit their dispute to School Leadership within 30 days of the date of the charge. Prompt reporting of any such charges will help to prevent the School from being held responsible.

All requests will be forwarded to the Executive Director (and/or whomever they designate (designee) as their administrator/approver), so pre-planning your purchases is always recommended in case there are delays in obtaining approval.

Purchases Over \$5,000

Purchases over \$5,000 must use the Purchase Request JotForm.

1. Complete the form by listing the following information:
 - a. Requestor's First and Last Name
 - b. Requestor's email address
 - c. Requestor's Supervisor's First and Last Name
 - d. Reason for request
 - e. Date of request
 - f. Vendor

- g. Estimated amount of purchase
 - i. Description of item(s) to purchase
- 2. Submit the form
- 3. After the form is submitted, the Executive Director or designee will then review the purchase request and decide the next course of action, which will be:
 - a. Approved-the form will be forwarded to the requestor and the purchase may be made.
 - b. Rejected-the form will be forwarded to the Requestor and the reason for the decline can be discussed with the Executive Director or designee.
 - c. The Executive Director or designee can also add a Comment for additional instructions.

Important Information:

- The Executive Director is responsible for making sure all documentation is uploaded and sufficient to support the purchases for all of their school's credit cards.
- Any items purchased on the Disallowed Purchases list below may incur disciplinary action:
 - Alcohol
 - Fuel (unless used for a school van)
 - Meals that do not include an outside attendee or are not a part of a school activity
 - Non-school purchases
 - Penalties, fines or tickets
 - Gifts
 - Gift cards, gift certificates, money orders
 - Cash withdrawal, ATM usage
 - Jewelry
 - Clothing
 - Medical expenses
 - Flowers, cards, or other items for bereavement or congratulatory recognition
 - Any purchase that reflects unfavorably upon the School and its core values

REQUESTING A DIVVY CARD:

1. Any school employee can complete the Divvy Card Request/Limit Adjustment Jot Form to request the use of a school Divvy card.
2. The employee completes the form with the below information and then submits the form:
 - a. First and Last Name
 - b. Reason for request
 - c. Department location

- d. Date of request
 - e. Supervisor's first and last name
 - f. Amount of limit request
3. The request for approval is then routed to the Executive Director, or designee, who will review the submitted information and then decides to:
- a. Approve the request without alterations
 - b. Approve the request with alterations (i.e. a different limit amount)
 - c. Decline the request
 - d. Decline the request pending additional information
4. Any discussions about a request decline or alteration can be discussed prior to further actions on the request.

REQUESTING A DIVVY CARD LIMIT ADJUSTMENT:

1. Any school employee can complete the Divvy Card Request/Limit Adjustment Jot Form to request an increase or decrease to their school Divvy card.
2. The employee completes the form with the below information and then submit the form:
- a. First and Last Name
 - b. Reason for request
 - c. Department location
 - d. Date of request
 - e. Supervisor's first and last name
 - f. Amount of limit adjustment
3. The request for approval is then routed to the Executive Director, or designee, who will review the submitted information and then decides to:
- a. Approve the request without alterations
 - b. Approve the request with alterations (i.e. a different limit amount)
 - c. Decline the request
 - d. Decline the request pending additional information
4. Any discussions about a request decline or alteration can be discussed prior to further actions on the request.

PURCHASE AUTHORIZATION

The Executive Director needs to approve any purchases on the school credit cards for all staff members who have been issued cards, unless the staff member has received previous approval authority under the Delegation of Expense Authority policy or has been assigned approval authority under the same policy.

Any purchase above \$50,000 must have board approval.

PURCHASE LIMITATIONS

1. A Cardholder/User must obtain documented pre-approval from the Executive Director or Executive Director designee before using their card.
2. Any purchase by the Executive Director that exceeds \$50,000 must be approved by a board member.

APPROVAL PROCEDURES

1. A Cardholder/User will review the card statement to ensure it includes only their own approved charges.
2. The Back Office will verify that documents have been provided for all charges on the card statement.
3. Any charges not made by the Cardholder/User will be identified and discussed with the Executive Director.
4. The Executive Director or Executive Director's designee will review charges and supporting documentation for each Cardholder/User's monthly statement before approving any payment.
5. For the Executive Director, the Chairperson or Treasurer of the Board will review charges and supporting documentation for the Executive Director's monthly statement.
6. All cardholders should report the loss or theft of their School credit or debit card immediately to the credit card company and the Executive Director, even if the loss or theft occurs on a weekend or holiday.

EXCLUSIONS:

School credit cards shall not be used for alcohol, cash advances, ATM, gifts, gifts certificates, money orders, gift cards, jewelry or clothing, medical expenses, or payment of fines, auto tickets or penalties, bereavement or congratulatory related items like cards or flowers, unless prior written approval is received from the Executive Director, or in the case of the Executive Director, the Board Chairperson or Board of Directors, as appropriate. In no event shall a School credit card be used for a Cardholder/User's personal expenses.

Employees' Personal Credit Cards

An employee may use their personal credit or debit card for legitimate School business-related purchases and submit a request for reimbursement, but only in alignment with the School's procurement policies and policies for expenditures and employee reimbursements.

Expenditures and Employee Reimbursements

The Employee Handbook calls for the reimbursement of "certain reasonably necessary business expenses incurred in the furtherance of School business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's policy regarding expenditures." This constitutes said School policy.

PROCEDURES FOR REIMBURSEMENT

The School will reimburse employees for certain reasonably necessary business expenses incurred in the furtherance of School business. In order to be eligible for reimbursement employees must follow the protocols noted below:

1. Utilize the official "School Reimbursement Form."
2. Fill out form, print, and sign. The Executive Director, or designee, should also sign the form signifying their approval.
3. Make a copy of both the form and backup documentation for your files.
4. Attach backup documentation (e.g. itemized receipts, map/s for mileage) to the form.
5. Email your signed and completed form and backup documentation to the Back Office.
6. Complete requests for reimbursement should be submitted within 60 days of the expenditure.
7. The request for reimbursement will be processed by the Back Office.

Guidelines for Specific Reimbursement Types:

1. Reimbursement for Purchases – Must receive immediate supervisor approval, or higher, prior to any purchase of food, supplies, and/or equipment
2. Hotel Stay – Room rates must be reasonable for the area visited for the reimbursement of Executive Director, Executive Director designee or Board Pre-Approved hotel stays.
3. Mileage Reimbursement – attach documented approval or have their Supervisor sign the reimbursement form. Reimbursement for personal car mileage is the prevailing rate allowed by the IRS while on School business.

Gratuity: Employees are allowed to tip up to 18% of the subtotal cost, rounded up to the nearest dollar, when gratuity is customary. Any incremental excess is the responsibility of the employee.

Governing Board Expenses

1. Board members are not compensated for their services as Board members. However, the Board or fiscal committee, if any, may approve the reimbursement of a Board member's actual and necessary expenses incurred when conducting the School's business.
2. The Board member incurring authorized expenses while carrying out the duties of the School will complete and sign a reimbursement report.
3. The full Board or fiscal committee will review the reimbursement report, and if they approve the report, it will be submitted to the Back Office for payment.

Contracts

1. The Governing Board must also approve the following contracts:
 - Contracts of \$50,000 or more for construction, equipment, materials, supplies, non-professional services and repairs.
2. Consideration will be made of in-house capabilities before contracting for outside services. Below are considerations:
 - a. Whether the services needed are for a limited amount of time.
 - b. Whether the contract service provider has expertise not otherwise available to the Charter School.
 - c. Whether the current staff has capacity to do the work.
 - d. Whether the contract service provider's core competency would lead to long-term savings.
 - e. Whether the utilization of the contract service provider would cost less than a comparable employee with benefits.

Consideration will be made of in-house capabilities to accomplish services before contracting for them. Except as otherwise provided in these policies, the Executive Director may enter into contracts and agreements not to exceed \$50,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's board-adopted budget. Contracts and agreements in excess of \$50,000 must be submitted for board approval and may be executed by the Executive Director or other person specifically designated by the Board after the Board has duly approved the contract or agreement.

Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$25,000. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.

Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors). Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's

compensation insurance currently in effect. The Executive Director may also require that contract service providers list the school as an additional insured.

If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the School will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Charter Impact.

The Executive Director will approve proposed contracts and modifications in writing. Contract service providers will be paid in accordance with approved contracts as work is performed. The Executive Director will be responsible for ensuring the terms of the contracts are fulfilled. Potential conflicts of interest will be disclosed upfront, and the Executive Director and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

Bank Account Reconciliation

The opening and closing of bank accounts on behalf of the School must be approved by the Board.

Bank reconciliations are a major internal control mechanism and will be prepared and reviewed accurately each month by the Back Office. Reconciliations will be performed for all of the School's bank account transactions.

PREPARING BANK STATEMENT RECONCILIATIONS

The Back Office completes the bank reconciliation monthly after receiving the bank statement(s). The Executive Director or the Executive Director's designee reviews every completed bank reconciliation. To ensure proper segregation of duties, the individual who prepares the bank reconciliation is not involved with any purchase transactions. Any interest, bank charges or other fees or charges should be posted to the account before reconciling. The Executive Director of the School has final review responsibilities to ensure all procedures have been followed.

CHAPTER 6

Financial Management Policies

BASIS OF ACCOUNTING

The School will maintain their accounting records and related financial reports on the accrual basis of accounting.

ACCOUNTING POLICIES

The accounting policies and financial reporting adopted are consistent with the non-profit requirements of the Financial Accounting Standards Board (FASB). FASB is the recognized standard setting body for establishing non-profit accounting and financial reporting principles.

BASIS OF PRESENTATION

The accounts of the School are organized on a basis of the Charter School required elements of the Standardized Account Code Structure or SACS. The operations of all funds are accounted for by providing a separate set of self-balancing accounts, which comprise the assets, liabilities, net assets, revenues and expenditures.

REVENUES

The School records revenue on the modified accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

EXPENDITURES

Expenditures are recorded on a full accrual basis, if material, because they are always measurable when they are incurred.

CASH MANAGEMENT

1. The School maintains cash accounts at Wells Fargo
2. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Back Office for collection and reported to the Executive Director. Aged accounts payable and receivable are also reflected on regular financial materials provided to the Board of Directors. Appropriate collection procedures are initiated, if necessary.

GRANT RECEIVABLE AGING CRITERIA

Accounts receivables outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis.

BUDGETS

1. The School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections are reviewed and approved by the Board of Directors, prior to June 30th each year and modified, as necessary.
2. Financial statements displaying budget vs. actual results are prepared by the Back Office and reviewed by the Executive Director, and presented to the Board of Directors at each regularly scheduled board meeting.

INSURANCE AND BONDING

1. The School should maintain minimum levels of coverage, as required by any School charter and/or MOU and as deemed appropriate by School, for the following policies:
 - a. General liability
 - b. Business & personal property (including auto/bus, as applicable)
 - c. Computer equipment
 - d. Workers' compensation
 - e. Personal injury liability
2. The Schools require proof of adequate insurance coverage from all prospective contractors.

FINANCIAL REPORTING

The Back Office maintains supporting records in sufficient detail to prepare the School's financial reports throughout the year, including:

1. Annually:
 - a. Financial statements for audit
 - b. Annual budget
 - c. Unaudited Actuals
 - d. 990 Income Tax Returns
2. Monthly:
 - a. Trial balance
 - b. Internally generated budget vs. actual financial statements
 - c. Billing invoices to funding sources
 - d. Updating the cash flow projection
3. Periodically:
 - a. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
 - b. First and Second Interim Reports
 - c. Other reports as requested

ANNUAL AUDIT

The Board of Directors arranges annually for a qualified certified public accounting firm to conduct an audit of the School's financial statements in accordance with Government Auditing Standards and the Governmental Accounting Standards Board.

The audit reports will be submitted to the Charter granting agency, California Department of Education, County Superintendent of Schools, and State Controller's Office by December 15th of each year. (Education Code 47605(m))

BOARD AUDIT OVERSIGHT

The Board of Directors shall fulfill its responsibility to provide oversight of management regarding:

1. the School's system of internal controls, policies and risk management;
2. the integrity of the School's financial statements;
3. the School's compliance with legal and regulatory requirements and ethical standards; and
4. the engagement, independence and performance of the School's independent auditors.

Staff will review and present an analysis of independent auditor proposals and make a recommendation to the audit committee, if applicable, and to the Board for selection of an independent auditor. The Board will select the independent auditor. The committee and/or Board will review the scope and results of the audit and will receive notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the committee and/or the Board will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The committee and/or the Board will also review all financial information of the School.

ATTENDANCE ACCOUNTING

The Executive Director will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at the School and engaged in the activities required of them by the School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:

1. ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the School.
2. The School's instructional calendar will include at least 175 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an appropriate amount of annual minutes of instruction as required pursuant to applicable law.
3. Independent study must be pre-arranged by the student's adult guardian and the School and that the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.

POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

ASSETS

Bank Accounts

- A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Directors of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured bank(s): Wells Fargo

Petty Cash

- A. No account has been approved.

LIABILITIES AND FUND EQUITY

Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, check requests or other approved documentation are recorded as accounts payable.

Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

Accrued Liabilities

These are liabilities that reflect expenses that have not yet been paid or logged under accounts payable during an accounting period.

Liability for Compensated Absences

1. Compensated absences arise from employees' absences from employment due to personal time off leave. When the School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments are accrued if all of the following conditions are met:
 - a. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
 - b. The employee's right to receive the compensation for the future absences is vested or accumulates.
 - c. It is probable that the compensation will be paid.
 - d. The amount of compensation is reasonably estimable.
2. Compensated absences that are not required to be paid upon employee termination (e.g., paid sick leave) are only recorded when paid.

Debt

1. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year.
2. Loan agreements must be approved by the Board of Directors, unless otherwise authorized under the School's Board of Directors, must be in writing, and must specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.
3. Loans, lines of credit, and other debt incurred on behalf of the School must be approved by the Board of Directors, except as otherwise permitted by the Board of Directors. The School shall not make any loans to third parties, except as otherwise permitted by the Board of Directors.

FACILITIES

Disposal of Property and Equipment

1. No item of property or equipment shall be removed from the premises without prior approval from the Executive Director.
2. The School has adopted standard disposition procedures for staff to follow, which include an Asset Disposal Form (see Appendix A), which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
3. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the accounting system by the Back Office

GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the School.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

1. Timeliness of Entries
All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

2. Support Documentation
All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.
3. Audit Trail
A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) before entering into the accounting system.
2. Each entry in the accounting system is reviewed and approved.
3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals and recording noncash transactions, are prepared as circumstances warrant and on a monthly basis.
5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel.
6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

1. Trial Balance
Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.
2. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers
are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the Back Office.

2. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the Back Office.
3. At the end of the fiscal year and after the annual audit, all income and expense accounts are closed out; and the general ledger balances must be aligned to the audited financial statements.

Fixed Assets and Leases

Acquisitions and disposals of assets are carefully documented. There are two types of assets: depreciable assets, also known as capital assets (this includes land even though it is not depreciated); and assets the School will track for inventory purposes but not depreciate. All assets purchased, when applicable, such as with automobiles and buses, shall be registered in the name of the School and not the name of an individual.

Cost basis is not the market value or list price of an asset; rather, it is the total amount invested in the purchase or the total amount paid, whether paid in cash or received in kind. The cost basis should include all charges related to the purchase, including the purchase price, sales tax, freight charges, and installation charges if applicable.

Asset purchases that cost \$5,000 or more and have a useful life of more than one year will be capitalized and depreciated. Remodeling of facilities and replacement of structural components are capitalized only when their cost exceeds \$50,000.

Assets that are depreciated include furniture, fixtures, automobiles and buses, buildings, building improvements, and equipment. The straight-line depreciation and amortization method is used. Alternative or accelerated depreciation methods may be used when considered necessary and if approved by the Executive Director or Executive Director's designee.

Any assets purchased that cost \$5,000 or more are recorded in a depreciable fixed asset schedule.

Any asset that is not capitalized will be expensed. For example, small tools and equipment, or repairs and maintenance, are usually expensed.

The depreciable fixed asset schedule prepared by the Back Office includes the following information, as applicable:

- Name of the asset
- Asset class (e.g., equipment)
- Description
- Serial number
- Asset tag number, if any
- Date purchased and placed in service
- Vendor purchased from
- Original cost

- Depreciation method
- Estimated useful life
- Accumulated depreciation
- Net book value
- Estimated salvage value, if any

Leasehold Improvements

Leasehold improvements, including painting, will be capitalized if they relate to the occupancy of a new facility or to a major renovation of an existing facility, and meet the capitalization threshold of \$50,000.

Inventory

All non-consumable school property lent to students shall be returned to the school no later than June 30 (the deadline). If the assigned property is not returned by the student to the school at, or before, the deadline then the school is required to initiate its restitution process (See Appendix C). Any excess or surplus property to the school owned by the school may be sold or auctioned by the Executive Director provided the Executive Director engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of \$1,000 shall be approved in advance by the Board. The Executive Director will immediately notify the Back Office of all cases of theft, loss, damage or destruction of assets.

Repairs

Expenditures for maintaining vehicles, equipment or an existing building are not capitalized; they are expensed as a repair.

Cost of Buildings

The capitalized cost of a building includes all expenditures related directly to its acquisition, construction or rehabilitation. This includes all associated costs such as materials, labor and overhead incurred during construction, and any fees such as attorney's fees, architect's fees, and building permit fees.

The Back Office will account for the cost of buildings by capturing and recording the details of all costs in a construction in progress account. Costs recorded will include acquisition costs and expenditures made to prepare the building for occupancy.

Asset Purchase Approval

All purchases of assets should be approved by the Executive Director or designee unless the purchaser has received prior approval to purchase according to the Delegation of Expenditure Authority policy.

Authorization

Proper authorization should be obtained using the Charter School's purchasing process. Approval should be documented on all approvals submitted to the Back Office. School staff may identify the vendor for

purchase of the capital assets, or may submit the request to purchasing staff in the Back Office for procurement.

Constructed or Donated Equipment

Any equipment constructed by School employees or donated to the School will be reported to the Back Office if the item has a value of \$5,000 or more. The report will include a complete description of the property, the date it was manufactured or received, the number of items, the cost or estimated value, and a statement indicating whether it was constructed by employees or donated.

Donated equipment becomes the property of the School. Also, the School's Board or its designee should approve the donation. If the equipment has no reasonable use or purpose for the School, the donation should not be accepted.

Asset Sales and Dispositions

Capital assets may be sold or traded for new equipment; when this occurs, an asset sale and disposition form will be completed.

For all assets the Executive Director's approval will be required for a sale or disposition. Any asset over \$5,000 requires board approval prior to sale or disposition.

Upon approval, the School may advertise the property for sale or submit a list to the Back Office for sale and disposition.

After completion of the sale, a completed original bill of sale form with wet signature in blue ink, preferably, should be submitted to the Back Office. The Back Office will delete the item from the asset records and record any gain or loss on the disposition.

Obsolete Assets

Obsolete assets with no cash value should be reported to the Back Office on the asset disposition form, which includes a description, serial number and condition of the asset. The Back Office should inspect all worn out or obsolete property before it is discarded. The asset can then be removed from the asset records.

Missing or Stolen Assets

Any missing or stolen asset should be reported in writing to the Back Office as soon as its absence is discovered. The report should include the description, serial number, and other information about the lost item.

The Back Office should determine the proper course of action and should notify the School's insurance carrier and any outside authorities if deemed appropriate. If the asset is not recovered, it can be removed from the asset records.

Movement of Assets within the Organization

Movement of assets within the organization (e.g., from one School facility to another, in cases where there are multiple facilities) should be reported to the Back Office in writing for tracking and inventory purposes; the report should include a description, serial number and the name of the School location that is to receive the property.

Employees Using Their Personal Assets

Employees may bring their personal tools, equipment or furniture for use at the School, subject to the approval of the Executive Director. To maintain proper segregation and control upon termination of any employees, any employee-owned tools, equipment or furniture to be used at the School should be reported to the Executive Director and the Back Office. The report should include the employee's name, a description of the item or items, identification numbers (if any), and the reason for using the item.

Asset Tagging

When an asset is purchased, the Back Office or the School is responsible for assigning and attaching an asset number tag to the property in a readily visible location. If an asset tag cannot be attached and the asset has no serial number, other means should be used to permanently identify the asset, such as engraving or heat stamping it with the School's name and a sequential number.

Once a year the Back Office reviews a report that includes a list of assets assigned to each School location and any acquisitions, disposals and transfers during the past year and validates the report, noting any discrepancies.

Leases

A lease can be classified as either a capital lease or an operating lease. The Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 840-30, Capital Leases, describes the criteria for determining which of these two classifications applies. Under those criteria, a lease should be treated as a capital lease if any of the following are true when the lease is entered into:

- The lease transfers ownership to the School at the end of the lease term.
- The lease contains a bargain purchase option.
- The lease term is equal to 75% or more of the estimated economic life of the leased property.
- The present value of the minimum lease payments is 90% or more of the fair value of the leased property (using as the interest rate the lesser of the School's incremental borrowing rate or, if known, the lessor's implicit rate).

Any lease for which none of the four preceding statements is true, or that is immaterial in nature, will be recognized and accounted for as an operating lease. An operating lease is similar to a rental agreement in that the monthly lease costs are expensed.

The School, through the Back Office, will maintain a list or inventory of capital leases and operating leases; the list should include all relevant lease terms.

Cash Receipts Policy and Procedures

Objective

To establish proper controls and cash handling procedures throughout all School departments. Controls are required to safeguard against loss and to define responsibilities in the handling of cash. All departments receiving cash are designated as cash collection points. "Cash" may consist of currency, checks, money orders, credit card transactions, fed wires and electronic fund transfers.

Cash Handling Procedures

1. All departments responsible for cash collection must maintain a clear separation of duties. An individual should not have responsibility for more than one of the cash handling components: receipt, deposit or reconciliation. All cash collections (See Cash Tally sheet in Appendix C) require two signatures – the individual collecting and handling the money, and the individual recording the money.
2. All checks, cash and credit card receipts must be protected by using a safe or lockbox until they are deposited. A secure area for processing and safeguarding funds received must be maintained and access restricted to authorized personnel.
3. All checks should be made payable to Monarch River Academy. Checks will be restrictively endorsed immediately upon receipt with "For Deposit Only". Post-dated checks should not be accepted and will be returned to the check writer.
4. The Depositor is responsible for making the deposit to the appropriate bank account.
5. Generally, the timely deposit of cash receipts requires a School to deposit receipts daily. However, it may not be practical or cost effective for the School that receives small amounts of cash on an irregular basis. In cases where the amounts of cash deposits are small and an adequate safekeeping facility is available, an aggregate un-deposited total may not exceed \$100 and may be retained in the School's safekeeping facility for a period not to exceed 5 business days. Although this option is available, the School must be aware that these monies must be deposited with the bank within 5 business days of receipt, even if the amount does not exceed \$100.
6. Under no circumstances will employees or students make disbursements from the un-deposited receipts. All cash or other receipts must be deposited with the bank, in total.
7. Any person delivering a deposit to the bank should take adequate precautions for their personal security and safety. If it is practical, more than one person should make the deposit.
8. Never mail cash or checks to the bank.

9. All funds received must be counted daily by totaling the cash, checks and credit card collections and recording the result on a Cash Tally Form.
10. Cash boxes with up to \$100 startup cash are available for events/fundraisers by completing a Fund Raiser Request form. Cash boxes with up to \$500 will be made available for ticket sales. All requests require a 48 hour notice in order for the School to be able to manage the cash needs. The startup funds must be included on the Cash Tally Form.
11. Always issue some type of receipt in return for cash received from students, parents, or others. Be sure to include at a minimum: date cash received, amount received, purpose and initials/signature verification. A receipt can be a pre-numbered slip, a pre-numbered ticket stub, etc.

Fundraising

Each fundraising activity must be approved by the Executive Director or Executive Director's designee. In order to be approved, the individual planning the fundraiser must submit a proposal in advance of the event so that all fundraising efforts may be coordinated. (See Appendix C for all Fundraising forms)

For sales of small items – for example fundraisers, cookouts, concessions, or supplies sales – use the Fundraising Inventory Form to create an inventory control sheet for items purchased, less items leftover to report items sold.

Services performed – for example car washes. Use the Fundraiser Service Form to keep a roster of which services were performed or how many cars were washed, then multiply by fee charged to report total collected.

Donations – Submit a completed Donation Information Sheet with the deposit for all cash donations and all gifts of property (tangible goods).

*No staff member is to accept any special gifts or bonuses of more than nominal value offered by an outside supplier or vendor for any reason or purpose.

Returned Checks and Improper Checks

The School should attempt to deposit returned checks a second time; if the check does not clear on the second attempt, the payment should be returned to the vendor and the general ledger account to which it was applied adjusted. No check should be withheld from the deposit unless it is legally imperfect (e.g., no maker signature), in which case the Back Office or the School should immediately contact the payer and discuss the best method to remedy the imperfect check.

The School should never provide cash to any individual or organization in exchange for their personal checks.

Wire Transfers

Wire transfers are a way to pay customers and vendors quickly.

Incoming wire transfers require the same documentation procedures as cash receipts and deposits. When the School's bank receives a wire transfer, it may notify the School by email, fax, or via its online banking site. This notification documents that the money has been received.

Only the Executive Director or the Executive Director's designee should be permitted to initiate an outgoing wire transfer. All outgoing wire transfers should be performed using the bank's secure website, and should include the Executive Director or Executive Director's designee as the secondary approver. Outgoing wire transfers should not be issued unless the secondary approver logs on to the bank's secure website and approves the transfer electronically.

Meals for Professional Development or other School Activities

1. School-related meals at meetings, professional development, and other school activities occur on a regular basis. If the meal is not pre-approved by Executive Director, the employee runs the risk of bearing the full cost of the meal if it is ultimately denied. For meals to be charged to the School or reimbursable to an employee, the employee must provide the following information:
 - a. Purpose of the meeting or agenda;
 - b. Items ordered as reflected on a detailed receipt;
 - c. Number of individuals in the party;
 - d. Names of the attendees or a sign-in sheet;
 - e. Pre-approval by the Executive Director
2. For meals during professional development:
 - a. Non-School days, staff may purchase meals for staff for meetings lasting three or more hours.
 - b. On School days, staff may purchase meals or snacks for staff meetings. Any meals that fall outside of these parameters must be Executive Director approved.
3. Each department has a budget of \$20/employee/event for meals for team building, professional development and morale. Any meals that fall outside of these parameters must be Executive Director approved.

CHAPTER 7

Preparation of Payroll

CONTROL OBJECTIVE

To ensure that payment of salaries and wages are accurately calculated.

Major Controls

A. Internal Accounting Controls

Time records are periodically reconciled with payroll records by the Back-Office.

Procedures

1. Employee time sheets are approved by the Executive Director or Executive Director's designee. All deviations from normal work schedules as determined by a staff member and their supervisor are approved by the appropriate supervisor.
2. The total time recorded on time and attendance system and the number of employees is calculated by the payroll system and reviewed by the Back Office.
3. Recorded hours from the time clock punches are communicated to the Back-Office electronically.
4. The payroll ledger is sent to the school who reviews the base pay, stipends, and hourly rates related to classified staff.
5. The executive director, or their designee, examines the proposed payroll roster and, within two days, the ledger is examined and any change recommendations are submitted to payroll for processing.
5. The payroll documents received from payroll software (e.g., calculations, payrolls and payroll summaries) are compared with employee punches, pay rates, payroll deductions, compensated absences etc. by the operations vendor and the Back-Office.
6. The Back-Office verifies gross pay and payroll deductions.
7. The total hours and number of employees are compared with the totals in the Payroll Register by the Back-Office.
8. The Payroll Register is reviewed and approved by the Back Office.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

1. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

2. Internal Accounting Controls

The in-house payroll software calculates payroll withholdings, which are reviewed and verified by the Back-Office.

Procedures

1. The web based payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.
2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the Back-Office.
3. The Back-Office reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the Back-Office.
5. Payroll records are to be stored for at least 7 (seven) years, in line with the Records Retention Policy.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the School hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

New Employees

1. Requests for new employees are initiated by the Executive Director or other appropriate staff member and compared with the approved annual personnel budget.
2. New employees complete an Application for Employment.
3. New employees complete all necessary paperwork for payroll.
4. Employee is fingerprinted. Fingerprint clearance must be received by School before any employee may start work.

Paid Time Off (PTO)

1. Paid time off (PTO) provides some ~~A-Basis (12 Months)~~ school-based employees with an entitlement of days away from work with pay.
2. Temporary employees, part time employees, workers being paid short or long-term disability insurance, and workers being paid workers' compensation are not eligible to receive or accumulate PTO.
3. On July 1st all A-Basis (12 Months) school based employees are credited 10 days of PTO which are accumulated throughout the contracted year.
4. PTO will not accumulate during any unpaid leave of absence.
5. Upon separation of employment, employees will be paid their earned PTO based on their date of separation and their hourly rate of pay.
6. The School monitors vacation and sick time using a web-based HR system.

APPENDIX A

Asset Disposal Form

FIXED ASSETS DISPOSAL PROCEDURE:

Fixed Assets property that are not being used, are obsolete, and/or beyond repair, are to be disposed of through submission of the Asset Disposal Form (ADF) to the Back Office provider. Complete and deliver the ADF to the Executive Director (ED) or the designee. The ED or designee will review the ADF and approve the disposition. All Fixed Assets will remain on the school's inventory until this process is complete.

The actual physical disposal or transfer of Fixed Assets between departments should not occur without an ADF form. Departments should keep a copy of the form for their inventory records.

The administrative head of each department has the responsibility of:

1. Verifying that any asset that is being disposed of is properly cataloged before it is removed.
2. Safeguarding the possession of all property within the department
3. In the event an item is *"lost or stolen,"* an incident report must accompany the ADF
4. The removal-disposal of any property must be recorded on the ADF and submitted to the Back Office; the administrator making the original request for removal/disposal must sign such form.
5. Remove asset tags and other company-specific information from the asset before its disposal.
6. A picture must be taken as a visual record of the item.

DETERMINE THE SALES PRICE:

For any item that is sold, instead of being retired, the sales price will be determined by the higher of the book value or market value.

If the book value cannot be determined, then the market value may be used alone.

DETERMINE THE MARKET VALUE:

1. Examine the asset for wear and tear or any damage to determine if it is usable.
2. Locate at least three items that are similar in nature using eBay, Amazon, or any other website that may list the item.
3. Use the average price, or the most reasonable price of items selected, adjusting the price based on damage, normal wear-and-tear, the need to avoid having to pay storage if retained, and other factors in an attempt to benefit the organization.

PROCESSING PAYMENT:

1. All payments will be made by check or money order and made payable to Monarch River Academy.
2. The payment must be given to office designee who will then provide a receipt.
3. The payment and the ADF will be recorded in the general ledger.

Asset Disposal Form

Complete the form below if school-owned assets are disposed of in any way. This form does not grant approval to dispose of assets until it has been approved by the Executive Director or designee and should be used to update the asset inventory. Upon completion of this form, please forward it to the Back Office.

Name: _

Title: _

Today's Date:

Department:

E-mail: _

Phone Number:

Type of Disposition:

- ☐ Sold ☐ Obsolete ☐ Returned ☐ Traded-in ☐ Donated
☐ Lost/Missing ☐ Stolen ☐ Destroyed

Recipient of Property: _____

Disposal Date:

Is this a related party (circle one): Yes or No

Price Received:

Explanation if Missing or Stolen (attach copy of Police report, if stolen):

Asset Description:

Description	Serial #	Location	Original Purchase Date	Original Purchase Price	Sale Price (if applicable)
Quantity:					
Quantity:					

Provenance Executive Approval_____ Date: _____

Approved copy to be sent to Back Office: _____

APPENDIX B

Delegation of Expenditure Approval Authority

Delegation of Expenditure Approval Authority

Purpose

This policy defines Expenditure approval authority, and outlines to whom and when it may be delegated. This policy also documents limits related to delegation of expenditure approval Authority.

Definitions

Account Holder against	The individual employee who is responsible for expenditures a specific budget or account.
Approval	includes: <ul style="list-style-type: none">i) original hand written signature on a paper copyii) “electronic signature” means a graphical image of a handwritten signature attached to or logically associated with an electronic Record and executed or adopted by a person with the intent to sign the record.iii) “electronic approval” means the electronic approval provided to execute or adopt a request.iv) “email approval” means the email authorization provided to execute or adopt a request.
Designee	School employee chosen to authorize expenditures on behalf of the School.
Executive Officer	includes the Principal or Vice Principal.
Expenditure Approval expenditures on Authority	is the authority of a delegated employee to initiate behalf of the School, and certify receipt of goods or services and contract performance and price.

Policy Statements

This policy describes how Expenditure Approval Authority is granted and used to initiate and approve expenditures against a budget code and to certify contract performance, or receipt of goods and price.

All expenditures or commitments to expend, other than payroll transactions, must be authorized by an employee with delegated Expenditure Approval Authority.

Expenditure Approval Authority does not include the authority to make commitments to a vendor or contractor, or the ability to approve a payment from a School bank account. These authorities are governed by the School's Purchasing and Bank Policy.

Delegation of Expenditure Approval Authority:

The School Board delegates expenditure authority to the Principal who then may sub-delegate to various budget account holders within the scope and limits of the approved budget and/or available funding.

Expenditure approval authority is delegated to a dollar value limit which is the greater of the individual commitment value or transaction value. Commitments may not be split in such a way as to avoid dollar value limits within this policy. The maximum possible delegation of expenditure approval for each staff level is according to the following limits:

Principal - \$100,000

This authority is limited to expenditures and projects contemplated in the Annual Budget of the School and approved by The Board. Regardless of the net effect on the budget of the School, the initiation of any new projects or expenditures exceeding \$100,000 must be approved by The Board.

The Principal has the authority to assign Account Holders and sub-delegate Expenditure Approval Authority to individual employees to a maximum of \$100,000 per transaction or commitment.

Delegation may be limited to specific types of invoices, and to specific time periods. All new delegations of Expenditure Approval Authority are only effective once the employee to whom the Expenditure Approval Authority is delegated has read the financial signing authority regulations provided by Business Services.

An employee with delegated Expenditure Approval Authority can only approve expenditures or

reimbursements originated by positions at a lower level in the organizational structure.

Expenditure Approval Authority's Responsibilities:

Employees with Expenditure Approval Authorities shall ensure that all School Policy requirements are followed in the procurement of goods and services. All new employees with Expenditure Approval Authority are required to read the signing authority regulations offered by Business Services prior to initiating or approving any expenditures.

When approving an expenditure, an Employee with Expenditure Approval Authority certifies that:

The approver has delegated authority over the account to which the charge is being made.

The expenditure is within the dollar value limits of delegation.

The approver is knowledgeable about the purpose, and occurrence, of the expenditure or reimbursement.

The purpose of the expenditure or reimbursement aligns with the account being charged, and with any restrictions related to those funds.

The expenditure does not personally benefit themselves, their relatives, or their supervisor(s).

The employees approval does not create a perceived conflict of interest (refer to the Conflicts of Interest policy). Whenever there is a perceived or potential conflict of interest, the expenditure approval must be made by an Expenditure Approval Authority that is acting in a supervisory and not a subordinate relationship, within the departmental hierarchy.

Prior to payment of contracts for goods or services or reimbursement of expenses to employees an employee with Expenditure Approval Authority must certify that the goods or services were provided and the amount charged agrees to the related contract terms, or the relevant travel and expense claim policy.

<u>Accountholders</u>	<u>Invoice Type</u>	<u>Amount</u>
All teachers	Enrichment	
Insert specific name	Special Education	
Principal will determine	Curriculum	
All teachers	Tech/Hardware	
Principal will determine	All Other Expenses	

APPENDIX C

Restitution Policy

Cover Sheet

Updated Compensation Policy

Section:	II Finance
Item:	F. Updated Compensation Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Updated Compensation Policy - MR

BACKGROUND:

- Changes include:
 - New (previously Board Approved) Job Descriptions
 - Part-Time Teacher Pay Table - Shows hourly rate increase
 - Case Manager Stipend

RECOMMENDATION:

- Consider the approval of the updated Compensation Policy.



Monarch River Academy

Staff | Certificated, Classified, Administrative, & Supervisory COMPENSATION POLICY

Dedication to Non-discrimination

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

Important Information

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

Compensation Philosophy

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

We offer...

- Comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein
- A dynamic culture and vibrant community of colleagues united by shared dedication to students, a commitment to innovation, and a strong growth mindset
- Unique career pathways, growth and development opportunities, and leadership roles that

- encourage staff to challenge themselves
- Equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations
- A transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be affected.

We recognize and reward...

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

For teachers...

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

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

TEACHER COMPENSATION

Teacher Definition:

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

Salary Placement Guidelines:

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

The starting salary of a new employee may exceed the salary of a current employee in the same position based on the new employee's units and years of experience.

Creditable Years of Experience:

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

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

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

Credential/Certification:

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

Advanced Degree/Certificate Stipends:

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

Signing Bonus:

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

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

Desired Qualifications for Credentialed Positions:

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

Voluntary Transfer to Lower Role Placement or Teaching position:

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

Supplemental Duty Stipends:

- Stipends are assigned and approved by the Executive Director or his/her designee at the beginning of the school year or semester or as otherwise noted in the chart below.

- Teachers who perform the supplemental duties outlined in the table below are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the teacher by the Executive Director or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Executive Director or his/her designee.
- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as New Teacher Trainer, SPED Lead Teacher, etc. are assigned on a year by year basis and are not guaranteed responsibilities that carry over from year to year.
- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the below Stipend Chart, once the Supplemental duty has started.
- Student stipends are paid per semester based on the teacher roster on a month by month basis throughout the school year.
- Certificated employees who work from a home office will receive a Utility stipend of \$75.00 per month. Certificated employees that have a specialty position, will receive \$100 per month. Employees who have a school provided cell phone or Hotspot or who work in the office on a part-time basis will have the stipend adjusted accordingly.
- Certificated employees who are required to travel to the office or other work-related destinations will be compensated per mile based on the IRS current mileage reimbursement rate. Mileage reimbursement forms with supporting documentation will be due by the 15th of the following month of which they are incurred. As an alternative to the mileage reimbursement process, certificated employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.

Additional Supplement Bonus (“Supplement”):

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

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

- Additional Supplements may include things such as Winter Break Coverage, Extra Student Pay and Enrollment Milestones.
- To qualify for an extended duty supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - 1. The Executive Director must first agree with the teacher on the terms
 - 2. The supplemental work must be separate from the normal job responsibilities.
 - 3. The work must be completed or in the progress of being completed.

Part-time Teachers:

For all part-time teachers.

- Part-time/Full time Status: Compensation for part-time teachers will be \$32.00 per hour. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non-instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. This allotted time should be sufficient to complete each part-time teacher's duties. All time worked will be compensated at the part-time teacher's hourly rate. Part-time teachers will work no more than up to 17 hours of work per pay period in July and for up to 8.5 hours of training in August.
- Part-time teachers must accurately record and timely submit records of all time worked and observe all lunch and rest breaks as outlined in the School's employee handbook. Part-time employees may not work overtime (i.e., over 8 hours in a workday or 40 hours per workweek) without written authorization from their direct supervisor.

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

CLASSIFIED COMPENSATION

Experience and Placement

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

- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total years of experience is a fraction of a whole, it will be rounded up.
 - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.
- Classified employees who work from a home office will receive a Utility stipend of \$75.00. Employees who have a school provided cell phone or Hotspot or who work in the office on a part-time basis will have the stipend adjusted accordingly.
- Classified employees who are required to travel to the office or other work-related destinations will be compensated per mile based on the IRS current mileage reimbursement rate. Mileage reimbursement forms with supporting documentation will be due by the 15th of the following month of which they are incurred. As an alternative to the mileage reimbursement process, classified employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.

Role/Salary Placements

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

Advancements on Pay Scale

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

Lateral Transfer

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

Partial Assignments

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

Reassignments

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

Rehires

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

Experience – Nonexempt Employees

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

Additional Supplement Bonus ("Supplement"):

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

- An Executive Director, in his or her sole discretion, shall determine what duties shall be supplemented based upon the operational needs of the school.
- A supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.

- A supplement will be paid to the employee in accordance with the schedule provided by the School at the time of supplement award.
- The supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.
- Classified staff member's supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Executive Director prior to performing the supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.
- To qualify for an extended duty supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - 1. The Executive Director must first agree with the classified staff member on the terms
 - 2. The supplemental work must be separate from the normal job responsibilities.
 - 3. The work must be completed or in the progress of being completed.

Sick Leave Hours:

- Exempt employees who work 10.5 months of the year will receive 56 hours of sick leave
- Exempt employees who work more than 11 months of the year will receive 64 hours of sick leave
- Exempt and nonexempt employees who work 12 months of the year will receive 72 hours of sick leave

Stipend Information and Job Descriptions

Stipend Chart

TITLE	DESCRIPTION	AMOUNT	STUDENT THRESHOLD	ELIGIBILITY	ELIGIBILITY START
Intervention Specialist	Paid to certificated teachers. Provide students with tier 1, 2 and 3 intervention.	\$15,000	28 up to 35	Eligibility starts at the beginning of the school year and once the supervising begins.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Induction Coach Stipend	Paid to credentialed teachers who work with teachers who are working toward clearing their teaching credential.	\$500/teacher/semester		Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid biweekly over 10 months; September - June. Will be prorated based on period of service during the school year.
Doctoral Degree Stipend	Provided to staff who hold a doctorate degree	\$3,000		For those who obtain their degree after January 1 of the current school year.	Payments of equal installments will be made throughout the school year.
Masters Degree Stipend	Provided to staff who hold a Masters degree	\$1,000		For those who obtain their degree after January 1 of the current school year.	Payments of equal installments will be made throughout the school year.
Bachelors Degree Stipend	Provided to all Classified staff who hold a Bachelor's degree	\$750		For Classified staff who obtain their degree after October 1 of the current school year.	The two payments of equal installments (in December and March) of the total stipend amount will only be paid to current employees
Associates Degree Stipend	Provided to all Classified staff who hold a Associate's degree	\$500		For Classified staff who obtain their degree after October 1 of the current school year.	The two payments of equal installments (in December and March) of the total stipend amount will only be paid to current employees

Board Policy No. 4151

Extra Student Stipend	Provided to each teacher that agrees to handle additional students over their roster limits. Provided for Case Managers who agree to handle additional students over 22 students for M/M and 10 students for M/S	\$100/mont h/ student over required roster limit (40) max up to \$12,000	up to 40-50	Becomes eligible once their rosters surpass required roster limits, with directors approval.	Paid biweekly over 10.5 months; August 16 - June. Will be prorated based on period of service during the school year.
CHYA	California Healthy Youth Act	\$2,500	up to 35	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Lump sum 3/25/22
Summer School GE	Paid to general education teachers who provide services after the end of the academic school year.	\$3,500	up to 40	Eligibility is earned after service has been completed from start date to end date.	Half paid during the each of the two pay periods of June 30th and July 15th
Extended School Year (ESY)	Paid to special education teachers who provide services from the end of the academic school year to approximately July 15th	\$3,500	up to 40	Eligibility is earned after service has been completed from start date to end date.	Half paid during the each of the two pay periods of June 30th and July 15th
AcaPenta Stipend	Assigned Position: Provided to credentialed teachers who meet with students to determine if they are meeting academic decathlon course requirements	\$5,000	up to 35	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 12 months; July - June. Will be prorated based on period of service during the school year.
AcaDeca Stipend	Assigned Position: Provided to credentialed teachers who meet with students to determine if they are meeting academic decathlon course requirements	\$5,000	up to 35	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 12 months; July - June. Will be prorated based on period of service during the school year.
Mileage Stipend	As an alternative to the mileage reimbursement process, certificated and classified employees who hold	\$4,200		Eligibility starts at the beginning of the school year.	Paid throughout the year

	an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.				
Utility Stipend	All remote staff are eligible for a Utility Stipend of \$75 per month. Remote staff that hold a speciality position requiring increased internet usage such as Virtual Academy, Intervention, or Writer's Workshop are eligible for a Utility Stipend in the amount of \$100 per month.	\$75/month Specialty Position: \$100/month	N/A	Eligibility starts at the beginning of the school year.	Paid throughout the year
Substitute Teacher	Teachers and classified staff with a credential that take on an extra duty assignment as a temporary substitute teacher earn daily substitute teacher compensation up to \$156.25 per day.	\$156.25/day	N/A	Eligibility is earned after service has been completed from start date to end date.	Paid as earned throughout the year
Additional Virtual Academy Class Teacher	Virtual Academy Teachers can make an \$7,000 stipend per year for each section of Virtual Academy classes taught that is above their normal workload.	\$7,000/year (\$14,000 max)	2 Max	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Paid as earned throughout the year

SST Coordinator

Job Summary:

The SST Coordinator provides support as a GE teacher and serves as a specialist for the school by coordinating and leading SST meetings. The coordinator works with the teacher, parents, students, and any other necessary staff to help support the student by virtual meetings and proper documentation. This may include staff from the Special Education team. The Coordinator may travel to teacher regional team meetings and present /train on SST processes. In addition to the certificated salary/benefits the SST Coordinator will hold a student roster of 15.

Duties and Responsibilities:

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

504 Coordinator

Job Summary:

The 504 Coordinator provides support as a GE teacher and serves as a specialist for the school by coordinating and leading 504 meetings. The coordinator works with the teacher, parents, students, and any other necessary staff to help support the student by virtual meetings and proper documentation. The Coordinator will follow the laws and regulations associated with 504's and ensure accommodations are being met. The Coordinator may travel to teacher regional team meetings and present/train on 504 processes. The 504 Coordinator will hold a student roster of 15.

Duties and Responsibilities:

- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Schedule, facilitate, document and follow up with 504 Meetings.
- Collaborate with school staff and parents to coordinate effective learning strategies/accommodations for students.

- Work with Testing, CALPADS, Assessment/SPED Team, and other departments as needed.
- Collaborate to create academic and social-emotional/behavioral intervention strategies, tools and curriculum and provide feedback to the team.
- Communicate with parents, teachers, staff regarding progress, further assessments needed, etc.
- Help with teacher & parent training on academic and social-emotional/behavioral intervention implementation and the SST/504 processes.
- Communicate and coordinate with the Assessment Team regarding assessments and follow up as needed.
- Assist with progress monitoring & data collection
- Enter and/or pull data and reports from the SIS (e.g, ELD, 504, demographics)
- Participate in professional growth activities.
- Provide support as a GE teacher to the caseload of students according to the Teacher job description.
- Support the development and implementation of the LCAP
- Other duties as assigned.

Intervention Specialist

Job Summary:

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

Duties and Responsibilities:

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

EL Coordinator

Job Summary:

The EL Student Support Coordinator serves as an English Learner expert for the school by coordinating with the teacher, parents, students and all other academic staff to support English Learners.. The Coordinator will update and maintain accuracy of the EL Master Plan and have it board approved each year. The coordinator may also assist general education teachers with selection of appropriate curricula and the development and implementation of appropriate strategies. In addition to the certificated salary/benefits

the EL Coordinator will hold a student roster of 15. Duties and Responsibilities:

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

Regional Coordinator

Job Summary:

The Regional Coordinator serves as the initial point of contact for their assigned teachers. They will support the teaching staff with training, guidance, and mentoring. Coordinators will be responsible for supporting their team of teachers, communicating effectively with them and other departments, and are responsible for sending out vital information. The Regional Coordinator will oversee the work sample collection each learning period, and then review for completion and accuracy. They will also monitor and ensure that attendance logs have been collected and meet compliance requirements. Regional Coordinators will also assist teachers in the YET (Year End Transition) process. Lastly, the Regional Coordinator will support student recruitment within their respective counties of operation. Regional Coordinators will hold a minimum student roster of 10 and will be placed on the Coordinator salary schedule. This position will require an administrative credential for all new hires starting 2020.

Duties and Responsibilities:

- Monitor and provide support, information, and resources to teachers and other necessary staff.
- Participate in hiring new teachers and supporting their on-boarding as they join teams.
- Focus on student achievement through planning and practices aligned with the LCAP
- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrates respect for others.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Respond to teacher and parent emails/calls in a timely manner.
- At all times, be an Advocate 4 Accuracy Support and be actively engaged at all events.

- Host in person and virtual team meetings, some travel is required.
- Support all teachers and collaborate with the Executive Director and Co-Director on development of a Professional Development Plan when needed.
- Understand and be able to teach others about school policies and requirements.
- Demonstrate knowledge of learning modalities/educational philosophies.
- Strive to be an Ideal Team Player (Humble, Hungry, & Smart).
- Support all grade levels (TK-12th).
- Support the development and implementation of the LCAP.
- Bring concerns and ideas to their supervisors.
- Other duties as assigned.

Executive Director

Job Summary:

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

Duties and Responsibilities:

- Be professional, fair, and a team player in all duties, actions, and communications
- Keep the Board informed of the condition of the school's educational program and assure effective communication between the Board and school staff as needed
- Actively engage in the preparation of Board agendas and prepare and submit recommendations to the Board to all matters requiring board action
- See to the execution of all decisions and requests from the Board
- See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered
- Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies
- Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties
- Primarily responsible for hiring new Assistant Director(s), Regional Coordinators, Teachers, and other positions as appropriate by screening applicants, participating in interviews, and assist as needed during the hiring/onboarding process
- Directly Supervise and train Assistant Director(s) and Regional Coordinators
- Supervise and support Teachers and other regional support positions (High School Success Coordinator, Community Connections Coordinator, Teacher Training Coordinator, Testing and Assessment Coordinator, etc.)
- Collaborate with Department Directors and Administrators and ensure information, processes, and procedures from Departments are shared with fidelity and in a timely manner
- Participate in weekly check-ins with Assistant Director(s) for their updates from regional support staff meetings
- Promote student academic achievement at all levels
- Advocate for equitable academic and extracurricular programs in all facets of the school
- Monitor Student Compliance and academic progress
- Review Teacher Tracking Reports
- Ensure all school websites and resources are accurate and up to date
- Attend Leadership Meetings as needed

- Attend Regional Coordinator meetings (virtual and or in person) as needed
- Regularly visit and support school events
- Ensure Year-End Transition (YET) is completed accurately and on time
- Participate in data collection and analysis
- Monitor and support compliance issues that arise with students, Teachers, or Regional Coordinators, including Compliance Conferences
- Monitor and ensure successful testing participation and administration
- Participate in staff evaluations
- Help monitor and direct special committees and or adjunct duties
- Ensure proper teacher training and professional development
- Attend Annual Admin/Leadership retreat and assist with the planning of Regional Retreats
- Approve school employee salaries
- Approve stipends, overtime, and time off requests
- Ensure Intervention services are provided appropriately
- Ensure the LCAP is created and implemented
- Report Local Dashboard Indicators
- Monitor and approve day to day spending and delegated borrowing and lending authority
- Approve payroll and accounts payable
- Implement policies and practices outlined in all handbooks
- Monitor student data to drive instruction and programs
- Foster positive authorizer relationships
- Be responsive and address staff, student, parent, community, and board concerns and calls
- Implement WASC Action Plan
- Complete and approve attendance reports
- Other duties as needed

Director of Community Engagement

Job Summary:

The Coordinator of Community and Parent Involvement handles social media, community outreach, Parent University and more. The Coordinator of Community and Parent Involvement serves as the initial point of contact for developing the homeschool community in the assigned region by inspiring community and adventure for the local homeschool community, listening to the needs of families, and finding creative solutions. The Coordinator of Community and Parent Involvement will hold a minimum student roster of 28. The Director of Community Connections can earn an additional stipend per student with a maximum roster of 40.

Duties and Responsibilities:

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

- Respond to requests and correspondence from teachers, families and community representatives in a timely manner.
- Motivate and inspire team members.
- Support the development and implementation of the LCAP.
- Equip parents and teachers to start and organize clubs.
- Other duties as assigned.

High School Counselor

Job Summary:

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

Duties and Responsibilities:

- Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrate respect for others.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Meet specific counseling and school-wide student goals to maintain effective and efficient record keeping for student roster and graduation information.
- Manage graduation plans and perform graduation checks.
- Monitor student progress and work with Home School Teachers, High School Success Coordinators, families, and support staff to ensure students are supported.
- Participate in all required teacher training and professional development activities, as well as all training and certification maintenance requirements mandated by state law.
- Plan, prepare, and implement instructional activities that contribute to an engaging learning environment.
- Hold virtual live sessions, such as office hours and workshops , provide 1-on-1 support when help is sought.
- Seek out and develop partnerships with local community colleges and ROP programs
- Develop, maintain, and promote CTE pathways.
- Support college and career readiness for all students.
- Create, modify, and differentiate graduation plans and local resources to meet the needs of students with varying backgrounds, learning styles, and special needs.
- Focus on student achievement through planning and practices aligned with the LCAP.
- Other duties as assigned.

Director of Secondary Education

Job Summary:

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

per student with a maximum roster of 20.

Duties and Responsibilities:

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

Secondary Education Specialist

Job Summary:

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

Duties and Responsibilities:

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

- Update and maintain High School Course Catalog
- Revise and maintain teacher Handbook High School Section
- Revise and maintain the Middle School section of the handbook.
- Creates live and recorded informational sessions on curriculum
- With the High School Directors oversight, create and maintain High School Website
- Assist the High School Director with revising and maintaining Pathways
- Assist the High School Director in revising and maintaining UCOP
- Developing and maintaining AG Approved Course Outlines
- Any other duties as assigned

Testing Coordinator

Job Summary:

The Testing Coordinator strives to support the school with specific responsibilities to facilitate the vision and goals of testing and GE assessments. The Testing Coordinator will hold a student roster of 15.

Duties and Responsibilities:

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

Assistant Director of Professional Development and Growth

Job Summary:

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

Duties and Responsibilities:

- Collaborate with the leadership team to plan and implement trainings.
- Provide training and support as needed to all teachers on an ongoing basis throughout the school year.

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

AcaPenta Stipend

Job Summary:

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

Duties and Responsibilities:

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

AcaDeca

Job

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

Stipend

Summary:

Duties and Responsibilities:

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

Induction

Job

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

Coach

Summary:

Duties and Responsibilities:

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

Accountability and Compliance Manager

Job Summary:

See to the day to day work record compliance, attendance recording, all documents after enrollment, supporting teachers on compliance procedures, and some maintenance of data within School Pathways. Review other compliance items as needed. Complete important work to prepare and execute a successful audit season. The Accountability and Compliance Manager will be placed on the Classified Salary Schedule.

Duties and Responsibilities:

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

Receptionist

Job Summary:

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

Duties and Responsibilities:

- Consistently complete all job duties in a fast paced environment
- Provide secretarial assistance to the Leadership Team
- Oversee, coordinate, and perform day to day school office/clerical functions.
- Greet and assist all office visitors

- Follow office safety protocols, set up rooms for testing, and assist students/staff with technology checkouts and questions
- Contribute to internal team projects and culture
- Attend all team meetings and trainings
- Able to work independently and as a team managing daily tasks for the school
- Assist employees, students, the board of directors, multiple departments, outside vendors, stakeholders, and the general public as needed
- Create and manage surveys and reports
- Exercises best practices in handling matters of a difficult and sensitive nature
- Assists multiple departments as needed
- Order and manage office supplies
- Filing and reconciling receipts and purchase orders.
- Answer and direct calls
- Manage calendars and organize meetings
- Other duties as assigned

Virtual Independent Study Teacher

Job Summary:

Virtual Independent Study Teacher create a rigorous, relevant, and nurturing classroom environment that prioritizes student learning and social-emotional development. In addition, the teacher will perform as an instructional specialist in an assigned teaching position. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for groups and individual students, for assigned classes and subject areas. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student. Virtual Academy Teachers can make an \$7,000 stipend per year for each section of Virtual Academy classes taught that is above their normal workload. Virtual Academy Teachers can earn an additional stipend per student with a maximum roster of 40.

Duties and Responsibilities:

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

- Desire to continue growing professionally
- Provides intervention opportunities whenever needed.
- Assists in assessing and changing curricular needs when needed for students.
- Check's status of IEP/504 plans, makes necessary accommodations and modifications in collaboration with SPED teacher and attends IEP meetings as requested.
- Collaborate with staff and administration on assigned adjunct duties.
- Perform other duties as assigned

K-2 Early Literacy Enrichment Teacher

Job Summary:

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

Responsibilities:

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

SPED Assistant Director

Job Summary:

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

Duties and Responsibilities

- Assist in leading the SPED Program design, implementation, and vision

- Work closely with the Senior Director of Special Education on all SELPA reimbursement in the area of Low Incidence and ERMHS to include updating the plan each year.
- Work closely with the Senior Director and Assistant Director of Transition and SEL on SEP, DINC, Dispro, and other non-compliance issues.
- Manage the logistics of IEP meeting scheduling and facilitation and act as Admin. Designee as needed
- Lead the SPED team in SEIS management
- Support the hiring/training/supervision/evaluation of Program Specialists, Education Specialists, and para-professionals.
- Create/source and implement appropriate SPED professional development in collaboration with administration
- Will perform the duties at the testing coordinator for all state testing, STAR 360 , and intervention assessments for the special education department. In addition, the Coordinator will be the testing liaison for the special education department and meet regularly with the general education testing coordinator.
- The AD will take the lead in Special Education interventions.
- Act as the SELPA liaison
- Function as needed in the operative role of Program Specialist to fill any caseload or instructional gaps
- Facilitate and support students in standards-based instruction and learning
- Continue developing as a professional educator through self-selected, Yosemite Valley & Monarch River Academy professional development, and SELPA PD.
- Plan and prescribe purposeful assignments for paraprofessionals, tutors, and/or volunteers as needed
- Promote positive interpersonal relationships among peers, staff, students, parents/guardians, and the larger Yosemite Valley & Monarch River Academy community
- Recognize learning needs and make appropriate referrals for additional services as appropriate
- Perform other duties as assigned

Speech-Language Pathologist

Job Summary:

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

Duties and Responsibilities:

- Perform initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans);
- Attend initial, annual, and triennial IEP meetings as needed; provide consultation.
- Attend core staff meetings;
- Consult with school administrators, special education instructional aides, regular education teachers, special education teachers and parents regarding speech and language issues, etc.;
- Refer students and families to community agencies as needed;
- For IEP's make reports available 5 days before the scheduled meeting;
- Provide reports and recommendations to staff and families
- Provide presentations and professional development to staff;
- Evaluate pupils' language and social growth;

- Communicate with parents through a variety of means;
- Maintain regular communication with directors;
- Attend Student Study Team Meetings as necessary;
- Maintain a safe environment for students;
- Respond appropriately to feedback given by parents and students;
- Exercise discretion in discussing students with non-parental adults, including staff members;
- Provide screening evaluations as part of Child Find duties.
- Establish and maintain cooperative working relationships;
- Interpret and apply legal mandates, policies and regulations pertaining special education and safe school operations;
- Maintain confidentiality;
- Understand and carry out oral and written instructions;
- Communicate effectively in oral and written form;
- Work with students (transitional kindergarten thru 12th grades.);
- Interpersonal skills using tact, patience and courtesy;
- Operation of a computer and assigned software.
- Other duties as assigned

Assistant Director of Accountability and Monitoring

Job Summary:

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

Duties and Responsibilities:

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

proctors where needed Prepare and process specialized forms, packets and information related to large group testing events

- Perform a wide variety of problem-solving tasks in support of large group testing events held at the sites
- Prepare and complete a wide variety of electronic files, labels, rosters, documents, records, manuals and reports related to testing events
- Operate a variety of office machines, including computer terminals and communication equipment
- Working knowledge of Renaissance Star 360® includes interim assessments for early literacy, math, and reading.
- Expertise in preparing STAR 360 reports and use of the dashboard.
- Train the staff in the use of the dashboard to review data at the student, group, and class level
- Use of data to complete reports that document student mastery and challenges outlined in the diagnostic data.
- Other duties as assigned

High School Guidance Technician

Job Summary:

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

Duties and Responsibilities:

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

Secondary Independent Study Teacher

Job Summary:

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

Duties and Responsibilities:

- Meet professional obligations
- Work each school day from 8:00 AM to 5:00 PM, Monday through Friday
- Attend all staff meetings
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Meet specific course and school-wide student performance goals
- Maintain effective and efficient record keeping procedures for grades and attendance
- Ensure all procedures and policies are followed
- Monitor student progress
- Input grades and collect work for compliance monitoring
- Assist in proctoring exams and state testing
- Participate in all required teacher training and professional development activities, as well as all training and certification maintenance requirements mandated by state law
- Plan, prepare, and implement instructional activities that contribute to an engaging learning environment
- Hold virtual live class sessions, office hours, and informational meetings.
- Maintain a student accessible recording database of all direct instruction
- Whenever necessary, provide 1-on-1 support when help is sought
- Grade and return student work and assessments within three school days
- Provide timely, thoughtful, and thorough feedback for teacher graded work
- Monitor student progress and use data to improve curriculum
- Provide intervention opportunities whenever needed
- Collaborate with teacher's, counselors, SPED Case Managers, and Directors to support student goals
- Create, modify, and differentiate instructional resources to meet the needs of students with varying backgrounds, learning styles, and special needs
- Assist in assessing and changing curricular needs
- Check status of IEP/504 plans and make necessary accommodations and modifications in collaboration with SPED teacher
- Attend IEP meetings as requested
- Collaborate with peers to enhance instructional environment by participating in activities which include, but are not limited to: team teaching, meetings, staff development, communities of practice, PLC teams
- Communicate with students, parents, and internal and external professionals within established timelines
- Respond to incoming calls, emails, and inquiries in a timely manner
- Automated response when out of office
- Communicate professionally and respectfully with all school personnel, families, and students
- Create a-g classes, pacing guides, curriculum guides, and common assessments
- Submission of AP and a-g courses
- Submission of NCAA course information

- Meet individual teacher goals through OKR process
- Collaborate with other departments and staff
- Provide online class outlines, list of standards, assessments to other high school programs as needed
- Other duties as assigned by administration based on school and student need

Independent Study Teacher

Job Summary:

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

Duties and Responsibilities:

General:

- Serve and support students in grades TK-12
- Help build school culture to create a community within the team and between families
- Keep all families informed as needed and appropriate
- Work collaboratively with local staff and school-wide departments in all school-related matters
- Follow school procedures to support student learning
- Maintain a valid teaching credential and work toward professional growth
- Attend events and meetings as directed (may be in-person or virtual)
- Be an Advocate for Accuracy in all things
- Demonstrate the ideals of an Ideal Team Player (Humble - Able to take and reflect upon feedback; Hungry - Strong work ethic; Smart - Strong and responsive people skills)
- Return/respond to all calls and emails in a timely manner (typically within 24-48 work hours)
- Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, AWR, and Report Cards)
- Engage in activities and data collection/analysis for educational or authorizing agencies like WASC
- Complete all training and professional development modules as assigned
- Collaborate with Senior Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise
- Perform other duties as assigned and deemed appropriate

Curriculum and Instruction:

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

- Utilize student data to guide instructional decisions
- Actively participate in SST, 504, and or SPED processes and supports as needed

Attendance & Compliance:

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

Testing & Assessments:

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

Community Outreach & Relations:

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

Education Specialist

Job Summary:

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

Duties and Responsibilities:

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

- Provide consultation regarding students on 504 plans and those served by academic skills intervention programs;
- Attend staff meetings and professional development trainings.
- Additional Duties as assigned

Program Specialists

Job Summary:

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

Duties and Responsibilities:

- Co-develop and manage the coaching plans for Special Education Teachers in providing virtual specialized academic instruction.
- Support procedures to provide statewide assessments and accommodations.
- Provide SEIS technical support to teacher and service providers.
- Provide direct and indirect coaching support to IEP teams.
- Works with local school staff to ensure articulation with general education programs.
- Serves as administrative designee in coordinating the development of individual educational plans for students in specific Special Education divisions with teachers, parents, psychologists, speech therapists, and other ancillary personnel.
- Inform families regarding enrollment, and specialty partnerships as it applies to their child with an IEP.
- Guide parents in participating in the special education process.
- Supporting Compliance Processes
- Assist Special Education Teachers in operating programs that support students in the least restrictive environment.
- Facilitate IEP meetings as appropriate.
- Analyze and report on student data as it relates to special education services.
- Analyze and interpret laws and regulations governing the provision of special education.
- Monitor SEIS regularly for special education compliance.
- Assists administration in compliance with Special Education programs with district, state, and federal regulations.
- Assists Special Education administration in coordinating the admission of incoming students during the enrollment process.
- Coordinates annual review process and participates in these meetings as assigned.
- Develops and coordinates procedures for monitoring and evaluating student progress consistent with the Individual Education Plan (IEP).
- Develop, coordinate, and deliver virtual professional development on a variety of special education related topics.
- Plans in-service programs in conjunction with designated administrator on an ongoing basis to endure compliance with state and federal regulations pertaining to eligible students.
- Plans in-service programs in conjunction with designated administrator to ensure staff has appropriate expertise to meet Special Education students' unique needs and conducts an evaluation of each In service activity.
- Other duties as assigned.

School Psychologist

Job Summary:

Under the direction of the Special Education Director of Yosemite Valley & Monarch River

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

Duties and Responsibilities:

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

Virtual Job Placement Specialist/Job Coach

Job Summary:

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

Duties and Responsibilities:

- Provides job exploration counseling.
- Provides workplace readiness training.
- Coordinates and conducts work based learning experience site logistics meetings with business partners, Job Placement Specialists, and students.
- Conducts work based learning experience orientations with students and parents.
- Identifies and “troubleshoots” problems that occur at work based learning experience sites.
- Provides instruction in self-advocacy.
- Develops and implements lesson plans/materials to support students with employment retention and soft skills.
- Develops curriculum.
- Holds virtual student sessions and virtual office hours.
- Conducts virtual mobility training for students using public transportation and ride share apps.
- Provides post-secondary education counseling.
- Utilizes community, post-secondary education and business resources to enhance the delivery of student services.
- Participates in community employer networks and Chamber of Commerce meetings.
- Initiates and maintains contact with a variety of businesses and industry representatives as part of work-

based learning experiences.

- Remain updated on job market, fairs, internet, and community resources.
- Contacts prospective employers to develop specific job opportunities for students and
- prepare specific job analysis to facilitate job matching.
- Coordinates the placement of students into competitive integrated employment.
- Reviews job tasks, scenarios, and expectations with employed students and provide
- support with developing and /or enhancing their employment skills specific to their place of work.
- Regularly provides students receiving short term support services with informal and
- formal evaluations for improving work skills through regular site visits/supervision.
- Actively participates in staff development and transition meetings.
- Assists with developing student transition portfolios.
- Creates transition infrastructure and programs.
- Uploads work samples and other materials onto Student Pathways and SEIS.
- Duties as assigned.

Special Education Administrative Assistant

Job Summary:

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

Duties and Responsibilities:

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

Executive Administrative Assistant

Job Summary:

Assists the Executive Director in the daily operation of the school as well as the planning, implementing, directing and maintaining of school programs by providing a wide variety of complex and confidential administrative and secretarial support; analyzing requests and providing recommendations for action; communicating on behalf of the school and the governing board to its staff, other districts, and public

agencies. This position is also represented as the Board Clerk for all governing board meetings. The Executive Administrative Assistant will be placed on the Classified Compensation Policy.

Duties and Responsibilities:

- Attends Board meetings, public hearings and work sessions for the purpose of providing information, recording minutes, coordinating materials distribution and/or supporting the needs of attendees.
- Compiles data from a wide variety of diversified sources (e.g. staff members, Board Members, Community Organizations, government agencies, etc.) for the purpose of preparing reports, making recommendations and/or preparing information.
- Maintains a wide variety of complex manual and electronic documents, files and records (e.g. contacts, timesheets, legislative information, databases, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Monitors a variety of activities on behalf of the Executive Director (e.g. Board procedures, public relations issues, meeting arrangements, account balances, etc.) for the purpose of achieving goals and meeting target dates in compliance with established guidelines and regulatory requirements.
- Prepares a wide variety of complex written materials (e.g. correspondence, agendas, minutes, event programs, bulletins, reports, etc.) for the purpose of communicating information and/or creating documentation in compliance with established guidelines.
- Processes a wide variety of complex documents and materials (e.g. work orders, requisitions, travel reimbursements, budget transfers, etc.) for the purpose of disseminating information in compliance with administrative guidelines and/or regulatory requirements.
- Researches a variety of topics (e.g. current practices, policies, education codes, board agenda items, parental complaints, legal updates, etc.) for the purpose of providing information and/or recommendations and/or addressing a variety of administrative requirements.
- Coordinates a wide variety of projects, activities and/or events for the Directors, Principal, Vice-Principal, and Board (e.g. meetings, receptions, luncheons, workshops, travel/accommodations, etc.)
- Schedules a wide variety of activities (e.g. appointments, meetings, travel reservations/accommodations, facility usage, etc.) for the purpose of making necessary arrangements for the Superintendent, Principal, Vice-Principal, other administrators and/or board members.
- Oversees the work activities within the office for the purpose of organizing assignments, monitoring progress, and ensuring completion within established guidelines.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the office and school.
- Other duties as assigned

SpEd Services & Assessment Team Coordinator

Job Summary:

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

Duties and Responsibilities:

- Organize and execute service contracts

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

Assistant Director of Secondary Education

Job Summary:

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

Duties and Responsibilities:

- Oversee and direct the High School Team
- Assists high school and college tutors
- Assists the Intervention Team as needed
- Develop and assist the High School Program as needed
- Plans, prepares, and implements instructional activities that contribute to an engaging learning environment
- Hold information sessions regarding the high school program for staff and students
- Manage graduation plans and perform graduation checks
- Monitor student progress and work with Home School Teachers, High School

- Specialist(s), High School Counselor(s), families, and support staff to ensure students are supported
- Support Individualized Graduation Plan (IGP) review process
- Support college and career readiness for all students
- Provide support and feedback to Teachers and families regarding course and curriculum selection
- Assist with coordination and planning of high school events and senior events in the region
- Seek out and develop partnerships with local community colleges and ROP programs
- Develop, maintain, and promote CTE pathways
- Focus on student achievement through planning and practices aligned with the LCAP
- Develop and ensure that all courses are A-G through College Board requirements
- Oversee timelines to meet all semester deadlines and accountability

Administrative Assistant

Job Summary:

Under the direction and general supervision of the Executive Director or assigned Director, the School Administrative Assistant serves as a confidential assistant and administrative support relieving the Director(s) of administrative and clerical detail. Assists with scheduling and organizing activities and functions, and performs a wide range of highly complex, technical, and confidential secretarial and administrative support duties. With positivity and grace, the School Administrative Assistant participates and assists in the administration of program initiatives, serves frequently as a liaison between the administrator and the public, students, staff, and other school officials; promotes and maintains positive staff, student, and community relations; exercises best practices in handling matters of a difficult and sensitive nature, and works on compliance issues. The School Administrative Assistant will work closely with department leadership to meet the evolving needs of cutting-edge programs. This role is integral to the success of the school, internal programs, and the students involved.

Duties and responsibilities:

- Answer and direct phone calls.
- Produce and distribute correspondence memos, letters, faxes and forms.
- Maintain social media and marketing accounts.
- Develop and maintain relationships with vendors, staff, and families.
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Respond to requests and correspondence from teachers, families and community representatives in a timely manner.
- Assists directors and staff in the daily operation of the school as well as the planning, implementing, directing and maintaining of school programs by providing a wide variety of complex and confidential administrative and secretarial support.
- Collects and prepares data for complex and confidential reports as assigned.
- Utilizes methods to improve work flow and simplifies reporting procedures.
- Arranges meetings and conferences and makes necessary reservations.
- Coordinates with various school departments and learning programs.
- Works closely with the enrichment department to lead the restitution process.
- Works as the School Representative to approve vendors with the guidance of the Vendor Department.

Early Education Coordinator

Job Summary:

Under the general direction of the directors, provide instruction, support, and programming to a classroom of transitional kindergarten (TK) and kindergarten students; work directly with the kindergarten teachers to align programs and content to support classroom instruction; interface with parents and school leaders to develop programmatic outcomes and monitor students' progress. This position is a full-time position, with an anticipated 40 hours per week.

Duties and responsibilities:

- Help develop and run programming for TK/K students
- Ensure students have access to creative activities, opportunities to play and practice skills in the classroom.
- Meet with kindergarten teachers/directors on a regular basis to gather input on student progress in the classroom and receive recommendations on additional skills to practice with students.
- Communicate with parents regarding programming, skill-development, behavioral support, etc.
- Communicate with staff, parents, students, and community to resolve issues or concerns as needed
- Liaison between the other TK/K site coordinator, parents, students, staff, community
- Participate in staff development, as appropriate
- In-office duties include but are not limited to the following:
- Mailing, printing, copying, faxing, organizing of materials, etc.

Tutor

Job Summary:

A tutor works with students and enables them to perform at a higher level academically. A tutor will meet with students privately or in a group setting to oversee the completion of school assignments. Additionally, a tutor can work with students to improve test-taking skills, note taking process and further elaborate on concepts learned in the classroom. They aim to assist students and promote a deeper understanding of course materials.

Duties and responsibilities:

- Reviewing classroom or curricula topics and assignments
- Assisting students with homework, projects, test preparation, papers, research and other academic tasks
- Working with students to help them understand key concepts, especially those learned in the classroom
- Teaching skills to improve academic performance, including study strategies, note-taking skills and approaches to answering test questions
- Demonstrating academic best practices for specific subjects and assignments, including research and writing tactics
- Providing students positive and constructive feedback
- Recognizing different learning styles and student preferences
- Staying up to date with the school curriculum

Senior Director of Special Education

Job Summary:

Under the Direction of the Executive Director, the Director of Special Education is responsible for implementing and maintaining Special Education programs and services in conformance to district, state, and federal objectives and laws; planning, designing, and implementing all phases of service provided by the Special Education staff; serving as a resource to patrons, school personnel, and the Board; and maintaining adequate staffing to ensure objectives of programs and services are achieved within budget.

Duties and responsibilities:

- Attend Instructional, Finance, and Operational meetings as requested by the Executive Director to ensure special education interests are considered.
- Collaborate, interface, and attend to Special Education Local Plan Area (SELPA) relationships and meeting participation.
- Be attentive to statewide trends in special education by attending State Board of Education (SBE), Advisory Commission on Charter Schools (ACCS), Advisory Commission on Special Education (ACSE) board meetings.

- Interpret law, regulations, and policy/procedures to determine best course of
 - action; advise/direct school personnel and parents.
- Oversee Office of Civil Rights (OCR) and Office of Administrative Hearings (OAH); maintain communication with attorneys and advocates.
- Evaluate and recommend programs, policies, and goals across regional special education departments.
- Develop and maintain liaison with appropriate governmental agencies and relevant community groups.
- Oversee Special Education Information System (SEIS) and CASEMIS reporting
 - compliance for both schools education agencies.
- Support SPED Administrators and SPED Classified personnel

Director of Transition and Social Emotional Learning

Job Summary:

The Director of Transition and Social Emotional Learning oversees and leads the district's social and emotional learning initiative, by which students develop fundamental emotional and social competencies and experiences. Works to build and deepen positive school-level and district-wide climate and culture by integrating the five SEL core competencies: Self-Awareness, Self-Management, Social Awareness, Relationships Skills, and Responsible Decision-Making. Supports the implementation guides the implementation of positive behavioral interventions and supports (PBIS), restorative practices, as well as culturally responsive teaching and learning. Responsible for the systemic implementation of the SEL program including the development and implementation of the SEL standards, curriculum, instructional practices, assessment, and professional learning.

Duties and responsibilities:

- Oversee & Manage Transition Team
- Autism professional development for parents and behavior support
- Supports:
 - Foster and Homeless
 - Students in Crisis
 - Transitions
 - SEL classes
 - MTSS Program
 - Mod/Sev Classes
- Run websites for Transition, SEL, SIC
- PD for all Staff
- Create Transition Curriculum
- Scope & Sequence for Parent PD with Data Collection
- Monthly Reports to The Axia Group for SPED Shared Staff
- Collaboration with Enrollment

Student Support Specialist

Job Summary:

Under the direction and general supervision of the Director of Transition and Social Emotional Learning, the Student Support Specialist serves as a confidential assistant and administrative support relieving the Director(s) of administrative and clerical detail. Assists with scheduling and organizing activities and functions, and performs a wide range of highly complex, technical, and confidential secretarial and administrative support duties. With positivity and grace, the Student Support Specialist participates and assists in the administration of program initiatives, serves frequently as a liaison between the administrator and the public, students, staff, and other school officials; promotes and maintains positive staff, student, and community relations; exercises best practices in handling matters of a difficult and sensitive nature, and works on compliance issues. The Student Support Specialist will work closely with department

leadership to meet the evolving needs of cutting-edge programs. This role is integral to the success of the school, internal programs, and the students involved.

Duties and responsibilities:

- Composes documents from electronic recordings, etc., (e.g. letters, records, reports, memoranda, agenda, forms, minutes etc.) for the purpose of communicating information to appropriate personnel, the public, state officials, etc.
- Proofreads own work and that of others for the purpose of ensuring accuracy of documents.
- Gathers, compiles, generates and distributes information for the purpose of disseminating information to appropriate parties.
- Makes computations using several arithmetical processes for the purpose of verifying totals on reports, requisitions, etc.
- Operates a variety of standard office equipment (e.g., computers, fax, copier/printer, etc.) for the purpose of performing job functions.
- Processes and prepares documents and materials (e.g. schedules, agendas, mail, presentations, etc.) for the purpose of disseminating information to appropriate parties.
- Coordinates and schedules meetings (may attend as recording secretary), conferences, and appointments for the purpose of supporting staff in the completion of their work activities.
- Supports the Director of Transitions and Social Emotional Learning

SEIS Coordinator

Job Summary:

This role reports to the Director of Special Education and is responsible for overseeing all aspects of data integration between the Special Education Information System (SEIS), Calpads and our Student Information System (SIS). The Lead Special Education Data Coordinator will also assist with generating reports, verifying accuracy, analyzing the data, presenting the information succinctly to senior leadership and providing recommendations for improvements. This role will collaborate with other data coordinators, special education staff and the department's director to ensure we are compliant with all state, federal and SELPA data accountability regulations.

Duties and responsibilities:

- Manages and monitors database users and student records for the purpose of assuring accuracy, and identifying and resolving data errors as necessary.
- Responds to questions from program staff; remotely assists staff with technology problems
- Communicates and coordinates with personnel to exchange information, coordinate activities for the purpose of resolving issues or concerns.
- Process enrollment of students with IEPs by requesting electronic student records.
- Process withdrawals of students with IEPs by requesting electronic student records.
- Prepares and maintains a variety of records and reports as needed for the purpose of complying with state mandated reporting requirements.
- Compares and aligns information within the student information system, School Pathways, to the Special Education Information System (SEIS) to ensure alignment.
- Provides training in the use of new and existing technology and software and prepares training materials for the purpose of supporting technological advancements to regional Yosemite Valley Charter School and Monarch River Academy special education department staff.
- Maintains assigned project control files (e.g., research, completion, etc.) for the purpose of ensuring compliance with mandatory due dates.
- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Attend staff meetings and professional development training.

- Process Initial Requests for the schools.

Nurse

Job Summary:

Under the direction of the Special Education Director of Yosemite Valley & Monarch River Academy Charter Schools, employee will provide Special Education Health and Development Assessments and also assist the IEP team in the development and oversight of Health Plans to students enrolled in our two Charter Schools programs. The School Nurse serves as a member of the Special Education Team and will collaborate as well as consult with team members.

Duties and responsibilities:

- Perform vision and hearing assessments, health and development for initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans)
- Attend IEP meetings when appropriate, to make reports or provide consultation.
- Consult with school administrators, special education, regular education teachers, special education teachers and parents.
- Provide consultation regarding students on 504 plans as needed
- Conduct health screenings during scheduled school wide screenings.
- Check immunizations
- Interview parents regarding health issues/concerns
- Review of available health records
- Document unusual health concerns
- Develop medical protocols or health plan for any child with an IEP, if needed
- Provide training to staff on medical protocols or health plan
- Advise other special education personnel, if necessary
- Provide reports and recommendations to staff and parents
- Provide presentations and professional development to staff members
- Communicate with parents through a variety of means
- Maintain regular communication with directors
- Attend staff meetings
- Maintain a safe environment for students
- Exercise discretion in discussing students with non-parental adults, including staff members

Occupational Therapist

Job Summary:

Under the direction of the Director of Special Education, the Occupational Therapist is responsible for participating with an integrative collaborative team to provide virtual services and the occasional in-person service, consultation to parents and teachers; performing consultation services and direct treatment for students with special needs and disabilities for students enrolled in either Yosemite Valley or Monarch River Academy Charter Schools; providing occupational therapy services, intervention, treatment and activities to enhance sensory processing, perceptual-motor skills, motor coordination, self-care, muscle strength, range of motion, postural reflexes and other functional abilities among identified students; conducting student assessments and providing recommendations for occupational therapy intervention; developing, implementing, evaluating and modifying occupational therapy treatment plans and interventions in response to student needs and disabilities. The OT will also perform assessments when needed for initial and Triennial evaluations when needed.

Duties and responsibilities:

- Prepare and conduct initial, triennial, annual assessments, and evaluations
- Confer and collaborate with teachers, staff, parents, medical providers, outside agencies and others

in conducting assessments and observations.

- Provide occupational therapy services, intervention, treatment and activities to meet specific student Individualized Educational Program (IEP) and therapeutic goals; evaluate students using standardized tests, observations and/or clinically derived surveys to enhance sensory processing, perceptual-motor skills, motor coordination, self-care, muscle strength, range of motion, postural reflexes and other functional abilities among identified students; establish and maintain treatment, intervention and objectives to improve student functioning and enhance learning.
- Develop and implement daily treatment plans and interventions for individual students according to student needs and disabilities; collaborate with staff, service and medical providers to develop and monitor student therapy plan
- Write concise and detailed annual, extended school year reports and IEP occupational therapy goal development including benchmark reviews; develop content for OT newsletter
- Provide consultation and training to teachers, staff and parents regarding occupational therapy and related students, treatment, interventions, assessments, principles, theories, standards, guidelines, requirements, practices and procedure
- Attend and participate in IEP and other assigned meetings and conferences concerning students with special needs; collaborate with faculty, staff and administrators in the formulation, development and implementation of IEPs, intervention plans and related services, goals and objectives; collect and record data for IEPs and occupational therapy files
- Maintains awareness of and ensures compliance with relevant State and Federal laws and regulations, Board Policies.
- Attend and participate in various in-services, professional development, committees and workshops as directed

Case Manager (Mild/Moderate, Moderate/Severe)

Job Summary:

Case manage students with Individualized Education Programs (IEPs); conduct educational assessment related to students' access to the academic core curriculum and progress towards meeting instructional academic goals; provide instruction and special education support to individuals with disabilities including specific learning disabilities, mild to moderate intellectual disabilities, other health impairments, serious emotional disturbance, and authorizes service in grades K–12. Case Managers can earn an additional stipend per student with a maximum roster of 40.

Duties and responsibilities:

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

Transition Specialist

Job Summary:

The Transition Specialist will serve as an advocate for students and will provide guidance, support, and resources for students transitioning from elementary, intermediate, high school, and post high school. The Transition Specialist will work with the site administrative team to achieve and maintain standards of excellence so that each student receives the greatest academic and personal benefit from their learning experience. To assist the administrative team with leadership, supervisory, and administrative skills to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience

Duties and responsibilities:

- Participate in transdisciplinary team meetings, multidisciplinary staffings, annual reviews, parent conferences, and faculty meetings.
- Teach Transition classes
- Communicate frequently with parents. Elicit parent input in educational planning and implementation.
- Collaborate with team members to develop and modify goals/objectives on student ITP/IEPs.
- Ensure that goals/objectives are outcome-based, longitudinal, and measurable.
- Implement student IEPs utilizing teaching methods, materials, and adaptations appropriate to meet individual student needs.
- Implement programs, curriculum, and procedures recommended by transdisciplinary team members consisting of content in the community living domains, functional academics, vocational and embedded social, communication and motor skills.
- Facilitate cooperative learning, community instruction, and integrated environments
- Design, revise, and maintain a class schedule and instructional programs consisting of activities developed from student IEP goals/objectives
- Demonstrate a consistent method of assessing student growth via the use of clear criteria and is congruent with student goals. Collect and summarize performance data on an ongoing basis.
- Collaborate with team members to report on student progress by the established timelines.
- Participate in Transition Planning meetings and implement movement to adult services for exiting students.

Director of Regional Coordinators

Job Summary:

The Director of Regional Coordinators will oversee all Regional Coordinators for their charter school and monitor instructional practices as well as student achievement. They will host weekly staff meetings, review student data, plan events, provide instructional coaching and professional development. They will also continue to serve as Regional Coordinators (RCs).

Duties and responsibilities:

- Support students in grades TK-12th and their families to design an innovative Personalized Learning Plan with differentiated instruction, supports, and resources for the student; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent, a comprehensive educational program for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping to research and determine which curriculum and materials would be most beneficial to the student's educational objectives and needs).

- Work collaboratively with local staff and school-wide departments in all school-related matters
- Attend professional development, events, and meetings as directed (may be in-person or virtual)
- Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment & Work Records, and Report Cards)
- Engage in activities and data collection/analysis for educational or authorizing agencies like WASC
- Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan
- Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise
- Actively participate in SST, 504, and or SPED processes and supports as needed
- Participate in proctoring all internal and state mandated testing and provide needed prep material for students
- Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations
- Support your local/regional Community Connection and Lending Library events/activities
- Monitor and provide support, information, and resources to teachers and other necessary staff.
- Participate in hiring new teachers and supporting their on-boarding as they join teams.
- Host in person and virtual team meetings, some travel is required.
- Support all teachers and collaborate with the Executive Director and Co-Director on development of a Professional Development Plan when needed.
- Understand and be able to teach others about school policies and requirements.
- Demonstrate knowledge of learning modalities/educational philosophies.
- Oversee and provide support to all Regional Coordinators
- Assist with the developing the implementations of virtual academy programs

Deputy Director

Job Summary:

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

Duties and responsibilities:

- Oversee all daily functions in all school departments.
 - SPED, High school, The Axia Group
- Board Governance:
 - Attend board meetings and be the point person for school communication.
 - See to the execution of all decisions and requests from the Board.
- Finances:
 - See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered.
 - Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties.
- Audits/Legal:
 - Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies.

- Ensure Year-End Transition (YET) is completed accurately and on time
 - Attend all legal hearings
 - Write policies and procedures as needed for board approval
- Student Achievement:
 - Curriculum/Instruction Oversight
 - Promote student academic achievement at all levels.
 - Advocate for equitable academic and extracurricular programs in all facets of the school.
- Student Compliance:
 - Appeals
- Community Engagement:
 - Publicity
- Staff Achievement:
 - Participate in staff evaluations

Director of Curriculum and Engagement

Job Summary:

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

Duties and responsibilities:

- Leading Intervention including Speech (RTI strategies and curriculum). Create our MTSS models of support (oversight and monitoring of training, strategies, and curriculum)
- Develop, lead, and monitor Student Study Team processes and collaboration with SPED; attend Student Study Team meetings with parents when an admin is needed
- MAP program development (Student Academic Incentive programs), and collaborate with the director of community engagement
- Oversee:
 - Attendance platform development for Title 1 and AB167 and compliance monitoring
 - Development of Early Literacy curriculum, training, resources, and Early Literacy coordinator
 - TK program development and grant writing oversight
 - 504 department, Speech Intervention, Social Emotional/Community Development plan as pertains to the TK-8 Enrichment Academy program and intervention plans
- Co-Lead
 - Development and oversight of Educational Planning Program (School wide Ed Plans)
 - Development of K-8 Course Outlines Program
 - Development and monitoring of Summer school program
 - On the planning of curriculum/resources Professional Development; Teach some of the planned PDs
- Support Regional Coordinators with instructional coaching of their team
- Participating Hiring Team member for all new and internal staff positions
- "Develop/create diagnostic assessments for intervention program, Early Lit, and tracking through Performance Matters and STAR360
- Performance Matters oversight - our schoolwide diagnostic and assessment platform
- Run/create reports for special groups for Title 1 and intervention purposes

- Lending Library support in sorting and recommending core curriculum, and developing videos and resources for core curriculum for our librarians and families
- Coach new admin in passing the CPACE (knowledge and strategies)
- Collaborate with AXIA on school operations

Director of Innovation and Instruction

Job Summary:

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

Duties and responsibilities:

- Develop and lead the Elementary/Middle School Virtual Academy (ESVA) for Math, ELA, Science, Social Studies and SEL
- Oversee Social Emotional/Community Development plan as pertains to the Elementary and Middle School Virtual Academies, including planning and attending in-person and virtual events
- Write policies and procedures for virtual programs to ensure that students and staff alike have a consistent and positive experience
- Manage the logistical aspect of all virtual programs including the organization of materials distribution for Virtual Academy classes (order, inventory, package, disburse, etc)
- Virtual Academy Human Resources: Analyze data to develop positions within the virtual academy that will best serve student needs, recruit, interview and hire for the positions, develop an onboarding process for new staff and complete Virtual Academy training initially and in an ongoing basis, create Performance Improvement Plans (PIPs) as needed to support struggling staff members
- Lead English Language Development Program Classes- provide ELD training to staff, execute professional coaching, and ensure successful curriculum implementation
- Collaborate with the SPED-AD to develop a push-in implementation plan with our virtual instruction programs
- Co-lead development and monitoring of:
 - Summer school program
 - Educational Planning Program (School wide Ed Plans)
 - oversight of K-8 Course Outlines Program
- Co-lead and collaborate on
 - The planning of curriculum/resources Professional Development
 - The support to Regional Coordinators with instructional coaching of their team
- Participating Hiring Team member for all new and internal staff positions and manage the creation of a school-wide Master Schedule
- Organize with different departments to create supportive office hours for staff and families
- Support the planning and execution of staff functions such as the Virtual Academy retreat, all-region meetings, etc.
- Provide all needed LCAP reporting to the responsible administrator from my programs
- Collaborate with AXIA on the school operations

Paraprofessional

Job Summary:

The Paraprofessional will be responsible for providing individual and small group instruction and behavior support for students with both special and typical learning needs in the general education environment including, but not limited to: the TK-12th grade classrooms, and related activities. The Paraprofessional accepts all of the responsibilities as prescribed by the Education Laws of the State of California, laws and regulations of the United States, statutes of the State of California, and the policies, rules, and regulations established by the Monarch River Academy Board of Trustees.

Duties and Responsibilities:

- Provide direct support and services to students in TK-12th grade
- Instruct individual students or groups of students with teacher direction
- Assist credentialed teachers with instruction
- Utilize curricular materials and assessments for instruction and intervention as directed by teacher or administrator
- Modify curricula based on student need and IEP goals
- Help students complete class assignments
- Provide supportive and corrective feedback to students during whole group, independent and small group instruction
- Support the implementation of behavior intervention plans
- May assist with the logging of daily behavior data
- Meet with students online and in person in the absence of the classroom teacher
- Assist students in the use of a variety of supplementary instructional materials including, online learning programs, audiovisual equipment, and technology tools following the teacher's plan
- Supervise students on field trips if needed
- Mediate student disputes and provide appropriate behavioral intervention as required and in accordance with school practices
- Help maintain data records, and other records as needed
- Operate instructional technology associated with students' instructional programs
- Gather, compile and prepare data for reports, conferences, and instructional meetings
- Participate in staff development programs as directed
- Prepare instructional materials and help students locate reference materials
- Train and support peers and parents to implement curriculum, technology, and assessments
- Perform other duties, responsibilities and activities as assigned, which may be changed at any time with or without notice

Summary Statement

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

Cover Sheet

Proposed All Staff Salary Increase & One Time Stipend Bonus

Section:	II Finance
Item:	G. Proposed All Staff Salary Increase & One Time Stipend Bonus
Purpose:	Discussion & Potential Action - Vote
Related Material:	Cost Impact of Proposed Salary Increase & Stipend - MR

BACKGROUND:

- After careful analysis and consideration, as well as engaging in valuable conversation with the school's internal Compensation Committee, the school is seeking the Board's guidance on:
 - A 2 or 3 percent salary increase, effective for the 2022-2023 school year, and applicable to all school staff.
 - A one time stipend/bonus for 2022-2023.

RECOMMENDATION:

Consider the approval of a 2 or 3 percent salary increase and a one time stipend/bonus.



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COST IMPACT OF PROPOSED ALL STAFF SALARY INCREASES & ONE TIME STIPEND

Proposed Item	Estimated Amount for 2022-2023
2% Raise	\$118,425*
3% Raise	\$177,204*
Stipend Bonus	\$83,360

*Estimated STRS increases are included.

Cover Sheet

2022-2023 School Launch Report

Section:	III. Academic Excellence
Item:	A. 2022-2023 School Launch Report
Purpose:	Informational
Related Material:	N/A

BACKGROUND:

- Steph Johnson and Anna Wilkinson will provide a report about staff and student start of the year activities and a general overview of the school's 2022-2023 launch.

Cover Sheet

Grade Level Promotion & Acceleration Policy & Retention Criteria

Board Policy No. 5200

Section:	III. Academic Excellence
Item:	B. Grade Level Promotion & Acceleration Policy & Retention Criteria
Purpose:	Discussion & Potential Action - Vote
Related Material:	5200 - Grade Level Promotion & Acceleration Policy & Retention Criteria - MR

BACKGROUND:

- The school is revising the Grade Level Promotion & Acceleration Policy & Retention Criteria.
- Main changes include:
 - Update “Homeschool Teacher” to “Teacher”
 - Remove “I Can Statements” as they are no longer being used by the school.

RECOMMENDATION:

- Consider the approval of Board Policy No. 5200 - Grade Level Promotion & Acceleration Policy & Retention Criteria.



Monarch River Academy

Students | Grade Level

GRADE LEVEL PROMOTION & ACCELERATION POLICY & RETENTION CRITERIA

Monarch River Academy (School) is committed to making individual decisions on grade level acceleration based on the long-term, best interest of the individual student. Staff is committed to helping all students realize their fullest potential, when high academic achievement is evident, staff may request a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

The purpose of the Monarch River Academy Governing Board approving this Grade Level Promotion & Acceleration Policy and Retention Criteria is to accomplish the following:

1. Outline the Promotion Policy
2. Outline the Acceleration Policy
3. Outline the Retention Criteria
4. Outline the Appeals Process for Parents
5. Establish the Process for IDEA/504 Students
6. Outline the Charter School Rights

1. Promotion Policy:

K-8: Each K-8 student will be enrolled in four core subjects: Language Arts, Mathematics, Science, Social Studies, and include enrichment opportunities like art, music, athletics, world languages, technology, field trips, and virtual and in-person community and social experiences, providing a well-rounded education. Students shall progress through the grade levels by demonstrating growth in learning and working appropriately towards grade level mastery .

High School: High school students can select courses from a variety of learning programs. Students will be enrolled in a minimum of 20 credits per semester (4 classes) unless considered a fifth-year senior. If the student is taking courses at a community college, he/she must meet with his/her counselor to obtain approval prior to enrolling in the community college courses.



Required Courses for All High School Grade Levels*:

- English-Language Arts
- Mathematics
- Science
- Social Studies/History

*This depends on the student's individual graduation plan and course progression.

Four-Year Plan for High School Students: Supervising Teachers develop a four-year individual graduation plan (IGP) for each high school student. The IGP will be reviewed by the Guidance Counselor and/or Regional Administrator and revisited annually (unless necessary due to mid-year course changes). The four-year individual graduation plan will include:

- Learning Program
- Student's intended courses
- Courses completed
- Course of Study
- College and/or Career path

2. Acceleration Policy:

If a student has completed all grade level requirements and is requesting to accelerate to the following grade mid-year, a determination must be made as to whether it is in the best interest of the student. This determination is made by the ~~Homeschool~~ Teacher and the Student Support Team with input from the parent/guardian Learning Coach.

If promoted, the student will need to complete the curriculum for the promoted grade by the end of the current school year.

Mid-Year Grade Level Acceleration Requests: The decision to promote a student mid-year will be made only after careful consideration has been given with regards to serving the academic best interests of the student. Mid-year promotions are approved or denied at the end of the first semester. If a student is promoted at the end of the first semester, he/she should be on target to complete all courses at his/her promoted grade level by the end of the school year. 8th to 9th grade acceleration requests are only considered in the fall semester before the high school add/drop date.

A child who ~~is~~*was* not age-eligible for kindergarten (that is, the child turned five after September 1) and who attended a California private school kindergarten for a year is viewed by the CDE as *not legally enrolled* in kindergarten, pursuant to *EC* Section 48000

It is the policy of The Charter School, pursuant to Education Code 220-221.1, that no person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status or physical, mental, emotional or learning disability shall be discriminated against.

requirements. Therefore, this child, upon enrollment in public school, is enrolled in kindergarten, assessed, and may (but is not required to) be immediately promoted to first grade if the child meets the following State Board of Education criteria, pursuant to Title 5, Section 200:

- The child is at least five years of age.
- The child has attended a public school kindergarten for a long enough time to enable school personnel to evaluate the child's ability.
- The child is in the upper 5 percent of the child's age group in terms of general mental ability.
- The physical development and social maturity of the child are consistent with the child's advanced mental ability.
- The parent or guardian has filed a written statement with the district that approves placement in first grade.

A statement, signed by the School~~district~~ and parent/guardian, is placed in the official school records for these five-year-olds who have been advanced to first grade (EC Section 48011). This action prevents a subsequent audit exception for first grade placement of an *age ineligible* student.

Procedure: In order for the School to make sound academic decisions regarding mid-year grade level promotions, the following process will be followed:

Parent/Guardian:

Parent/Guardian Request: Parents/Guardians may request that the teacher promote their child one grade level at the end of the 1st semester.

Teacher:

If the student's teacher agrees that a review for mid-year grade level promotion is appropriate, the teacher will complete a request for acceleration into a higher grade level and take the student's maturity level into consideration. The request should be sent to the Assistant Director(s). Requests must be received by email prior to Winter Break.

- If the student's assessment results are not above grade level, the teacher needs to provide documentation with a written request regarding why promotion is in the student's best interest.
- If the student is not on track to complete all courses at the grade level he/she would be promoted to, the teacher will need to explain in the written request why a promotion would be in the student's best interest.
- Information regarding prior grade retention and the circumstances of such.

It is the policy of The Charter School, pursuant to Education Code 220-221.1, that no person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status or physical, mental, emotional or learning disability shall be discriminated against.

Student Assessment Records (a combination of the following may be used to assess the student's readiness to promote):

Scores should be on the first page of all scored documents. The Language Arts and Math diagnostic assessments should demonstrate the student's independent ability and be administered by the teacher and done in person (or via Zoom supervised by the teacher) at a teacher/student/family meeting, and not administered by the parent/guardian.

- Score report for In-house Benchmark Assessment such as Star360
- Language Arts Diagnostic Assessment, such as Bader Reading Assessment or Moby Max
- Writing Sample, completed independently
- Math Diagnostic Assessment, such as Moby Max
- Work samples
- Summary of grade-level curriculum completion
- ~~Summary of grade level "I Can Statement" Mastery~~
- Parent written analysis: a compelling reason for the grade change
- Recommendation from the ~~Homeschool~~ Teacher (~~HST~~), or Student Support Team Coordinator

3. Retention of Students Grades 1st-8th:

Students in grades 1st through 8th grade are not considered for retention which is based on extensive research that demonstrates that retention is not an effective course of action for students not meeting grade level benchmarks in all areas. When a student is identified as not meeting typical benchmarks in either academic and behavioral areas, the student will enter into a targeted intervention program after an SST process takes place. Parents have the right to appeal the denial of a retention through an appeal process.

Kindergarten Retention Criteria:

Students can be retained in grade Kindergarten based upon current law. Kindergarten students who have completed one year of Kindergarten shall be admitted to First Grade unless the parent/guardian and the School agree that the student shall continue in Kindergarten for not more than one additional school year. Students who attended both Transitional Kindergarten and Kindergarten cannot be retained. The decision to retain will be based on the student's progress on the Desired Results Developmental Profile for Kindergarten, as well as on indicators of academic achievement in reading, English Language Arts, and Mathematics after intervention has been implemented (Ed Code 48011).



Whenever a student may need to continue in Kindergarten for an additional year, the School Staff shall hold a Student Success Team meeting and secure an agreement, signed by the parent/ guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Ed Code 46300)

4. Appeals and Parent Rights:

Parents have the right to appeal a decision made by the Academic Team. If a parent wishes to appeal, they would complete the following steps:

- Appeal to School Administrator in writing.
- School Administrator responds within two (2) weeks.
- If not resolved, parents may appeal to the School Board at the next regularly scheduled board meeting.
- The School Board meets in a closed session and will send the parent or guardian a response in writing

5. IDEA/504 Students: Students who participate in special education/504 plans have their education program and decision making process affected by state and federal regulations; therefore, decision-making in the area of grade promotion/retention is first governed by state and federal requirements.

6. The Charter School Rights: The policy adopted pursuant to this section shall be adopted at a public meeting of the Governing Board of The Charter School. Nothing in this section shall be construed to prohibit the retention, promotion or acceleration of a pupil not included in grade levels identified in this policy, or for reasons other than those specified for pupils at risk for retention, if such retention is determined to be appropriate for that pupil. Nothing in this section shall be construed to prohibit the Governing Board from adopting promotion, acceleration and retention policies that exceed the criteria established in the California Ed. Code 48070.5, Promotion or Retention of Pupils.

Adopted: August 23, 2022

It is the policy of The Charter School, pursuant to Education Code 220-221.1, that no person on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status or physical, mental, emotional or learning disability shall be discriminated against.

Cover Sheet

Enrollment Report

Section:	IV. Operations
Item:	A. Enrollment Report
Purpose:	Informational
Related Material:	Enrollment Report - MR

BACKGROUND:

- Current Enrollment numbers for 2022-2023.

RECOMMENDATION:

- Provide any feedback and or guidance to school leadership.



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

ENROLLMENT REPORT

Current Enrollment as of August 19, 2022

- 1,137 currently enrolled students
- 363 enrollment spots remaining.
- Grade level break down:

Grade	Totals
TK	32
KN	131
1	119
2	139
3	106
4	114
5	108
6	88
7	92
8	72
9	39
10	50
11	24
12	23
Totals	1137

Cover Sheet

School Administration

Shared Staff MOU Between Monarch River Academy & Yosemite Valley Charter School

Section:	IV. Operations
Item:	B. Shared Staff MOU Between Monarch River Academy & Yosemite Valley Charter School
Purpose:	Discussion & Potential Action - Vote
Related Material:	Shared Personnel Services MOU 2022-2023

BACKGROUND:

- As part of the close mutually beneficial relationship with Yosemite Valley Charter School, the schools would like to continue sharing certain staff positions.
- There is significant cost savings to both schools.
- Costs for shared staff will be invoiced monthly.
- The current version includes SPED positions and Attachment B with specific positions and their associated salaries/costs.

RECOMMENDATION:

- Consider the approval of Shared Personnel Services MOU 2022-2023.

MEMORANDUM OF UNDERSTANDING FOR SHARED PERSONNEL SERVICES

This Memorandum of Understanding for Shared Personnel Services and Resources (“**MOU**”) is entered into as of July 1, 2022 (“**Effective Date**”) by and between the following California nonprofit public benefit corporations, which may each be referred to herein as a “**Party**” or collectively as the “**Parties**” to this MOU: Monarch River Academy and Yosemite Valley Charter School.

WHEREAS, Monarch River Academy operates a public charter school named Monarch River Academy and Yosemite Valley Charter School operates a public charter school named Yosemite Valley Charter School (each a “**School**” or collectively the “**Schools**”);

WHEREAS, Schools are non-classroom-based public charter schools using the same educational model dedicated to providing students with a flexible personalized learning experience that empowers families to tailor a program designed around the specific needs of each student;

WHEREAS, each School employs certificated teachers and special education staff, designated as having the responsibility for the general supervision of their students’ independent study pursuant to Education Code § 51747.5(a);

WHEREAS, Education Code § 51749.5(a)(3) authorizes a non-classroom-based charter school to enter into a memorandum of understanding with another charter school whereby the charter school leases certificated teachers to provide instruction to pupils of the non-classroom-based charter school;

WHEREAS, the Schools desire to use the flexibility afforded under Education Code § 51749.5(a)(3) to share instructional personnel, Special Education staff and the Schools’ respective education programs are structured to allow staff to effectively instruct, supervise, and support students from remote locations;

WHEREAS, the Schools have obtained any necessary approvals from their respective charter authorizers to enter into this MOU;

WHEREAS, the sharing of services performed by the Shared Personnel among all of the Parties cooperatively is in the mutual interest of each of the Parties and in furtherance of their shared goal to successfully implement their respective education programs in an efficient and cost effective manner; and

WHEREAS, the Parties intend to coordinate the services provided by the Shared Personnel to the Parties and to allocate costs among the Parties according to the terms and conditions set forth in this MOU.

NOW, THEREFORE, in consideration of their mutual promises set forth in this MOU, the Parties desire to, and hereby agree as follows:

1. Shared Personnel. During the term of this MOU, the Parties shall coordinate with each other for shared personnel (“**Shared Personnel**”) to perform the educational services described in Attachment A (the “**Services**”) under the terms and conditions set forth herein.

2. Lessor and Lessee Schools. The Parties acknowledge each School may both (i) employ an individual who will provide Services to another School; and (ii) receive Services from an individual employed by another School. The term “**Lessor**” refers to a School leasing its employee(s) to another School pursuant to the terms of the MOU. The term “**Lessee**” refers to a School receiving Services from another School’s employee(s) pursuant to the terms of the MOU. Each Party may serve as a Lessor and Lessee

under this MOU, and shall meet the obligations set forth in this MOU depending on their role as a Lessor and/or Lessee. Shared Personnel shall be subject to the ultimate oversight, direction and control of Lessor and its governing board, officers, and designated representatives, but may also be subject to the supervision and direction of Lessees when performing Services on their behalf. The termination of this MOU shall not terminate the Shared Personnel's employment relationship with the Lessor. The MOU shall not cause Lessees to become third party beneficiaries to Lessor's employment agreements with the Shared Personnel. Nothing in this MOU shall confer upon any Party any rights or remedies, including any right to employment, as an employee of any other Party. Nothing in this MOU shall create a joint venture between the Parties. Each Party shall remain solely responsible for its own governance, operations and educational program.

3. Allocation. Each Party's right to receive Services and obligation to pay fees under this MOU shall be determined based upon their proportionate share using the formulas set forth in Attachment A (the "**Allocation**"), as it may be adjusted from time to time. The Allocation shall be assessed at the intervals set forth in Attachment A for each year of this MOU and upon termination as set forth in Section 8.

4. Allocation of Services. Each Party will have the right to receive Services from Shared Personnel in an amount reasonably equivalent to that Party's Allocation. The Parties shall work cooperatively with each other and the Shared Personnel to coordinate the performance of such Services. Any Party which asserts that it has not received its Allocation of Services from Shared Personnel, must provide written notice to the Parties, describing in detail the alleged deficiency and allowing thirty (30) days to cure before seeking any other remedy.

5. Allocation of Fees and Expenses. As consideration for the Services provided by Shared Personnel, each Lessee shall pay to Lessor the fees and expenses set forth herein.

a. Fees. Each Lessee shall pay to Lessor a fee that is calculated based on their Allocation of the annual total cost incurred by Lessor in employing the Shared Personnel as set forth in Attachment B (including total gross wages, benefits, workers' compensation costs, retirement benefit system contributions, and employment taxes). The total cost shall be fixed as of July 1 for each year of this MOU and may thereafter be subject to change only with the agreement of all Parties. Any such changes, notating the effective date, shall be memorialized by the Parties in Attachment B, which may be updated as a matter of contract administration without the need for a formal amendment to this MOU.

b. Expenses. Reasonable and necessary expenses incurred by Shared Personnel in the course of performing Services under this MOU shall be divided by relative Allocation between those Parties on whose behalf the expenses were incurred. Expenses in excess of \$1,000.00 must be approved in advance by the affected Parties. To the extent such expenses are not incorporated in the total costs outlined in Attachment B, invoices for expenses shall be sent within thirty (60) days of payment to Shared Personnel and shall include copies of supporting documentation (e.g. receipts).

6. Lessor Responsibilities: In addition to any other promises and covenants identified herein, Lessor shall have the following responsibilities under this MOU:

- a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.
- b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.
- c. Timely pay Shared Personnel consistent with applicable law and their employment agreements, if any.
- d. Work cooperatively with Lessee to ensure compliance with all applicable wage and hour laws

for non-exempt Shared Personnel, including, but not limited to, providing work schedules (including compliant scheduled meal and rest periods) to Shared Personnel and timely paying Shared Personnel for all overtime and meal and rest period premiums, if applicable, and providing accurate wage statements.

- e. Ensure that Shared Personnel maintain the qualifications and competency necessary to provide the Services, including but not limited to: (i) complete all required training, including, but not limited to initial and annual training on mandated child abuse and neglect reporting; (ii) are free from active tuberculosis; (iii) have passed a criminal background check through the Department of Justice; (iv) have not been convicted of a serious or violent felony (as defined by Penal Code §§ 667.5 and 1192.7); (v) are eligible to work in the United States; and (vi) maintain in good standing all applicable licenses and credentials.
- f. Supervise and evaluate Shared Personnel and make and implement, in its sole discretion all employment related communications and decisions with respect to Shared Personnel, including, but not limited to matters relating to discipline, termination, accommodations, disability claims, complaints, leaves of absence, compensation and benefits.
- g. Administer trainings, leaves of absence, disability accommodations and other duties of an employer as required by applicable law.
- h. Assuming Lessor participates in CalSTRS, the Parties acknowledge Shared Personnel are employees of the Lessor for CalSTRS purposes.
- i. If Lessee reports a Shared Personnel misconduct to Lessor that violates Lessor or Lessee policies or procedures or law, Lessor shall promptly take corrective action which may include, but is not limited to, conducting an investigation, disciplining the individual, or terminating the individual and making good faith efforts to hire a replacement in accordance with Section 6(i).
- j. If a Shared Personnel's employment ends with Lessor, Lessor shall make good faith efforts to replace the individual within thirty (30) days of termination, unless the other Parties provide written consent that a replacement for such individual is not necessary.

7. Lessee Responsibilities: In addition to any other promises and covenants identified herein, each Lessee shall have the following responsibilities under this MOU:

- a. Comply with all applicable federal, state and local laws and regulations, including laws prohibiting harassment, discrimination and retaliation.
- b. Comply with all applicable federal, state and local laws, regulations and orders concerning workplace safety.
- c. Provide to Shared Personnel, in writing, copies of any of Lessee's policies and procedures applicable to the Services.
- d. Provide a safe working environment for Shared Personnel.
- e. Supervise and direct Shared Personnel when providing Services on behalf of the Lessee in order to ensure that Shared Personnel meet their performance obligations and comply with all of Lessee's applicable policies and procedures.
- f. Provide feedback to Lessor regarding the performance of Shared Personnel, including, but not limited to, reporting misconduct to Lessor by a Shared Personnel that violates Lessee policies or procedures or law.
- g. Work cooperatively with Lessor to ensure compliance with all applicable wage and hour laws for non-exempt Shared Personnel, including, but not limited to, providing compliant meal and rest periods (e.g., ensuring that non-exempt Shared Personnel take meal and rest periods in accordance with their schedule) and ensuring non-exempt Shared Personnel accurately record/track all hours worked for Lessee. Lessee agrees to timely report to Lessor any non-compliant meal or rest periods and any overtime worked by non-exempt Shared Personnel while working on behalf of Lessee.

8. Term and Termination.

- a. Term. The MOU is effective as of July 1, 2022 and shall remain in effect until June 30, 2023 (the “**Initial Term**”). This MOU shall automatically renew for consecutive additional one (1) year terms unless a Party provides written notice of non-renewal to the other at least ninety (90) days prior to the expiration of the then-current term (each, a “**Renewal Term**”). The Initial Term and any Renewal Term(s) are referred to as the Term. Termination under this subsection shall not relieve the terminating Party of any of its obligations under this MOU prior to the effective date of such termination. Termination of participation by any Party(ies) shall not terminate the MOU as to any other Party.
- b. Termination With Cause. Any Party may terminate its participation in this MOU for cause as defined below. All notices required under this subdivision must be simultaneously provided to all Parties in writing.
- c. Material Breach. Any Party may terminate this MOU in the event of another Party’s material or persistent breach of any one or more of the terms of this MOU, which breach is not remedied within thirty (30) days after written notice. If after thirty (30) days the non-breaching Party determines that the breach has not been remedied or appropriate actions have not commenced to cure the breach, the non-breaching Party may terminate its participation in the MOU effective immediately.
- d. Charter Revocation/Non-Renewal. Upon the revocation or non-renewal of the charter of a Party, that Party may terminate its participation in the MOU effective upon the winding up of that charter’s business, as set forth in any closure resolution. Notice of any such revocation or non-renewal shall be provided as soon as possible.
 - i. Duty to Pay Severance to Shared Personnel Upon Termination. In the event termination of this MOU results in termination of Shared Personnel’s employment without cause thereby triggering a requirement to pay severance to Shared Personnel under their employment agreement with Lessor, the terminating party shall be responsible for paying for any severance, or in the event of a termination by more than one Party, any such severance shall be paid according their relative Allocation.

9. Monthly Payment and Deposit. Lessor shall provide monthly statements to each Party which shall include the billing period, the fees and any expenses owed and a description of the method by which the fees and expenses were calculated. Each Party shall submit payment to Lessor within 60 days after receipt of the invoice. Any disputes concerning invoices must be directed to Lessor in writing within sixty (60) days after receipt of the invoice. Lessor shall provide access to reasonable backup documentation for such fees upon request and subject to privacy considerations.

10. Intellectual Property; Work Product. Any intellectual property owned by a Party that is used by or on behalf of another Party in the context of providing Services, shall remain the property of the originating Party. No Party shall have the right to grant a license, sublicense, or any other use or rights to the intellectual property of another Party. A Party’s use of another Party’s intellectual property under this MOU shall not create any ongoing license or other right to continuing use of that intellectual property after the termination of this MOU. Upon termination of this MOU, the intellectual property of each Party in the possession of any other Party shall be returned and/or destroyed. Any work product created by or on behalf of a Party pursuant to this MOU, shall be and remain the property of that Party.

11. Confidentiality. Each Party acknowledges that during the term of this MOU, it may have access to certain Confidential Information of the other Parties as defined below. Each Party shall maintain and enforce reasonable administrative, technical, and physical safeguards, including but not limited to restricting access to Confidential Information, in order to reasonably protect the confidentiality

of the other Parties' Confidential Information. The Parties' obligations hereunder with respect to Confidential Information shall survive termination of this MOU.

- a. **"Confidential Information"** means non-public information marked either "confidential" or "proprietary," or that otherwise should be understood by a reasonable person to be confidential in nature. Confidential Information may include but is not limited to trade secrets, policies, procedures, student education records, intellectual property, business or strategic plans, contractual arrangements or negotiations, fundraising strategies, financial information and employee information. Confidential Information does not include any information which (i) is rightfully known to the recipient prior to its disclosure; (ii) is released to any other person or entity (including governmental agencies) without restriction; (iii) is independently developed by the recipient without use of or reliance on Confidential Information; (iv) is or later becomes publicly available without violation of this MOU or may be lawfully obtained by a Party from a non-party; or (v) which is a public record under California law.
- b. If disclosure of Confidential Information is requested pursuant to law, statute, rule or regulation (including a subpoena, a request made to a Party under the California Public Records Act, or other similar form of process), the Party to which the request for disclosure is made shall (other than in connection with routine supervisory examinations by regulatory authorities with jurisdiction and without breaching any legal or regulatory requirement) provide the applicable Party(ies) with prior prompt written notice thereof to the extent practicable, and if practicable under the circumstances, shall allow the applicable Party(ies) to seek a restraining order or other appropriate relief.
- c. Upon the termination or expiration of this MOU, Confidential Information of each Party in the possession of the other Party shall be returned and/or destroyed. Section 11 shall survive termination of this MOU.

12. Student Information. Each Party is responsible for its compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) ("**FERPA**") and other applicable state and federal laws pertaining to student information and privacy.

- a. To the extent necessary, the Lessor shall be designated as having a legitimate educational interest in accessing a Lessee's student education records, as that term is defined by and for purposes of FERPA, thereby allowing Lessor to access personally identifiable information from student education records from the Lessee as part of its performance of the Services. For purposes of this MOU, the term "personally identifiable information" ("**PII**") means any information that can be used on its own or with other information to (i) distinguish one person from another, (ii) identify, contact, or locate a single person, or (iii) de-anonymize anonymous data.
- b. Lessor shall not use or disclose pupil records, including PII, received from or on behalf of another Party except as necessary with respect to the performance of the Services, as required by law, or as otherwise authorized in writing by the applicable Lessee. Lessor shall protect the student education records it receives from or on behalf of another Party no less rigorously than it protects its own student education records. In the event of an unauthorized disclosure of PII, Lessor shall notify the affected Lessee(s) as soon as practicable, and shall, upon the affected Lessee's request, notify affected parents, legal guardians and eligible pupils using reasonably available technological means such as electronic mail.

13. Insurance. Lessor shall procure and maintain in full force and effect for the duration of this MOU, the following insurance in connection with Lessor's performance under this MOU and the provision of Services by Shared Personnel:

- a. California Workers' Compensation Insurance, insurance as required by the State of California and consistent with Labor Code section 3602(d)(1), with statutory limits, and Employer's Liability Insurance with limit of no less than \$1,000,000 per accident for bodily injury or disease, covering all Shared Personnel provided under this MOU.
- b. General Liability Insurance including coverage for personal injury, death, property damage and sexual abuse/molestation (if not included with ELL) with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence, and a minimum annual aggregate of Two Million Dollars (\$2,000,000).
- c. Employment Practices Liability Insurance with a combined single limit of no less than One Million Dollars (\$1,000,000) per occurrence.
- d. Professional Liability Insurance, which may also be called Educator's Legal Liability Insurance (or ELL), with a combined single limit of no less than One Million Dollars (\$1,000,000) per claim, and Two Million Dollars (\$2,000,000) policy aggregate.
- e. Lessor will provide additional insured coverage and policy endorsements for Lessees and their officers, directors, employees, volunteers or agents (collectively referred to as the "***Additional Insureds***") under the General Liability and Employment Practices policies. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Lessor's insurance shall be primary as respects Additional Insureds, and any insurance, self-insurance or other coverage maintained by Additional Insureds shall be excess to Lessor's insurance and shall not contribute to it.
- f. Lessor hereby agrees to waive rights of subrogation which any insurer of Lessor may acquire from Lessor by virtue of the payment of any loss. Lessor agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation.
- g. Upon request at any time, Lessor shall furnish any Lessee with original Certificates of Insurance including all required amendatory endorsements (or copies of the applicable policy language affecting coverage required by this Section) and a copy of the Declarations and Endorsement Page of the policy listing all policy endorsements. Failure to obtain the required documents prior to the work beginning shall not waive Lessor's obligation to provide them. Lessees reserve the right to require complete, certified copies of all required insurance policies, including endorsements, herein required, at any time.
- h. Lessor will provide thirty (30) days prior written notice to Lessee(s) in the event of any material modification or cancellation of insurance required by this MOU. If any of the required coverages expire during the term of this MOU, Lessor shall deliver the renewal certificate(s) including the additional insured endorsements to Lessees at least ten (10) days prior to the expiration date.
- i. Except as indicated above, all policies shall be provided on an occurrence basis. If any of the required policies provide coverage on a claims-made basis: (i) the retroactive date must be shown and must be before the date of the MOU or the beginning of the work; (ii) insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the work; (iii) if coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Lessor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of contract work if possible.

14. Liability. Each Party shall be and remain responsible for its own debts and obligations. Nothing in this MOU shall be construed as imposing on a Party any liability arising out of the operations of any other Party, except as such liability may result from the performance of the first Party's obligations under this MOU.

15. Indemnification.

- a. General Indemnification: Each Party shall defend, indemnify, and hold harmless the other Parties, and their employees, officers, directors, and agents, from and against any liability, loss, claims, demands, damages, expenses, lawsuits and costs (including attorneys' fees, expert witness fees, and other costs of litigation or other proceedings) of every kind or nature arising in any manner out of any breach of duties under this MOU and/or negligence or willful misconduct of that Party, including its employees, officers directors and agents excluding Employment Claims as defined in Section 15(b).
 - b. Shared Costs for Employment Claims by Shared Personnel: The Parties agree to share costs for Employment Claims made by Shared Personnel against a Party based on the Allocation. "Employment Claims" means any and all liability, loss, claims, demands, damages, expenses, lawsuits, and costs arising under and relating to wage and hour laws (including any claims for off the clock time, unpaid working hours, premium pay, penalties, liquidated damages, overtime, double time, and any incentive compensation), employment benefits, leaves of absence, accommodations, or other applicable employment laws for which a Party may be liable as a joint or employer of Shared Personnel.
 - c. No Indemnification for Sole Negligence or Willful Misconduct: Notwithstanding anything contrary herein, in no event shall any Party be required to: (i) defend, indemnify or hold harmless any other Party ("Other Party"); or (ii) contribute to costs as set forth in Section 15(b) for that Other Party's sole negligence or willful misconduct.
16. **Assignment.** No Party shall assign this MOU, any interest in this MOU, or its rights or obligations under this MOU without the express prior written consent of the other Parties. This MOU shall be binding on, and shall ensure to the benefit of, the Parties and their respective successors and assigns.
17. **Fiduciary Obligations.** The governing body for each Party has reviewed this MOU in good faith, and in a manner in which it believes to be in its best interests, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances, and has determined that the MOU is in the best interests of its Party and that the cost allocation to be paid is fair and reasonable.
18. **Dispute Resolution.** If there is any dispute or controversy between the Parties arising out of or relating to this MOU, the Parties agree to confidentially meet in good faith to discuss a mutually amicable resolution to the dispute. If informal efforts at dispute resolution are not successful, the Party with the complaint shall give written notice of the dispute and the desired resolution to the other Party. The Parties agree that, within thirty (30) days of the date of written notice of the failure to resolve the dispute despite good faith efforts, they will again meet with a mutually agreeable mediator for non-binding mediation in good faith, with a principal of each of the Parties present. If the Parties are still unable to come to a resolution within thirty (30) days of the external mediation, the Parties may agree to arbitrate the dispute in El Dorado County, or another jurisdiction upon mutual agreement by the Parties in dispute, before a retired California state or federal court judge under the Comprehensive Arbitration Rules of JAMS, rather than resorting to litigation.
19. **Notice.** All notices, requests, demands, or other communications (collectively "**Notice**") given to or by the Parties under this MOU shall be in writing and shall be deemed to have been duly given on the date of receipt if transmitted by email or personally served on the Party(ies) to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered or certified mail, postage prepaid, addressed to the Party(ies) to whom Notice is to be given, at the applicable address set forth below:

To: Monarch River Academy
ATTN: Board President
3610 E. Ashlan Ave.
Fresno, CA 93726
sam@theenglishlearnergroup.com

To: Yosemite Valley Charter School
ATTN: Board President
3610 E. Ashlan Ave.
Fresno, CA 93726
ljarock@hotmail.com

20. **Headings.** The descriptive headings of the sections and/or paragraphs of this MOU are inserted for convenience only, are not part of this MOU, and do not in any way limit or amplify the terms or provisions of this MOU.
21. **Entire Agreement.** This MOU and any attachments incorporated by reference constitute the entire agreement between the Parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the Parties with respect to such subject matter made or entered into prior to the date of this MOU and is a final, complete and exclusive statement of the terms of the MOU.
22. **Amendments.** This MOU may be amended by the mutual written consent of all Parties.
23. **No Waiver.** No waiver of any provision of this MOU shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the Party making the waiver.
24. **Severability.** If any provision of this MOU is invalid or contravenes California law, such provision shall be severed and deemed not to be a part of this MOU and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential purpose of this MOU.
25. **Governing Law.** This MOU shall be governed by and interpreted under California law.
26. **Authority to Contract.** Each Party warrants to the others that it has the authority to enter into this MOU, that it is a binding and enforceable obligation of said Party, and that the undersigned has been duly authorized to execute this MOU.
27. **Counterparts.** This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed, .pdf, or other electronic copy of the fully executed original version of this MOU shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the Parties execute this MOU as of the Effective Date above.

Monarch River Academy, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: Executive Director
Date: _____

Alta Vista Elementary, Authorizing District for
Monarch River Academy

By: _____
Name: _____
Its: _____
Date: _____

Yosemite Valley Charter School, a California
nonprofit public benefit corporation

By: _____
Name: _____
Its: Executive Director
Date: _____

Westside Elementary School, Authorizing District for
Yosemite Valley Charter School

By: _____
Name: _____
Its: _____
Date: _____

ATTACHMENT A

Effective Date: July 1, 2022

This attachment is governed by and subject to the provisions of the Memorandum of Understanding regarding the provision of personnel Services, the terms of which are incorporated herein, between the Parties listed below. This Attachment A shall amend, replace and supersede any prior Attachment A between the Parties in their entirety.

DESCRIPTION OF SERVICES

Position	Independent Study Teacher
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none">● Support students in grades TK-12th and their families to design an innovative Personalized Learning Plan with differentiated instruction, supports, and resources for the student; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent, a comprehensive educational program for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping to research and determine which curriculum and materials would be most beneficial to the student's educational objectives and needs).● Work collaboratively with local staff and school-wide departments in all school-related matters● Teach daily virtual classes as assigned● Attend events and meetings as directed (may be in-person or virtual).● Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment & Work Records, and Report Cards)● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise● Consistently meet with the parent and the student, face-to-face is preferred, but virtually as appropriate, every 20 school days to review the student's body of work, and provide guidance and support● Regular and clear communication with families via in-person/virtual meetings, phone, internet/email, etc.● Actively participate in SST, 504, and or SPED processes and supports as needed <p>Attendance & Compliance:</p> <ul style="list-style-type: none">● Ensure students are engaged in appropriate educational activities through the regular review of the student's body of work, regular meetings/communications with the family, and collection of attendance/learning logs● Participate in proctoring all internal and state mandated testing and provide needed prep material for students

	<p>Community Outreach & Relations:</p> <ul style="list-style-type: none"> ● Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations ● Support your local/regional Community Connection and Lending Library events/activities ● Attend homeschool and other educational conferences, in-services, and professional development opportunities ● Build partnerships with parents and community stakeholders. ● Maintain and grow roster number as appropriate ● Serve on school committees, participate in school and community activities, and represent the school as appropriate
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Position	Virtual Independent Study Teacher
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Support students in grades TK-12th and their families to design an innovative Personalized Learning Plan with differentiated instruction, supports, and resources for the student; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent, a comprehensive educational program for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping to research and determine which curriculum and materials would be most beneficial to the student's educational objectives and needs). ● Work collaboratively with local staff and school-wide departments in all school-related matters ● Teach daily virtual classes as assigned ● Attend events and meetings as directed (may be in-person or virtual) ● Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment & Work Records, and Report Cards) ● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC ● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan ● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise ● Consistently meet with the parent and the student, face-to-face is preferred, but virtually as appropriate, every 20 school days to review the student's body of work, and provide guidance and support ● Regular and clear communication with families via in-person/virtual meetings, phone, internet/email, etc. ● Actively participate in SST, 504, and or SPED processes and supports as needed <p>Attendance & Compliance:</p> <ul style="list-style-type: none"> ● Ensure students are engaged in appropriate educational activities through the regular review of the student's body of work, regular

	<p>meetings/communications with the family, and collection of attendance/learning logs</p> <ul style="list-style-type: none"> ● Participate in proctoring all internal and state mandated testing and provide needed prep material for students <p>Community Outreach & Relations:</p> <ul style="list-style-type: none"> ● Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations ● Support your local/regional Community Connection and Lending Library events/activities ● Attend homeschool and other educational conferences, in-services, and professional development opportunities ● Build partnerships with parents and community stakeholders ● Maintain and grow roster number as appropriate ● Serve on school committees, participate in school and community activities, and represent the school as appropriate
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Position	Executive Director
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Oversee all daily functions in all school departments. ● Board Governance: <ul style="list-style-type: none"> ○ Attend board meetings and be the point person for school communication. ○ See to the execution of all decisions and requests from the Board. ● Finances: <ul style="list-style-type: none"> ○ See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered. ○ Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties. ● Audits/Legal: <ul style="list-style-type: none"> ○ Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies. ○ Ensure Year-End Transition (YET) is completed accurately and on time ○ Attend all legal hearings ○ Create policies as needed for board approval ● Student Achievement: <ul style="list-style-type: none"> ○ Curriculum/Instruction Oversight ○ Promote student academic achievement at all levels. ○ Advocate for equitable academic and extracurricular programs in all facets of the school. ● Student Compliance: <ul style="list-style-type: none"> ○ Student Discipline ○ Student Withdrawals (Voluntary and Involuntary) ○ Appeals ○ Schoolwide attendance ● Community Engagement: <ul style="list-style-type: none"> ○ Publicity

	<ul style="list-style-type: none"> ○ Community events ○ Social Media/Marketing ● Staff Achievement: <ul style="list-style-type: none"> ○ Facilitation and Leadership of Professional Learning Communities and Regional Coordinators ○ Professional Development ○ Participate in staff evaluations ● Human Resources: <ul style="list-style-type: none"> ○ Hiring ○ Personnel Issues ○ Time Off Request
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Position	Deputy Director
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Oversee all daily functions in all school departments. <ul style="list-style-type: none"> ○ SPED, High School, The Axia Group ● Board Governance: <ul style="list-style-type: none"> ○ Attend board meetings and be the point person for school communication. ○ See to the execution of all decisions and requests from the Board. ● Finances: <ul style="list-style-type: none"> ○ See that all funds, physical assets, and other property of the school are appropriately safeguarded and administered. ○ Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties. ● Audits/Legal: <ul style="list-style-type: none"> ○ Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies. ○ Ensure Year-End Transition (YET) is completed accurately and on time ○ Attend all legal hearings ○ Write policies and procedures as needed for board approval ● Student Achievement: <ul style="list-style-type: none"> ○ Curriculum/Instruction Oversight ○ Promote student academic achievement at all levels. ○ Advocate for equitable academic and extracurricular programs in all facets of the school. ● Student Compliance: <ul style="list-style-type: none"> ○ Appeals ● Community Engagement: <ul style="list-style-type: none"> ○ Publicity ● Staff Achievement: <ul style="list-style-type: none"> ○ Participate in staff evaluations

Position	Co-Director (Student Support and Services)
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Leading Intervention including Speech (RTI strategies and curriculum). Create our MTSS models of support (oversight and monitoring of training, strategies, and curriculum) ● Develop, lead, and monitor Student Study Team processes and collaboration with SPED; attend Student Study Team meetings with parents when an admin is needed ● MAP program development (Student Academic Incentive programs), and collaborate with the director of community engagement ● Oversee: <ul style="list-style-type: none"> ○ Attendance platform development for Title 1 and AB167 and compliance monitoring ○ Development of Early Literacy curriculum, training, resources, and Early Literacy coordinator ○ TK program development and grant writing oversight ○ 504 department, Speech Intervention, Social Emotional/Community Development plan as pertains to the TK-8 Enrichment Academy program and intervention plans ● Co-Lead <ul style="list-style-type: none"> ○ Development and oversight of Educational Planning Program (School wide Ed Plans) ○ Development of K-8 Course Outlines Program ○ Development and monitoring of Summer school program ○ On the planning of curriculum/resources Professional Development; Teach some of the planned PDs ● Support Regional Coordinators with instructional coaching of their team ● Participating Hiring Team member for all new and internal staff positions ● "Develop/create diagnostic assessments for intervention program, Early Lit, and tracking through Performance Matters and STAR360 ● Performance Matters oversight - our schoolwide diagnostic and assessment platform ● Run/create reports for special groups for Title 1 and intervention purposes ● Lending Library support in sorting and recommending core curriculum, and developing videos and resources for core curriculum for our librarians and families ● Coach new admin in passing the CPACE (knowledge and strategies) ● Collaborate with AXIA on school operations

Position	Co-Director (Virtual Academy)
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Develop and lead the Elementary/Middle School Virtual Academy (ESVA) for Math, ELA, Science, Social Studies and SEL ● Oversee Social Emotional/Community Development plan as pertains to the Elementary and Middle School Virtual Academies, including planning and

	<p>attending in-person and virtual events</p> <ul style="list-style-type: none"> • Write policies and procedures for virtual programs to ensure that students and staff alike have a consistent and positive experience • Manage the logistical aspect of all virtual programs including the organization of materials distribution for Virtual Academy classes (order, inventory, package, disburse, etc) • Virtual Academy Human Resources: Analyze data to develop positions within the virtual academy that will best serve student needs, recruit, interview and hire for the positions, develop an onboarding process for new staff and complete Virtual Academy training initially and in an ongoing basis, create Performance Improvement Plans (PIPs) as needed to support struggling staff members • Lead English Language Development Program Classes- provide ELD training to staff, execute professional coaching, and ensure successful curriculum implementation • Collaborate with the SPED-AD to develop a push-in implementation plan with our virtual instruction programs • Co-lead development and monitoring of: <ul style="list-style-type: none"> ○ Summer school program ○ Educational Planning Program (School wide Ed Plans) ○ oversight of K-8 Course Outlines Program • Co-lead and collaborate on <ul style="list-style-type: none"> ○ The planning of curriculum/resources Professional Development ○ The support to Regional Coordinators with instructional coaching of their team • Participating Hiring Team member for all new and internal staff positions and manage the creation of a school-wide Master Schedule • Organize with different departments to create supportive office hours for staff and families • Support the planning and execution of staff functions such as the Virtual Academy retreat, all-region meetings, etc. • Provide all needed LCAP reporting to the responsible administrator from my programs • Collaborate with AXIA on the school operations
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Position	Director of Secondary Education
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Oversee and direct the High School Team • Assists high school and college tutors • Assists the Intervention Team as needed • Develop and assist the High School Program as needed • Plans, prepares, and implements instructional activities that contribute to an engaging learning environment • Hold information sessions regarding the high school program for staff and students • Manage graduation plans and perform graduation checks • Monitor student progress and work with Home School Teachers, High School

	<ul style="list-style-type: none"> ● Specialist(s), High School Counselor(s), families, and support staff to ensure students are supported ● Support Individualized Graduation Plan (IGP) review process ● Support college and career readiness for all students ● Provide support and feedback to Teachers and families regarding course and curriculum selection ● Assist with coordination and planning of high school events and senior events in the region ● Seek out and develop partnerships with local community colleges and ROP programs ● Develop, maintain, and promote CTE pathways ● Focus on student achievement through planning and practices aligned with the LCAP ● Develop and ensure that all courses are A-G through College Board requirements ● Oversee timelines to meet all semester deadlines and accountability
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Position	Assistant Director of Secondary Education
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Oversee and direct the High School Team ● Assists high school and college tutors ● Assists the Intervention Team as needed ● Develop and assist the High School Program as needed ● Plans, prepares, and implements instructional activities that contribute to an engaging learning environment ● Hold information sessions regarding the high school program for staff and students ● Manage graduation plans and perform graduation checks ● Monitor student progress and work with Home School Teachers, High School Specialist(s), High School Counselor(s), families, and support staff to ensure students are supported ● Support Individualized Graduation Plan (IGP) review process ● Support college and career readiness for all students ● Provide support and feedback to Teachers and families regarding course and curriculum selection ● Assist with coordination and planning of high school events and senior events in the region ● Seek out and develop partnerships with local community colleges and ROP programs ● Develop, maintain, and promote CTE pathways ● Focus on student achievement through planning and practices aligned with the LCAP ● Develop and ensure that all courses are A-G through College Board requirements ● Oversee timelines to meet all semester deadlines and accountability

Position	Assistant Director of Accountability and Monitoring
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Support students in grades TK-12th and their families to design an innovative Personalized Learning Plan with differentiated instruction, supports, and resources for the student; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent, a comprehensive educational program for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping to research and determine which curriculum and materials would be most beneficial to the student's educational objectives and needs). ● Work collaboratively with local staff and school-wide departments in all school-related matters ● Attend professional development, events, and meetings as directed (may be in-person or virtual) ● Complete all compliance items accurately and in a timely manner (Examples: Master ● Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment & Work Records, and Report Cards) ● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC ● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan ● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise ● Actively participate in SST, 504, and or SPED processes and supports as needed ● Participate in proctoring all internal and state mandated testing and provide needed prep material for students ● Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations ● Support your local/regional Community Connection and Lending Library events/activities ● Develop and oversee: <ul style="list-style-type: none"> ○ The collection of compliance and accountability documentation <ul style="list-style-type: none"> ■ LCAP, Title I, Federal Program Monitoring ○ Risk Management and Safety ● Assist with ELD as the ELD Coordinator ● Develop and monitor school grants as needed ● Monitor and provide support, information, and resources to teachers and other necessary staff ● Participate in hiring new teachers and supporting their on-boarding as they join teams ● Host in person and virtual team meetings, some travel is required. ● Support all teachers and collaborate with the Executive Director and Co-Director on development of a Professional Development Plan when needed ● Understand and be able to teach others about school policies and requirements

	<ul style="list-style-type: none"> ● Demonstrate knowledge of learning modalities/educational philosophies
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Position	Assistant Director of Professional Development and Growth
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Support students in grades TK-12th and their families to design an innovative Personalized Learning Plan with differentiated instruction, supports, and resources for the student; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent, a comprehensive educational program for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping to research and determine which curriculum and materials would be most beneficial to the student's educational objectives and needs). ● Work collaboratively with local staff and school-wide departments in all school-related matters ● Attend professional development, events, and meetings as directed (may be in-person or virtual) ● Complete all compliance items accurately and in a timely manner (Examples: Master ● Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment & Work Records, and Report Cards) ● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC ● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan ● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise ● Actively participate in SST, 504, and or SPED processes and supports as needed ● Participate in proctoring all internal and state mandated testing and provide needed prep material for students ● Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations ● Support your local/regional Community Connection and Lending Library events/activities ● Plan, implement, and coordinate training and professional development. ● Support teachers on an ongoing basis throughout the school year. ● Host online or in-person meetings and training as needed. ● Assist with the continued development of the training program and duties as needed. ● Participate in the interviewing and selection process of new staff. ● Plan and implement new family onboarding

Position	Director of Community Engagement
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Support students in grades TK-12th and their families to design an innovative Personalized Learning Plan with differentiated instruction, supports, and resources for the student; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent, a comprehensive educational program for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping to research and determine which curriculum and materials would be most beneficial to the student's educational objectives and needs). ● Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations ● Provide support, information and ideas to Regional Community Coordinators. ● Focus on student achievement through planning and practices aligned with the LCAP ● Oversee and implement Community Connections policies and processes ● Plan and implement community service opportunities in the assigned region. ● Partner with community organizations to provide service opportunities for families ● Reach out to and be the point person for community organizations that provide opportunities that would support the School Community ● Promote community among teachers and families ● Respond to requests and correspondence from teachers, families and community representatives in a timely manner ● Motivate and inspire team members ● Support the development and implementation of the LCAP ● Equip parents and teachers to start and organize clubs

Position	Director of Regional Coordinators
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Support students in grades TK-12th and their families to design an innovative Personalized Learning Plan with differentiated instruction, supports, and resources for the student; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent, a comprehensive educational program for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping to research and determine which curriculum and materials would be most beneficial to the student's educational objectives and needs). ● Work collaboratively with local staff and school-wide departments in all school-related matters ● Attend professional development, events, and meetings as directed (may be in-person or virtual) ● Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment & Work Records, and Report Cards)

	<ul style="list-style-type: none"> ● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC ● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan ● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise ● Actively participate in SST, 504, and or SPED processes and supports as needed ● Participate in proctoring all internal and state mandated testing and provide needed prep material for students ● Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations ● Support your local/regional Community Connection and Lending Library events/activities ● Monitor and provide support, information, and resources to teachers and other necessary staff. ● Participate in hiring new teachers and supporting their on-boarding as they join teams. ● Host in person and virtual team meetings, some travel is required. ● Support all teachers and collaborate with the Executive Director and Co-Director on development of a Professional Development Plan when needed. ● Understand and be able to teach others about school policies and requirements. ● Demonstrate knowledge of learning modalities/educational philosophies. ● Oversee and provide support to all Regional Coordinators ● Assist with the developing the implementations of virtual academy programs
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Position	Regional Coordinators
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Support students in grades TK-12th and their families to design an innovative Personalized Learning Plan with differentiated instruction, supports, and resources for the student; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent, a comprehensive educational program for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping to research and determine which curriculum and materials would be most beneficial to the student's educational objectives and needs). ● Work collaboratively with local staff and school-wide departments in all school-related matters ● Attend professional development, events, and meetings as directed (may be in-person or virtual) ● Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment & Work Records, and Report Cards) ● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC ● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan

	<ul style="list-style-type: none"> ● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise ● Actively participate in SST, 504, and or SPED processes and supports as needed ● Participate in proctoring all internal and state mandated testing and provide needed prep material for students ● Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations ● Support your local/regional Community Connection and Lending Library events/activities ● Monitor and provide support, information, and resources to teachers and other necessary staff. ● Participate in hiring new teachers and supporting their on-boarding as they join teams. ● Host in person and virtual team meetings, some travel is required. ● Support all teachers and collaborate with the Executive Director and Co-Director on development of a Professional Development Plan when needed. ● Understand and be able to teach others about school policies and requirements. ● Demonstrate knowledge of learning modalities/educational philosophies.
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Position	SST Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Support students in grades TK-12th and their families to design an innovative Personalized Learning Plan with differentiated instruction, supports, and resources for the student; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent, a comprehensive educational program for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping to research and determine which curriculum and materials would be most beneficial to the student's educational objectives and needs). ● Work collaboratively with local staff and school-wide departments in all school-related matters ● Attend professional development, events, and meetings as directed (may be in-person or virtual) ● Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment & Work Records, and Report Cards) ● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC ● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan ● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise ● Actively participate in SST, 504, and or SPED processes and supports as needed

	<ul style="list-style-type: none"> ● Participate in proctoring all internal and state mandated testing and provide needed prep material for students ● Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations ● Support your local/regional Community Connection and Lending Library events/activities ● Schedule, facilitate, document, and follow up with SST Meetings ● Implements academic and social-emotional/behavioral intervention strategies, tools and curriculum and provides feedback to the Student Study Team. ● Communicate with parents, teachers, staff regarding progress, further assessments needed, etc. ● Help with teacher & parent training on academic and social-emotional/behavioral intervention implementation and the SST/504 processes. ● Communicate and coordinate with the Assessment Team regarding assessments and follow up as needed. ● Assist with progress monitoring & data collection
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Position	504 Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Support students in grades TK-12th and their families to design an innovative Personalized Learning Plan with differentiated instruction, supports, and resources for the student; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent, a comprehensive educational program for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping to research and determine which curriculum and materials would be most beneficial to the student's educational objectives and needs). ● Work collaboratively with local staff and school-wide departments in all school-related matters ● Attend professional development, events, and meetings as directed (may be in-person or virtual) ● Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment & Work Records, and Report Cards) ● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC ● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan ● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise ● Actively participate in SST, 504, and or SPED processes and supports as needed ● Participate in proctoring all internal and state mandated testing and provide needed prep material for students

	<ul style="list-style-type: none"> ● Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations ● Support your local/regional Community Connection and Lending Library events/activities ● Schedule, facilitate, document and follow up with 504 Meetings. ● Collaborate with school staff and parents to coordinate effective learning strategies/accommodations for students. ● Work with Testing, CALPADS, Assessment/SPED Team, and other departments as needed. ● Collaborate to create academic and social-emotional/behavioral intervention strategies, tools and curriculum and provide feedback to the team. ● Communicate with parents, teachers, staff regarding progress, further assessments needed, etc. ● Help with teacher & parent training on academic and social-emotional/behavioral intervention implementation and the SST/504 processes. ● Communicate and coordinate with the Assessment Team regarding assessments and follow up as needed. ● Assist with progress monitoring & data collection ● Enter and/or pull data and reports from the SIS (e.g, ELD, 504, demographics)
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Position	EL Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Support students in grades TK-12th and their families to design an innovative Personalized Learning Plan with differentiated instruction, supports, and resources for the student; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent, a comprehensive educational program for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping to research and determine which curriculum and materials would be most beneficial to the student's educational objectives and needs). ● Work collaboratively with local staff and school-wide departments in all school-related matters ● Attend professional development, events, and meetings as directed (may be in-person or virtual) ● Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment & Work Records, and Report Cards) ● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC ● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan ● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise ● Actively participate in SST, 504, and or SPED processes and supports as needed

	<ul style="list-style-type: none"> ● Participate in proctoring all internal and state mandated testing and provide needed prep material for students ● Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations ● Support your local/regional Community Connection and Lending Library events/activities ● Maintain appropriate data of EL students in Pathways. ● Monitor newly enrolled EL students and TOMS ELPAC eligible students to verify testing or correction of ELAS as needed. ● Input scores for Initial ELPAC into TOMS LST. ● Plan and administer ELPAC tests to all EL students as required. ● Work with Testing, CALPADS, Records, Assessment/SPED Team, and other departments as needed. ● Collaborate within the school to implement EL curriculum. ● Supply training and emails for notifying Teachers and instructions for Moodle proctor training and to determine who needs the Initial ELPAC. ● Order and track supplies for Initial and Summative ELPAC. ● Develop and hold Outstanding Direct Instruction Sessions each week for EL students. ● Monitor data and progress reporting of EL's and RFEP's; encourage intervention and support as needed. ● Review initial ELPAC scores and designate students as needed. Review summative ELPAC scores and reclassify students that qualify. ● Oversight of ELAS Correction Policy.
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Position	Testing Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Support students in grades TK-12th and their families to design an innovative Personalized Learning Plan with differentiated instruction, supports, and resources for the student; Plans, develops, organizes, and assigns as necessary in collaboration with the student/parent, a comprehensive educational program for each student, which incorporates the progress and mastery of the California Common Core Standards (includes helping to research and determine which curriculum and materials would be most beneficial to the student's educational objectives and needs). ● Work collaboratively with local staff and school-wide departments in all school-related matters ● Attend professional development, events, and meetings as directed (may be in-person or virtual) ● Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment & Work Records, and Report Cards) ● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC ● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan

	<ul style="list-style-type: none"> ● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise ● Actively participate in SST, 504, and or SPED processes and supports as needed ● Participate in proctoring all internal and state mandated testing and provide needed prep material for students ● Plan and coordinate regional events such as field trips, community service, clubs, performances, school dances, and promotion/graduation in alignment with monthly and yearly expectations ● Support your local/regional Community Connection and Lending Library events/activities ● Work closely with the Director and Co-Directors of Testing, teachers, and other appropriate staff. ● Local benchmark monitoring such as Star 360 and other assessments. ● Create, monitor, and share reports with school administrators as well as answer all general questions regarding use of the program(s) used. ● Provide school with training for teachers and testing messaging to families. ● Manage, train, promote, and proctor Physical Fitness Testing and California Assessment of Student Performance and Progress (CAASPP). ● Be the point person to provide information regarding local testing. ● Work with the Tech department to ensure adequate equipment is available for testing. ● Provide support to all test locations, staff, and families.
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Position	High School Counselor
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Meet professional obligations through efficient work habits such as, meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrating respect for others. ● Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members. ● Meet specific counseling and school-wide student goals to maintain effective and efficient record keeping for student roster and graduation information. ● Manage graduation plans and perform graduation checks. ● Monitor student progress and work with Home School Teachers, High School Success Coordinators, families, and support staff to ensure students are supported. ● Participate in all required teacher training and professional development activities, as well as all training and certification maintenance requirements mandated by state law. ● Plan, prepare, and implement instructional activities that contribute to an engaging learning environment. ● Hold virtual live sessions, such as office hours and workshops , provide 1-on-1 support when help is sought. ● Seek out and develop partnerships with local community colleges and ROP programs ● Develop, maintain, and promote CTE pathways. ● Support college and career readiness for all students.

	<ul style="list-style-type: none"> ● Create, modify, and differentiate graduation plans and local resources to meet the needs of students with varying backgrounds, learning styles, and special needs.
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Position	Secondary Education Specialist
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Attend meetings and training on a regular basis. ● Weekly management of Central Roster Spreadsheet (new enrollment, withdrawals, IGP's, Yearly Plans, supporting Grad Checks, etc.) ● Collaborate with the High School Director and School Counselor when necessary on policies and procedures. ● Effectively communicate and promote High School policies, procedures, and best practices at RC Meetings. ● Host in-person and virtual meetings with teacher's, parents, students, and staff as necessary. ● Promote, plan and host bi-monthly high school hangouts for each grade level ● Attend planning meetings with local community colleges and CTE programs ● Update and maintain <ul style="list-style-type: none"> ○ High School Course Catalog ○ The Teacher Handbook High School and Middle School Section ○ With the High School Directors oversight, create and maintain High School Website ● Creates live and recorded informational sessions on curriculum ● Assist the High School Director with revising and maintaining Pathways and UCOP ● Developing and maintaining A-G Approved Course Outlines

Position	Intervention Specialist
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Intervention teachers will use STAR 360 results to determine the unit for DOI. They will use STAR ● 360 benchmarks pre and post the 6 weeks of study to measure success. ● Collaborate within the Department to create academic and social-emotional/behavioral intervention strategies, tools and curriculum and provide feedback to the team. ● Facilitate, document Intervention communications and follow up with SST/504 Meetings ● Communicate with parents, teachers, staff regarding progress, further assessments needed, etc. ● Establish, facilitate and maintain a system for providing tier 1, 2 and tier 3 virtual instruction ● Collaborate with school staff and parents to coordinate effective learning strategies/accommodations for students.

Position	Executive/Senior Administrative Assistant
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Attends Board meetings, public hearings and work sessions for the purpose of providing information, recording minutes, coordinating materials distribution and/or supporting the needs of attendees. ● Compiles data from a wide variety of diversified sources (e.g. staff members, Board Members, Community Organizations, government agencies, etc.) for the purpose of preparing reports, making recommendations and/or preparing information. ● Maintains a wide variety of complex manual and electronic documents, files and records (e.g. contacts, timesheets, legislative information, databases, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements. ● Monitors a variety of activities on behalf of the Executive Director (e.g. Board procedures, public relations issues, meeting arrangements, account balances, etc.) for the purpose of achieving goals and meeting target dates in compliance with established guidelines and regulatory requirements. ● Prepares a wide variety of complex written materials (e.g. correspondence, agendas, minutes, event programs, bulletins, reports, etc.) for the purpose of communicating information and/or creating documentation in compliance with established guidelines. ● Processes a wide variety of complex documents and materials (e.g. work orders, requisitions, travel reimbursements, budget transfers, etc.) for the purpose of disseminating information in compliance with administrative guidelines and/or regulatory requirements. ● Researches a variety of topics (e.g. current practices, policies, education codes, board agenda items, parental complaints, legal updates, etc.) for the purpose of providing information and/or recommendations and/or addressing a variety of administrative requirements. ● Coordinates a wide variety of projects, activities and/or events for the Directors and Board (e.g. meetings, receptions, luncheons, workshops, travel/accommodations, etc.) ● Schedules a wide variety of activities (e.g. appointments, meetings, travel reservations/accommodations, facility usage, etc.) for the purpose of making necessary arrangements for the administrators and/or board members. ● Oversees the work activities within the office for the purpose of organizing assignments, monitoring progress, and ensuring completion within established guidelines. ● Works closely with Human Resources to assist with the hiring and onboarding process.

Position	Administrative Assistant
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Answer and direct phone calls.

	<ul style="list-style-type: none"> ● Produce and distribute correspondence memos, letters, faxes and forms. ● Maintain social media and marketing accounts. ● Develop and maintain relationships with vendors, staff, and families. ● Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members. ● Respond to requests and correspondence from teachers, families and community representatives in a timely manner. ● Assists directors and staff in the daily operation of the school as well as the planning, implementing, directing and maintaining of school programs by providing a wide variety of complex and confidential administrative and secretarial support. ● Collects and prepares data for complex and confidential reports as assigned. ● Utilizes methods to improve work flow and simplifies reporting procedures. ● Arranges meetings and conferences and makes necessary reservations. ● Coordinates with various school departments and learning programs. ● Works closely with the enrichment department to lead the restitution process. ● Works as the School Representative to approve vendors with the guidance of the Vendor Department.
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Position	Receptionist
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Consistently complete all job duties in a fast-paced environment ● Provide secretarial assistance to the Leadership Team ● Oversee, coordinate, and perform day-to day school office/clerical functions. ● Greet and assist all office visitors ● Follow office safety protocols, set up rooms for testing, and assist students/staff with technology checkouts and questions ● Able to work independently and as a team managing daily tasks for the school ● Assist employees, students, the board of directors, multiple departments, outside vendors, stakeholders, and the general public as needed ● Exercises best practices in handling matters of a difficult and sensitive nature ● Assists multiple departments as needed ● Order and manage office supplies ● Filing and reconciling receipts and purchase orders. ● Answer and direct calls ● Works as the School Representative to approve vendors with the guidance of the Vendor Department.

Position	Early Education Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Help develop and run programming for TK/K students ● Ensure students have access to creative activities, opportunities to play and practice skills in the classroom. ● Meet with kindergarten teachers/directors on a regular basis to gather input on student progress in the classroom and receive recommendations on additional skills to practice with students.

	<ul style="list-style-type: none"> • Communicate with parents regarding programming, skill-development, behavioral support, etc. • Communicate with staff, parents, students, and community to resolve issues or concerns as needed • Liaison between the other TK/K site coordinator, parents, students, staff, community • Participate in staff development, as appropriate • In-office duties include but are not limited to the following: • Mailing, printing, copying, faxing, organizing of materials, etc.
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Position	Paraprofessional
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Provide direct support and services to students in TK-12th grade • Instruct individual students or groups of students with teacher direction • Assist credentialed teachers with instruction • Utilize curricular materials and assessments for instruction and intervention as directed by teacher or administrator • Modify curricula based on student need and IEP goals • Help students complete class assignments • Provide supportive and corrective feedback to students during whole group, independent and small group instruction • Support the implementation of behavior intervention plans • May assist with the logging of daily behavior data • Meet with students online and in person in the absence of the classroom teacher • Assist students in the use of a variety of supplementary instructional materials including, online learning programs, audiovisual equipment, and technology tools following the teacher's plan • Supervise students on field trips if needed • Mediate student disputes and provide appropriate behavioral intervention as required and in accordance with school practices • Help maintain data records, and other records as needed • Operate instructional technology associated with students' instructional programs • Gather, compile and prepare data for reports, conferences, and instructional meetings • Participate in staff development programs as directed • Prepare instructional materials and help students locate reference materials • Train and support peers and parents to implement curriculum, technology, and assessments • Perform other duties, responsibilities and activities as assigned, which may be changed at any time with or without notice

Position	Tutor
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Reviewing classroom or curricula topics and assignments ● Assisting students with homework, projects, test preparation, papers, research and other academic tasks ● Working with students to help them understand key concepts, especially those learned in the classroom ● Teaching skills to improve academic performance, including study strategies, note-taking skills and approaches to answering test questions ● Demonstrating academic best practices for specific subjects and assignments, including research and writing tactics ● Providing students positive and constructive feedback ● Recognizing different learning styles and student preferences ● Staying up to date with the school curriculum

Position	Senior Director of Special Education
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Attend Instructional, Finance, and Operational meetings as requested by the Executive Director to ensure special education interests are considered. ● Collaborate, interface, and attend to Special Education Local Plan Area (SELPA) relationships and meeting participation. ● Be attentive to statewide trends in special education by attending State Board of Education (SBE), Advisory Commission on Charter Schools (ACCS), Advisory Commission on Special Education (ACSE) board meetings. ● Interpret law, regulations, and policy/procedures to determine best course of <ul style="list-style-type: none"> ○ action; advise/direct school personnel and parents. ● Oversee Office of Civil Rights (OCR) and Office of Administrative Hearings (OAH); maintain communication with attorneys and advocates. ● Evaluate and recommend programs, policies, and goals across regional special education departments. ● Develop and maintain liaison with appropriate governmental agencies and relevant community groups. ● Oversee Special Education Information System (SEIS) and CASEMIS reporting <ul style="list-style-type: none"> ○ compliance for both schools education agencies. ● Support SPED Administrators and SPED Classified personnel

Position	Director of Transition and Social Emotional Learning
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Oversee & Manage Transition Team ● Autism professional development for parents and behavior support

	<ul style="list-style-type: none"> ● Supports: <ul style="list-style-type: none"> ○ Foster and Homeless ○ Students in Crisis ○ Transitions ○ SEL classes ○ MTSS Program ○ Mod/Sev Classes ● Run websites for Transition, SEL, SIC ● PD for all Staff ● Create Transition Curriculum ● Scope & Sequence for Parent PD with Data Collection ● Monthly Reports to The Axia Group for SPED Shared Staff ● Collaboration with Enrollment
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Position	Assistant Director of Special Education
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Assists the Senior Director of Special Education in developing strategic plans and goal priorities for the school setting ● Develops and implements organizational training <ul style="list-style-type: none"> • New Teacher Boot Camp Training ● Monitors and manages the logistics for IEPs for compliance, scheduling, and time lines ● Analyze regulatory information ● Communicates/confers with parents, teachers, administrators, and other professionals ● Attends and/or conducts meetings (eligibility, IEP, conferences, staffing) ● Hiring/training sped teachers ● Testing coordinator for sped dept. ● Compliance Reporting to include: SEP, ERMHS, AT/Low Incidence, and Staffing reporting ● Supervises the Assessment Team ● Mentor for new Program Specialists ● Lead in Special Education interventions

Position	SPED Administrative Assistant
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Composes documents from electronic recordings, etc., (e.g. letters, records, reports, memoranda, agenda, forms, minutes etc.) for the purpose of communicating information to appropriate personnel, the public, state officials, etc. ● Proofreads own work and that of others for the purpose of ensuring accuracy of

	<p>documents.</p> <ul style="list-style-type: none"> • Gathers, compiles, generates and distributes information for the purpose of disseminating information to appropriate parties. • Makes computations using several arithmetical processes for the purpose of verifying totals on reports, requisitions, etc. • Maintains inventory of office supplies for the purpose of ensuring availability of required items. • Answers phones for the purpose of screening calls, transferring calls, responding to inquiries, and/or taking messages. • Operates a variety of standard office equipment (e.g., computers, fax, copier/printer, etc.) for the purpose of performing job functions. • Processes and prepares documents and materials (e.g. schedules, agendas, mail, presentations, etc.) for the purpose of disseminating information to appropriate parties. • Makes independent decisions regarding office work flow, delegating work for the purpose of maximizing the efficiency of the work force and meeting operational requirements. • Coordinates and schedules meetings (may attend as recording secretary), conferences, and appointments for the purpose of supporting staff in the completion of their work activities. • Prepares written materials (e.g. letters, brochures, newsletters, forms, advertisements, legal notices, brochures agreements, etc.) for the purpose of conveying information regarding county office activities and/or procedures. • Researches and monitors the status of legislation and regulations for the purpose of ensuring compliance with financial, legal and/or administrative requirements that may impact the operations of the school. • Assists in maintaining policy manuals for the purpose of maximizing the efficiency of the workforce and meeting operational requirements. • Provides training and supervision of clerical work performed by others for the purpose of supporting them in the completion of their work activities
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Position	Student Support Specialist
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Composes documents from electronic recordings, etc., (e.g. letters, records, reports, memoranda, agenda, forms, minutes etc.) for the purpose of communicating information to appropriate personnel, the public, state officials, etc. • Proofreads own work and that of others for the purpose of ensuring accuracy of documents. • Gathers, compiles, generates and distributes information for the purpose of disseminating information to appropriate parties. • Makes computations using several arithmetical processes for the purpose of verifying totals on reports, requisitions, etc. • Operates a variety of standard office equipment (e.g., computers, fax, copier/printer, etc.) for the purpose of performing job functions. • Processes and prepares documents and materials (e.g. schedules, agendas, mail,

	<p>presentations, etc.) for the purpose of disseminating information to appropriate parties.</p> <ul style="list-style-type: none"> • Coordinates and schedules meetings (may attend as recording secretary), conferences, and appointments for the purpose of supporting staff in the completion of their work activities. • Supports the Director of Transitions and Social Emotional Learning
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Position	Service and Assessment Team Coordinator
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Organize and execute service contracts • Maintain tracking of service provider assignments via spreadsheets in Google Drive • Review and verify type of service, minutes and delivery within the Special Education Information System (SEIS) <ul style="list-style-type: none"> ○ Set up and maintain accounts in SEIS for all Therapist ○ Help with Service Tracker in SEIS for Therapist ○ Answer and help with all question about SEIS for Therapist • Communicate via phone and email with internal service providers, assessors and contracted agencies to assign and track service minutes for all students; maintaining a 24 hour response time • Communicate with special education department staff to inform of services status for all students; maintaining a 24-hour response time. • Calculate and adhere to timelines within legal compliance • Attend all special education and pupil services department meetings • Complete daily referrals for student services to NPAs Attend provider meetings • Complete Individual Service Agreements • Find new provider in remote areas • Maintain tracking of assessment assignments via spreadsheets in Google Drive • Review and process special education assessment plans within SEIS • Set up and maintain accounts with Pearson, MHS, etc. • Order all Protocols

Position	SEIS Coordinator (Classified)
Description of Services	<p>Special Education and Academic Skills Intervention Services</p> <ul style="list-style-type: none"> ● Manages and monitors database users and student records for the purpose of assuring accuracy, and identifying and resolving data errors as necessary. ● Responds to questions from program staff; remotely assists staff with technology problems ● Communicates and coordinates with personnel to exchange information, coordinate activities for the purpose of resolving issues or concerns. ● Process enrollment of students with IEPs by requesting electronic student records. ● Process withdrawals of students with IEPs by requesting electronic student records. ● Prepares and maintains a variety of records and reports as needed for the purpose of complying with state mandated reporting requirements. ● Compares and aligns information within the student information system, School Pathways, to the Special Education Information System (SEIS) to ensure alignment. ● Provides training in the use of new and existing technology and software and prepares training materials for the purpose of supporting technological advancements to regional Yosemite Valley Charter School and Monarch River Academy special education department staff. ● Maintains assigned project control files (e.g., research, completion, etc.) for the purpose of ensuring compliance with mandatory due dates. ● Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities. ● Attend staff meetings and professional development training. ● Process Initial Requests for the schools.

Position	Program Specialist
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Teacher Coaching <ul style="list-style-type: none"> ○ Co-develop and manage the coaching plans for Special Education Teachers in providing virtual specialized academic instruction; ○ Support procedures to provide statewide assessments and accommodations; ○ Provide SEIS technical support to teacher and service providers; ○ Provide direct and indirect coaching support to IEP teams. ● Parent Coaching <ul style="list-style-type: none"> ○ Inform families regarding enrollment, enrichment, and specialty partnerships as it applies to their child with an IEP; ○ Guide parents in participating in the special education process;

	<ul style="list-style-type: none"> ● Supporting Compliance Processes <ul style="list-style-type: none"> ○ Assist Special Education Teachers in operating programs that support students in the least restrictive environment; ○ Facilitate IEP meetings as appropriate; ○ Analyze and report on student data as it relates to special education services; ○ Analyze and interpret laws and regulations governing the provision of special education; ○ Monitor SEIS regularly for special education compliance. ○ Monitor new enrollment, assign caseload to Case Managers, and review DOR during the intake process. ● Professional Development <ul style="list-style-type: none"> ○ Develop, coordinate, and deliver virtual professional development on a variety of special education related topics.
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Position	Speech and Language Pathologist
Description of Services	<ul style="list-style-type: none"> ● Perform initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans) ● Attend initial, annual, and triennial IEP meetings as needed; provide consultation. ● Attend staff meetings and professional development as needed ● Consult with school administrators, special education instructional aides, regular education teachers, special education teachers and parents regarding speech and language issues, etc. ● Work with students and refer students and families to community agencies as needed ● For IEP's make reports available 5 days before the scheduled meeting ● Provide reports and recommendations to staff and families ● Provide presentations and professional development to staff ● Evaluate pupils' language and social growth ● Communicate with parents through a variety of means ● Maintain a safe environment for students ● Maintain confidentiality and exercise discretion in discussing students with non-parental adults, including staff members ● Provide screening evaluations as part of Child Find duties ● Establish and maintain cooperative working relationships ● Interpret and apply legal mandates, policies and regulations pertaining special education and safe school operations ● Understand and carry out oral and written instructions ● Communicate effectively in oral and written form ● Operation of a computer and assigned software

Position	School Psychologist
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Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Perform initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans) ● Evaluate pupils' academic and social growth ● Attend IEP meetings as needed; provide consultation ● Attend and participate in staff meetings ● Consult with school administrators, teachers, special education teachers, and parents regarding student learning and access to the educational program (behavior, attention, learning disorders, etc.) ● Provide consultation when needed regarding students on 504 plans ● Refer students and families to community agencies as needed ● Provide reports and recommendations to staff and families as needed for RTI ● Communicate with parents through a variety of means ● Maintain regular communication with directors ● Attend Student Study Team Meetings and Parent Request Meetings/Needs Assessment Meetings as necessary ● Maintain a safe environment for students ● Respond appropriately to feedback given by parents and students ● Exercise discretion in discussing students with non-parental adults, including staff members
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Position	Education Specialist
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Teacher Coaching <ul style="list-style-type: none"> ○ Co-develop and manage the coaching plans for Special Education Teachers in providing virtual specialized academic instruction; ○ Support procedures to provide statewide assessments and accommodations; ○ Provide SEIS technical support to teacher and service providers; ○ Provide direct and indirect coaching support to IEP teams. ● Parent Coaching <ul style="list-style-type: none"> ○ Inform families regarding enrollment, enrichment, and specialty partnerships as it applies to their child with an IEP; ○ Guide parents in participating in the special education process; ● Supporting Compliance Processes <ul style="list-style-type: none"> ○ Assist Special Education Teachers in operating programs that support students in the least restrictive environment; ○ Facilitate IEP meetings as appropriate; ○ Analyze and report on student data as it relates to special

	<p>education services;</p> <ul style="list-style-type: none"> ○ Analyze and interpret laws and regulations governing the provision of special education; ○ Monitor SEIS regularly for special education compliance. ○ Monitor new enrollment, assign caseload to Case Managers, and review DOR during the intake process. <ul style="list-style-type: none"> ● Professional Development <ul style="list-style-type: none"> ○ Develop, coordinate, and deliver virtual professional development on a variety of special education related topics.
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Position	Nurse
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Perform vision and hearing assessments, health and develop for initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans) ● Attend IEP meetings when appropriate, to make reports or provide consultation. ● Consult with school administrators, special education, regular education teachers, special education teachers and parents. ● Provide consultation regarding students on 504 plans as needed ● Conduct health screenings during scheduled school wide screenings. ● Check immunizations ● Interview parents regarding health issues/concerns ● Review of available health records ● Document unusual health concerns ● Develop medical protocols or health plan for any child with an IEP, if needed ● Provide training to staff on medical protocols or health plan ● Advise other special education personnel, if necessary ● Provide reports and recommendations to staff and parents ● Provide presentations and professional development to staff members ● Communicate with parents through a variety of means ● Maintain regular communication with directors ● Attend staff meetings ● Maintain a safe environment for students ● Exercise discretion in discussing students with non-parental adults, including staff members

Position	Occupational Therapist
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Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Prepare and conduct initial, triennial, annual assessments, and evaluations • Confer and collaborate with teachers, staff, parents, medical providers, outside agencies and others in conducting assessments and observations. • Provide occupational therapy services, intervention, treatment and activities to meet specific student Individualized Educational Program (IEP) and therapeutic goals; evaluate students using standardized tests, observations and/or clinically derived surveys to enhance sensory processing, perceptual-motor skills, motor coordination, self-care, muscle strength, range of motion, postural reflexes and other functional abilities among identified students; establish and maintain treatment, intervention and objectives to improve student functioning and enhance learning. • Develop and implement daily treatment plans and interventions for individual students according to student needs and disabilities; collaborate with staff, service and medical providers to develop and monitor student therapy plan • Write concise and detailed annual, extended school year reports and IEP occupational therapy goal development including benchmark reviews; develop content for OT newsletter • Provide consultation and training to teachers, staff and parents regarding occupational therapy and related students, treatment, interventions, assessments, principles, theories, standards, guidelines, requirements, practices and procedure • Attend and participate in IEP and other assigned meetings and conferences concerning students with special needs; collaborate with faculty, staff and administrators in the formulation, development and implementation of IEPs, intervention plans and related services, goals and objectives; collect and record data for IEPs and occupational therapy files • Maintains awareness of and ensures compliance with relevant State and Federal laws and regulations, Board Policies. • Attend and participate in various in-services, professional development, committees and workshops as directed
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Position	<p align="center">SPED Case Manager (Mild/Moderate, Moderate/Severe)</p>
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Develop Individualized Education Plan (IEP) in collaboration with IEP team members using the Special Education Information System (SEIS) program; • Schedule and prepare all materials for IEP meetings; • Consult/collaborate with parents, staff, and service providers to ensure appropriate delivery of special education services; • Maintain special education records to meet compliance guidelines; • Teach/instruct students to ensure successful progress toward student's IEP goals; • Communicate with parents about student progress and recommendations for home-based methods and materials; follows up on progress regularly; • Collaborate with general education staff to support student's access to their least restrictive environment and the general education curriculum; • Assist with implementation/understanding of accommodations/ modifications

	<ul style="list-style-type: none"> • Perform initial, triennial, and other informal assessments in order to identify student need(s); <p style="text-align: center;">Attend staff meetings and professional development training.</p>
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Position	Transition Specialist
Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> • Participate in transdisciplinary team meetings, multidisciplinary staffings, annual reviews, parent conferences, and faculty meetings. • Teach Transition classes • Communicate frequently with parents. Elicit parent input in educational planning and implementation. • Collaborate with team members to develop and modify goals/objectives on student ITP/IEPs. • Ensure that goals/objectives are outcome-based, longitudinal, and measurable. • Implement student IEPs utilizing teaching methods, materials, and adaptations appropriate to meet individual student needs. • Implement programs, curriculum, and procedures recommended by transdisciplinary team members consisting of content in the community living domains, functional academics, vocational and embedded social, communication and motor skills. • Facilitate cooperative learning, community instruction, and integrated environments • Design, revise, and maintain a class schedule and instructional programs consisting of activities developed from student IEP goals/objectives • Demonstrate a consistent method of assessing student growth via the use of clear criteria and is congruent with student goals. Collect and summarize performance data on an ongoing basis. • Collaborate with team members to report on student progress by the established timelines. • Participate in Transition Planning meetings and implement movement to adult services for exiting students.

Position	Job Placement Specialist/Job Coach
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Description of Services	<p>Duties and responsibilities include, but are not limited, to:</p> <ul style="list-style-type: none"> ● Provides job exploration counseling. ● Provides workplace readiness training. ● Coordinates and conducts work based learning experience site logistics meetings with business partners, Job Placement Specialists, and students. ● Conducts work based learning experience orientations with students and parents. ● Identifies and “troubleshoots” problems that occur at work based learning experience sites. ● Provides instruction in self-advocacy. ● Develops and implements lesson plans/materials to support students with employment retention and soft skills. ● Holds virtual student sessions and virtual office hours. ● Conducts virtual mobility training for students using public transportation and ride share apps. ● Provides post-secondary education counseling. ● Utilizes community, post-secondary education and business resources to enhance the delivery of student services. ● Participates in community employer networks and Chamber of Commerce meetings. ● Initiates and maintains contact with a variety of businesses and industry representatives as part of work-based learning experiences. ● Remain updated on job market, fairs, internet, and community resources. ● Contacts prospective employers to develop specific job opportunities for students and prepare specific job analysis to facilitate job matching. ● Coordinates the placement of students into competitive integrated employment. ● Reviews job tasks, scenarios, and expectations with employed students and provide support with developing and /or enhancing their employment skills specific to their place of work. ● Regularly provides students receiving short term support services with informal and formal evaluations for improving work skills through regular site visits/supervision. ● Actively participates in staff development and transition meetings. ● Assists with developing student transition portfolios. ● Creates transition infrastructure and programs. ● Uploads work samples and other materials onto Student Pathways and SEIS.
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ALLOCATION OF SERVICES

Each Party's Allocation for the shared personnel providing Services shall be determined by dividing their ADA by the combined ADA of all Parties to this MOU, as set forth below:

Party	ADA	Allocation
Yosemite Valley Charter School	2520	.67 (67.38%)
Monarch River Academy	1220	.33 (32.62%)

Each School shall pay for the costs of Shared Personnel described in Attachment B by multiplying the Allocation percentage by the total Shared Personnel Costs.

In order to ensure an equitable allocation of fees and expenses, the Schools shall review how much each School is paying staff for each month to ensure invoices account for actual Shared Personnel Costs.

Each Party's Allocation shall be determined and reassessed at the following intervals:

1. First Assessment. The Parties shall determine the Allocation no later than July 1, based upon each Party's second principal apportionment report (P-2) for the prior school year and staffing.
2. Second Assessment. The Parties shall re-assess the Allocation no later than December 15, based upon each Party's ADA as of that date, and any resulting adjustments shall be effective as of January 1.

IN WITNESS WHEREOF, the Parties execute this Attachment A of the Memorandum of Understanding.

Monarch River Academy, a California nonprofit
public benefit corporation

By: _____
Name: _____
Its: Executive Director
Date: _____

Yosemite Valley Charter School, a California
nonprofit public benefit corporation

By: _____
Name: _____
Its: Executive Director
Date: _____

ATTACHMENT B

Total Cost

This attachment is governed by and subject to the provisions of the Memorandum of Understanding regarding the provision of personnel Services, the terms of which are incorporated herein, between Yosemite Valley Charter School and Monarch River Academy.

The following total cost of employing Shared Personnel to provide Services (as defined in Attachment A) is approved and effective as of **July 1, 2022**.

MONARCH RIVER ACADEMY SHARED POSITIONS

Position Code	Shared Personnel Costs
AD1	\$148,677.00
CD1	\$188,310.00
CTEC	\$88,447.00
DD	\$226,115.00
DRC1	\$163,920.00
EEC	\$58,153.00
EIST (1-3)	\$84,531.00*
ED	\$197,530.00
IS (7-10)	\$100,792.50
LSC	\$111,482.00
NUR	\$137,312.00
OT	\$141,178.00
PS1	\$123,006.00
REC	\$56,748.00
RC (1&2)	\$116,360.00*
SIST (1-4)	\$94,615.25*
SDSE	\$203,554.00
SEES (1-17)	\$92,803.35*
SSSS	\$62,078.00

Position Code	Shared Personnel Costs
SLP (1-3)	\$143,992.33*
SSTC	\$99,165.00
TKPT	\$99,644.00
TKVA	\$91,531.00
TPT (1-2)	\$15,600.00*
VAC	\$94,065.00
VIST (16-23)	\$97,941.13*

YOSEMITE VALLEY CHARTER SHARED POSITIONS

Position Code	Shared Personnel Costs
504C	\$104,860.00
AA	\$74,539.00
ACM	\$67,422.00
AD2	\$139,888.00
AD3	\$143,947.00
AD4	\$142,897.00
CD2	\$188,036.00
CO (1&2)	\$92,583.00*
CRL	\$61,744.00
DCE	\$163,962.00
DRC2	\$163,962.00
DSE	\$166,971.00
DT	\$166,971.00
ELC	\$104,860.00
EIST (4-7)	\$91,165.50*
HSVAC	\$114,610.00
IS (1-6)	\$106,755.83*
IST-PT	\$66,047.00
JPS	\$74,341.00

Position Code	Shared Personnel Costs
PP	\$61,744.00
PS2	\$119,227.00
PSY (1-3)	\$136,755.33*
RC (4-9)	\$109,743.71*
SAA	\$72,831.00
SATC	\$68,274.00
SEAA	\$69,132.00
SEES (18-31)	\$94,069.86*
SEISC	\$63,262.00
SES (1-3)	\$107,307.67*
SIST (5-9)	\$90,939.60*
SLP (4-5)	\$135,251.50*
TC	\$112,103.00
TJC	\$74,341.00
TKS (1-3)	\$85,601.00*
TPT (3-13)	\$15,600.00*
VAA	\$58,042.00
VIST (1-15)	\$93,524.67*

*Reflects an average “Total Personnel Cost” per employee for positions held by multiple individuals.

Cover Sheet

Comprehensive Safety Plan

Section:	IV. Operations
Item:	C. Comprehensive Safety Plan
Purpose:	Discussion & Potential Action - Vote
Related Material:	Comprehensive Safety Plan - MR

BACKGROUND:

- The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. The CDE, public school districts, county offices of education (COEs), and schools and their personnel are responsible for creating learning environments that are safe and secure. First responders, community partners, and families play an essential role, as well.
- Schools must be prepared to respond to emergencies including natural and man-made hazards, and strive to prevent violence and behavior issues that undermine safety and security.
- Per California Education Code Sections 32280–32289.5: Requires school to develop and maintain a safety plan designed to address risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel.

RECOMMENDATION:

- Consider the approval of the updated Comprehensive Safety Plan.

Comprehensive Safety Plan



2022-2023

Monarch River Academy

3610 E Ashlan Ave, Fresno, CA 93726

Ph (559) 258-0800 | Fax (559) 532-0203

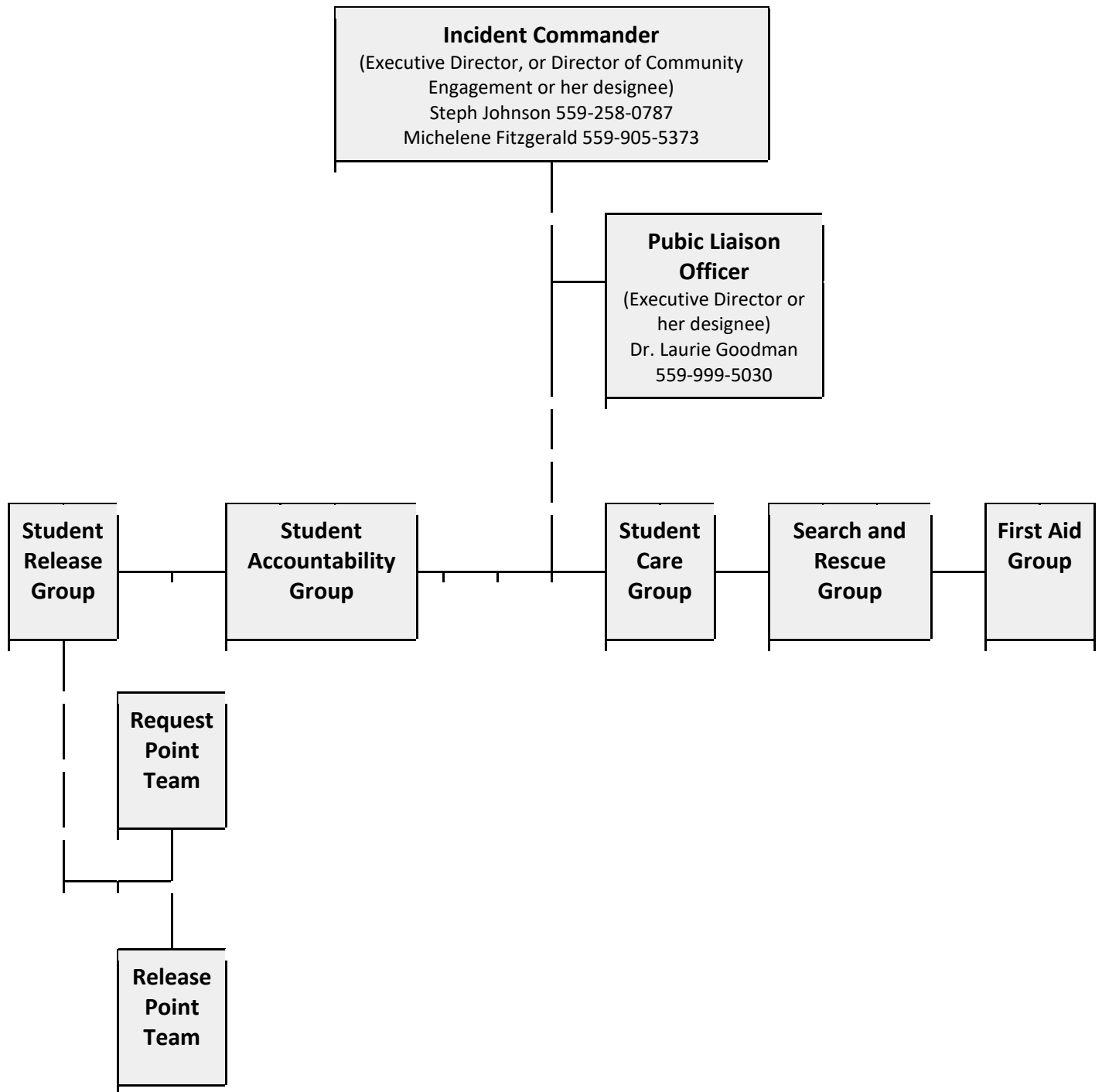
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Emergency Phone Numbers

Visalia Police Department 303 S Johnson St, Visalia, CA 93291 (559) 734-8117 For emergencies call 911	Bakersfield Police Department 1601 Truxtun Ave, Bakersfield, CA 93301 (661) 327-7111 For emergencies call 911
Visalia Fire Department (559) 713-4808 For emergencies call 911	Bakersfield Fire Department (661) 326-3911 For emergencies call 911
California Highway Patrol (559) 734-6767	Kaweah Delta Hospital (559) 624-2000
Poison Control 1-800-222-1222	National Weather Service 584-3752 or 584-0583 (emergency only)
American Red Cross 1-800-700-2706 559-455-1000 (Fresno)	Southern California Edison (Electricity) Customer Service 1-800-655-4555 Emergency 1-800-611-1911 Downed power line/outages

Incident Command Structure



Initial Crisis Response

A. Overview

This section of the Crisis Response Plan is divided into two parts. The first outlines four basic “INITIAL ACTIONS” that staff will direct students to take in response to most emergencies.

The second part outlines the three “ACTIVE SHOOTER” actions that should be taken by staff or students when they are in immediate contact with a person shooting a gun, or being confronted by a person wielding another potentially lethal weapon such as a knife or bat.

B. “INITIAL ACTIONS”

Regardless of the type of emergency that occurs, the initial response will almost always include one or more of these for basic “INITIAL ACTIONS:”

1. Duck and Cover
2. Evacuate Building
3. Shelter-in-place
4. Lock-Down

When there is a sudden loud noise, or other indication that something bad is happening, the first reaction should be to “Duck and Cover”. Then, once the situation becomes clearer, one of the other “Initial Actions” may be implemented.

Although these four basic Initial Actions will suffice for the vast majority of emergencies, some emergencies may prompt the Incident Commander to follow these with additional emergency procedures. Examples of other potential actions include the total evacuation of staff and students to an off-site location, or the release of students to parents. When it is necessary to implement these other actions, the school Incident Commander will provide direction in person or by other means as necessary. Recommended additional actions for some specific emergencies are included in this plan.

a. Duck and Cover

Duck and Cover is used as the initial reaction to any sudden event such as gunfire, earthquake, explosion, etc. This action may be followed by “Lock Down”, “Shelter-In-Place”, or “Evacuate Building” actions.

The Duck and Cover action should also be used during a Lockdown.

Staff will:

- If outside, direct students to crouch to the ground, tuck head between knees and cover

head and face with arms and hands. Avoid a prone position to preserve mobility.

- If inside, direct students away from windows, bookshelves and carts
- When the threat is over, or it is determined that the Duck and Cover is no longer the safest course, move to a different action.
- Report injuries or other immediate safety concerns.
- The Incident Commander will notify appropriate school officials if needed
- Begin student release procedures if needed
- Prepare incident status report for emergency response personnel if needed
- The Duck and Cover action is rescinded when it is deemed safe by the incident commander



b. Evacuate Building (Fire Alarm)

To be used in any event where the building or scene needs to be evacuated.

Staff will:

- Secure emergency cards
- Escort everyone away from the building or away from danger
- Once the area is clear ensure everyone is accounted for
- Report injuries or other immediate safety concerns.
- The Incident Commander will notify appropriate school officials if needed
- Begin student release procedures if needed
- Prepare incident status report for emergency response personnel if needed
- The Evacuate Building Action is rescinded when it is deemed safe by the incident commander

c. Shelter-In-Place

To be used in the event of a non-human emergency outside and students/staff are inside a building.

Staff will:

- Make sure everyone is inside the building
- Close all doors and windows to exclude outside air if necessary
- Document the names of all present
- The Incident Commander will notify appropriate school officials if needed
- Begin student release procedures if needed
- Prepare incident status report for emergency response personnel if needed
- Be prepared to shut down all HVAC systems, if stopping outside air intrusion is necessary
- Be prepared to assist with building access for emergency responders
- The Shelter-In-Place Action is rescinded when it is deemed safe by the incident commander

d. Lock-Down

To be used in the event of a human emergency such as:

- Civil disturbance
- Gunfire/Police action in the vicinity
- Other threat situations as appropriate

Staff will:

- Immediately secure the building
- Instruct everyone to move away from doors and windows, and then implement DUCK AND COVER unless directed otherwise.
- Close all windows, blinds and curtains
- Turn off all lights
- Instruct everyone to remain silent
- Await further instructions from Incident Commander or Emergency Personnel
- The Incident Commander will notify appropriate school officials if needed
- Begin student release procedures if needed
- Prepare incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders
- Direct people in route to location to stay away
- The Lock-Down Action is rescinded when it is deemed safe by the incident commander

C. “ACTIVE SHOOTER”

One critical exception to handling basic emergencies with the four “Initial Actions” will be when there is an Active Shooter situation. In an Active Shooter situation, one of the three basic “Active Shooter Actions” must be taken immediately to protect against loss of life:

- **RUN**
- **HIDE**
- **FIGHT**

Active Shooter Actions

When an active shooter is in the vicinity:

1. **RUN** - If there is an accessible escape path, attempt to evacuate the premises. Be sure to:
 - Have an escape route and plan in mind
 - Evacuate regardless of whether others agree to follow
 - Leave your belongings behind
 - Help others escape, if possible
 - Prevent individuals from entering the area
 - Follow the instructions of any police officers
 - Keep your hands visible at all times
 - Do not attempt to move wounded people
 - Call 911 when you are safe
2. **HIDE** - If evacuation is not possible, quickly find a place to hide. Your hiding place should:
 - Be out of the active shooter’s view
 - Provide protection if shots are fired in your direction (i.e., an office with a closed

- and locked door)
 - Not trap you or restrict your options for movement
 - If the active shooter is in a nearby room or hallway lock and blockade the door, silence cell phones, hide behind large items, remain quiet
3. FIGHT - As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.

D. Incident Commander Structure (ICS)

Incident Commander

<i>Responsibilities:</i>	The Incident Commander is the Executive Director or her designee. The Incident Commander is responsible for all emergency incident activities. This will include the assignment of staff to ICS positions as necessary and the development and implementation of strategic decisions. The Incident Commander is responsible for carrying out the duties of all ICS positions that are not filled with other staff members. To be most effective, staff should be pre-assigned and trained in advance to fill their anticipated emergency duties.
<i>Safety:</i>	Ensure your safety and the safety of others. Brief your team: <ul style="list-style-type: none"> • Take no action that might endanger you. • Do not work beyond your expertise. • Use appropriate safety gear. • Size up the situation first. • Follow all operational and safety procedures.
<i>Start-up Actions:</i>	<ul style="list-style-type: none"> • Implement the Crisis Response Plan and necessary Initial Actions such as "Lock Down" or "Shelter-In-Place". • Establish an Incident Command Post and stay there! • Obtain the school Crisis Response Box and keep it with you.
<i>Operational Duties:</i>	<ul style="list-style-type: none"> • Assess the type and scope of emergency. • Determine the threat to human life and structures. • Distribute Crisis Response Box materials to emergency responders as needed. • Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives. • Activate ICS functions and assign positions as needed. • Use the "Emergency Assignment Worksheet" to assist you in filling and tracking position assignments. • Designate a backup or alternate Incident Commander

	<ul style="list-style-type: none"> ● Assemble and brief subordinates ● Continue to monitor and assess the total school situation. ● Check with Command Staff and section Chiefs for regularly for updates. ● Reassign personnel as needed. ● Report to the school on the status of students, staff, and facility, as needed (Site Status Report). ● Develop and communicate revised incident action plans as needed. ● Begin student release when appropriate. ● NOTE: No student should be released until student accounting is complete. ● Authorize the release of information. ● Utilize your back-up and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post. ● Plan regular breaks for all staff and volunteers. Take care of your caregivers! ● Release teachers as appropriate and per school guidelines. (By law, during a disaster, teachers become disaster workers.) ● Remain on and in charge of your location until the incident is concluded. Should you have to leave the location, appoint a Deputy IC to fulfill the command role in your absence.
<i>Closing Down:</i>	<ul style="list-style-type: none"> ● Authorize deactivation of positions when no longer needed ● Ensure that any open actions not yet completed will be taken care of after deactivation. ● Ensure the return of all equipment and reusable supplies. ● Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit. ● Announce the termination of the emergency and proceed with recovery operations if necessary.

PUBLIC INFORMATION OFFICER (PIO)

<p>Responsibilities:</p>	<ul style="list-style-type: none"> • This person communicates directly with the Incident Commander. This person, the Incident Commander, or the Executive Director or their designee should be the only person determining what information is suitable for release to the press. • The PIO is responsible for disseminating information to parents and the media. The PIO must work closely with the PIOs from law enforcement, fire or other responding agencies to ensure the consistency and accuracy of information that is consistent, accurate, and timely. • The public and parents have the right and need to know important information related to an emergency/disaster at the school site as soon as it is available. • The PIO acts as the official spokesperson for the school office/event location in an emergency situation. • News media can play a key role in assisting the school in getting emergency/ disaster-related information to the public (parents). • Information released must be preapproved by the Incident Commander.
<p>Safety:</p>	<p>Ensure your safety and the safety of others.</p> <p>Brief your team:</p> <ul style="list-style-type: none"> • Size up the situation first. • Take no action that might endanger you. • Do not work beyond your expertise. • Use appropriate safety gear. • Follow all operational and safety procedures.
<p>Start-Up Actions:</p>	<ul style="list-style-type: none"> • Check in with the Incident Commander for a situation briefing. • Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
<p>Operational Duties:</p>	<ul style="list-style-type: none"> • Keep up to date on the situation. • Gather facts and write news releases/statements. • Releases must be approved by the Incident Commander and should reflect: <ul style="list-style-type: none"> • Reassurance -What is being done to protect students • Incident or disaster cause and time of origin. • Size and scope of the incident. • Current situation-condition of school site, evacuation progress, care being given, injuries, student release

	<p>location, etc. Do not release any names.</p> <ul style="list-style-type: none"> • Other information the school needs distributed. • Provide talking points if the Incident Commander has approved someone other than the PIO to speak to the media. • Coordinate with law, fire or other involved PIOs to ensure information released is consistent and accurate. • Ensure updates are made throughout the day, even if nothing new has happened. • Releases must be approved by the Incident Commander and should reflect: <ul style="list-style-type: none"> • Remain accessible to the media. • Read statements if possible. • When answering questions, be complete and truthful, always considering confidentiality and emotional impact. • Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. • Avoid using the phrase "no comment." • Remind school staff to refer <i>all</i> questions from the media or parents to the PIO. • Update information periodically with the Incident Commander. • Ensure that announcements and other information are translated into other languages as needed. • Monitor news broadcasts about the incident. Correct any misinformation heard. Control rumors!
<i>Closing Down:</i>	<ul style="list-style-type: none"> • When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

STUDENT CARE GROUP

<i>Responsibilities:</i>	Ensure the care and safety of all students except those who are in the medical treatment area.
<i>Safety Rules:</i>	<ul style="list-style-type: none"> ● Ensure your safety and the safety of others: ● Size up the situation first. ● Take no action that might endanger you. ● Do not work beyond your expertise. ● Use appropriate safety gear. ● Follow all operational and safety procedures.
<i>Start-up Actions:</i>	<ul style="list-style-type: none"> ● Obtain supplies from any pre-established "Group" kits. ● Obtain briefing from Incident Commander.
<i>Operational duties:</i>	<ul style="list-style-type: none"> ● Monitor the safety and well-being of the students and staff in the assembly area or alternate location ● Administer minor first aid as needed. ● When necessary, provide water and food to students and staff. ● Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease. ● Make arrangements to provide shelter for students and staff. ● Arrange activities and keep students reassured. ● Assist in updating records of the number of students and staff in the assembly area and/ buildings. ● Direct all media or parent requests for information to the Public Information Officer or Incident Commander.
<i>Closing Down:</i>	<ul style="list-style-type: none"> ● When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

FIRST AID GROUP

<i>Responsibilities:</i>	In a school emergency, the First Aid Group is responsible for initiating emergency first aid to injured or ill staff and students. They will coordinate their efforts with those of arriving professional emergency responders.
<i>Safety Rules:</i>	<p>Ensure your safety and the safety of others:</p> <ul style="list-style-type: none"> • Size up the situation first. • Take no action that might endanger you. • Do not work beyond your expertise. • Use appropriate safety gear. <p>Follow all operational and safety procedures:</p> <ul style="list-style-type: none"> • Ensure members use latex or nitrile gloves for protection from body fluids and new gloves for each new patient. • Ensure members wear appropriate eyeglasses and masks to protect eyes, nose and mouth from body fluids.
<i>Start-up Actions:</i>	<ul style="list-style-type: none"> • Obtain necessary equipment from any pre-established First Aid supply caches. • Obtain briefing from Incident Commander.
<i>Operational Duties:</i>	<ul style="list-style-type: none"> • Establish scope of emergency and request outside resources needed to provide emergency medical support and transport. • Assign teams as needed for "Triage", "Immediate Treatment" and "Delayed Treatment". Two or more people per team, if possible. • Review safety procedures and assignments with personnel. • Set up one or more first aid areas: <ul style="list-style-type: none"> • In a safe place (upwind from smoke or hazardous materials) • With access to emergency vehicles • Provide staff to respond to injured people in remote locations who cannot be moved to first aid stations due to their injuries. • Keep the Operations Section Chief informed of the overall status. <p>Remember: A student's emergency information/parental consent for treatment card/information must accompany each student transported off-site for advanced medical attention.</p>
<i>Closing Down:</i>	<ul style="list-style-type: none"> • When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

SEARCH AND RESCUE GROUP

<i>Responsibilities:</i>	Locate and report locations of trapped or injured staff or students. Free them only if you can do so safely.
<i>Safety:</i>	<p>Use the buddy system: Divide into Teams as needed, and ensure that each team has been assigned a minimum of 2 persons.</p> <ul style="list-style-type: none"> • Size up the situation first. • Take no action that might endanger you. • Do not work beyond your expertise. • Use appropriate safety gear. • Follow all operational and safety procedures.
<i>Start-up Actions:</i>	<ul style="list-style-type: none"> • Obtain a briefing from the Incident Commander • Obtain equipment from any pre assembled Group kit.
<i>Operational Duties:</i>	<ul style="list-style-type: none"> • Report hazardous conditions to the Incident Command Post immediately upon discovery. • Before entering a building, inspect the complete exterior of the building. Do not enter severely damaged buildings. If you are in doubt about your safety, DO NOT ENTER! • If the building is safe to enter, search the assigned area using an orderly pattern; Check all rooms. • Use chalk or grease pencil to mark a slash on the door when entering a room. This indicates to others that you are inside. • Check under desks and tables. Search visually and vocally. Listen. • When leaving each room, complete the slash to form an "X" on the door. This indicates you have searched the room and left. • If possible, report by radio to the Incident Command Post as the rooms are searched and cleared. (e.g. "Room A-123 is clear."). • When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of students or staff. • Keep radio communication brief and simple. Do not use codes. <p>Remember: If you are not acknowledged, repeat your transmission.</p>
<i>Closing Down:</i>	<ul style="list-style-type: none"> • When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

STUDENT ACCOUNTABILITY GROUP

<i>Responsibilities:</i>	This group is responsible for accounting for all students in the Assembly Area(s) following an evacuation. The Student Accountability Group is responsible for obtaining and reporting student accountability information to the Incident Commander.
<i>Safety Rules:</i>	<p>Ensure your safety and the safety of others:</p> <ul style="list-style-type: none"> ● Size up the situation first. ● Take no action that might endanger you. ● Do not work beyond your expertise. ● Use appropriate safety gear. ● Follow all operational and safety procedures.
<i>Start-up Actions:</i>	<ul style="list-style-type: none"> ● Obtain supplies from any pre-established "Group" kits. ● Obtain briefing from Group Leader/Operations Chief.
<i>Operational duties:</i>	<ul style="list-style-type: none"> ● Establish contact with each pre-designated team leaders and obtain accountability report for each area/office. ● Provide accountability reports to Operations Chief: <ol style="list-style-type: none"> 1. Provide name and last known location of any missing student or staff. 2. Update report if missing are located. ● Maintain current record of the number of students and staff in the assembly area and/ buildings. ● Maintain record of students or staff who leave assembly area for any reason. ● Direct all media or parent requests for information to the PIO.
<i>Closing Down:</i>	<ul style="list-style-type: none"> ● When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

STUDENT RELEASE GROUP

Responsibilities:	<p>Assure the reunification of students with their parents or authorized adult through separate Request and Release Points.</p> <p>Student Release will be conducted as outlined in the "Student Release Procedure" of the school Crisis Response Plan. The procedure guides release from the event location(s) as well as release from an evacuation site.</p> <p>Principles outlined in this checklist will apply to either situation.</p>
Safety:	<p>Use the buddy system: Divide into Teams as needed, and ensure that each team has been assigned a minimum of 2 persons.</p> <ul style="list-style-type: none"> • Size up the situation first. • Take no action that might endanger you. • Do not work beyond your expertise. • Use appropriate safety gear. • Follow all operational and safety procedures.
Start Up Actions:	<ul style="list-style-type: none"> • Obtain a briefing from the Incident Commander • Obtain equipment from any preassembled Group kit. • Obtain Student Emergency Cards from Incident Commander (kept in school Crisis Response Box or in Pathways).
Operational Duties:	<ul style="list-style-type: none"> • Obtain and follow the "Student Release Procedure". <ul style="list-style-type: none"> • The procedure is available in the school Crisis Response Plan, but should also be kept in the school Crisis Response Box and/or any pre-assembled Operations/Student Release Group kit. <p>Items below are general steps:</p> <ul style="list-style-type: none"> • Maintain strict accountability/record of all students released! • Work with the Security Group as needed to secure the areas. • Coordinate with the "Evacuation Group" if releasing from another location following evacuation of the office/event location. • Set up "Request Point" and "Release Point" at planned locations. • Receive release request and confirm requestor ID. • Confirm they are authorized to pick up student. • If confirmed, direct them to Release Point. • Send runner to get student and take to Release Point. • Release Point confirms student and parent ID, releases student. <p>Refer all requests for information to the PIO.</p>
Closing Down:	<ul style="list-style-type: none"> • When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

STUDENT RELEASE PROCEDURE

Overview

Release of students to parents following, or in the course of, a school emergency can be one of the most challenging emergency tasks that school administrators may face. As such, careful planning is critical. It is also imperative that parents are well informed as to what the process will be prior to an emergency.

Schools must also be prepared to handle situations where students have been injured, perhaps fatally, cannot be located, or for other reasons cannot be immediately released to parents. In addition to the "Request" and "Release" points outlined in this Student Release procedure, schools must designate a private location where parents can be taken and made comfortable until the Incident Commander, Law enforcement or other officials can meet with them to explain the circumstances. Schools should also prepare to provide crisis counseling.

Practice Makes Perfect!

Schools must practice the student release process under non-emergency conditions.

Student Release Group

Student release is conducted by the "Student Release Group", and schools must predetermine the number of staff that will need to be assigned to the group, typically based on the number of students involved. The Student Release Group will be divided into two teams; Request Point and Release Point.

- *The Request Point Team must have people to receive release request forms and people to act as runners to go get the requested students and escort them to the Release Point.*
- *The Release Point Team must have people to check parent identification and release students and should have someone assigned to escort parents to a private holding area when a student cannot be located or released for whatever reason.*

Set Up:

- Secure an area against unauthorized access.
- Set up the Request Point at the pre-designated location. Post a "Request Point" sign.
- Establish multiple "Request Lines".
- Obtain Student Emergency Cards from the school Crisis Response Box or from Pathways.
- Have Student Release Forms and pens available for distribution to parents while in line.
- Set up Release Point, with sign, at pre-designated location well away from Request Point.
- If not pre-determined, identify where parents of "Missing" students are to be taken.

Appendix

- A. [Media Relations Guide](#)
- B. [Earthquake Procedure](#)
- C. [Hazardous Material Release Procedure](#)
- D. [Intruder on site Procedure](#)
- E. [Severe Weather Procedure](#)
- F. [Student Release Request](#)
- G. [Student Release Log](#)
- H. [Utility Loss or Damage Procedure](#)
- I. [Bomb Threat Procedure](#)
- J. [Bomb Threat Checklist for Telephone Operators](#)
- K. [Basic Medical Emergency Procedure](#)
- L. [COVID 19 Reporting](#)
- M. [Incident Report Form](#)

MEDIA RELATIONS GUIDE

(Suggestions for working with the News Media)

Introduction

The public (including parents) has a right to timely and accurate information when a school crisis occurs. Additionally, the media can be a powerful tool when the school needs to control rumors or impart critical information to parents such as where to pick up their children during an evacuation.

Schools share responsibility for issuing public statements during an emergency with other agencies such as law enforcement and the fire department. It is therefore imperative that these entities work together before and during an emergency to ensure they can provide cohesive, accurate and timely incident information regardless of who issues the information.

The school Incident Commander should appoint an individual and alternates, in advance, to serve as the school's Public Information Officer (PIO) and assistants, if needed, during a crisis. Ideally, the school PIO staff should meet with local fire and law representatives to discuss how they will work together, develop media contact lists, and accomplish other preplanning tasks such as creating generic message templates for use in an emergency.

The suggestions below have been compiled from a variety of sources and are intended to assist the school Incident Commander and/or Public Information Officer in preparing for and handling media communications:

Preplan A Media Center Location and Supplies

- The school Incident Commander, in concert with emergency officials, should determine in advance where the school media center will be established, and identify an alternate site should it become necessary to evacuate.
- The media center should, at minimum, have telephones, copier, FAX and Internet service available.
- Determine and obtain in advance the materials and supplies you will need to support your media operations.
- Office supplies include chairs, desks, bulletin boards, flip charts, computers, printers, fax machines, telephones, cell phones and chargers, digital cameras, TV, radios, copy machine, file folders, paper, message pads, school letterhead, pens, and pencils.
- Communications supplies include press release templates, school fact sheets, and other documents to assist in providing rapid and factual information.
- Key lists include staff and student telephone directories, media directory, a map of

the school and area.

Understand The Needs Of The Media

Recognize that the needs of the media will change as the situation evolves!

- **First hours of the crisis:** The media will make a mad scramble for information. Reporters will interview anyone willing to talk, often without verifying accuracy of information. The more information released, the less the media will have to rely on rumor and hearsay.
- **What and who:** The media will want to know exactly what happened and who was involved — victims and perpetrators.
- **Why and how:** The media will ask why the crisis occurred and how it evolved. There will be a step-by-step dissection of the crisis.
- **Analysis of emergency response:** The media will analyze how the crisis response functioned. Did first responders react appropriately? Did the school's crisis plan work?
- **How could it happen:** As the situation stabilizes, the media will begin to look for causes of the tragedy and whether it could have been avoided. For example, they'll ask, "Were proper emergency planning measures in place"?
- **Second-day stories:** The media will begin to look for a different spin or angles, emerging issues and people to interview. The media will also want to cover special events, such as memorials, the first day back at school and athletic activities.

Things To Remember When Working With The Media

- **Immediacy:** Issue an accurate, factual, initial statement as quickly as possible.
- **Location:** Designate a media area where all briefings will be held. Secure the school perimeter and determine where media will/will not be permitted.
- **Purpose:** Use local media as a quick communications pipeline to key audiences, but don't depend solely on the media.
- **Policy:** Make sure you follow all school policies and state laws when releasing information. Respect student and staff health, safety and privacy rights!
- **Key messages:** Develop two or three key messages that are honest, consistent, responsive and responsible. Strive to be positive and proactive.
- **Accuracy:** Never guess, speculate or predict the future. Don't release information until you have verified its accuracy. Never go off the record.
- **Availability:** Hold regular media briefings and respect deadlines. Avoid saying "no comment." Provide a brief statement and then take a few questions, but stop when they get redundant or head off course.
- **Attitude:** Express sympathy; be calm and respectful. Avoid getting defensive or placing blame.

Consider Student and Staff Privacy Issues

- Understand the roles of law enforcement, schools, hospitals and families in releasing names and conditions of victims.
- The school should have a carefully considered and crafted policy regarding release of student and staff names and photos.
- Consider laws such as Family Educational Rights and Privacy Act as well as restrictions regarding identification of special education students.
- Consider the need for parental consent before students are allowed to participate in interviews or be photographed or filmed while under the control of school officials.
- Be aware that the media may use existing file photos of students or staff participating in athletic or other events.
- Remember that staff and students have the right to:
 - ✓ Say “no” to an interview.
 - ✓ Be treated with respect.
 - ✓ Select the time and location of the interview.
 - ✓ Have someone with you during the interview.
 - ✓ Know the purpose of the story.
 - ✓ Ask about the questions in advance.
 - ✓ Request a specific reporter and/or refuse to work with certain reporters.
 - ✓ Speak to one reporter at a time.
 - ✓ Release a written statement instead of having an interview.
 - ✓ Refrain from answering uncomfortable questions.
 - ✓ Say when the interview is over.
 - ✓ Ask for a correction if information is wrong.

Consider Using Other Available Communication Tools

- **Website** - Create an emergency Web Page linked to the school Website for daily updates.
- **Emails and faxes** - Set up an email distribution list to stakeholders who need to be contacted regularly, including staff, media, parents and elected officials.
- **Social networks** - Use Facebook, Instagram and other social networking tools to provide information quickly to parents and other stakeholders.
- **Hotline** - Dedicate a phone line to emergency information and update it frequently.
- **Phone Tree** – For small schools, especially, phone trees can be used to disburse information rapidly when other systems are down. Messages must be short and factual to avoid sharing misinformation or starting rumors.
- **Face-to-face** – Well prepared press conferences or public meetings and can be an effective way to answer questions, address concerns and build public and media confidence in how an incident is being managed.

Questions Frequently Asked By Parents And The Media

Anticipating questions parents and the media will ask can be very helpful to the school Incident Commander and Public Information Officer as they prepare to conduct press conferences or release information. These are some of the common questions asked:

Q: What happened?

A: Stick to the facts that you have verified: who, what, when, where. Coordinate information release with law enforcement, fire or other officials.

Q: How much damage was sustained?

A: NEVER SPECULATE on dollar amount of damage. Give factual, clear information as it becomes available (e.g., two areas have sustained damage in the fire).

Q: How many people were killed/injured/missing?

A: ONLY RELEASE CONFIRMED NUMBERS. Coordinate with law enforcement.

Q: How can I get updated information?

A: Give time, location of next briefing as well as hotline number.

Q: How can I locate a family member, colleague or student?

A: Provide evacuee information numbers.

Q: How can parents and teachers receive information?

A: Provide hotline number.

Q: How can I volunteer to help or provide donations?

A: Provide information and direct inquiries to organizations such as the Red Cross.

Q: Why did this happen?

A: NEVER SPECULATE.

Q: What are you doing next?

A: We are assessing the situation and will determine next steps in cooperation with law enforcement. Provide information on how families are being reunited, when classes will resume, etc.

Q: Were any policies or laws violated?

A: We are conducting a thorough investigation into what occurred and how it can be prevented in the future.

Q: When will school resume?

A: The administration and school board are meeting this evening to make that decision.

Q: Where can I get information about assistance to victims?

A: Be prepared to provide contact information for mental health assistance, financial aid, or other services such as food shelter and clothing.

“Grab and Go” Initial Media Release Template

A simple “Grab and Go” template such as this will assist in preparing a quick initial press release about an incident occurring at a school event location. It may be faxed or emailed to local media.

FOR IMMEDIATE RELEASE	
DATE/ TIME :	<i>(Indicate the current time and date)</i>
YOUR NAME AND TITLE:	<i>(Your title will lend credence to your report)</i>
YOUR PHONE NUMBER(s):	<i>(Use a school number. Avoid revealing your personal cell number!)</i>
NAME OF SCHOOL:	<i>(Be sure to indicate High School, Middle School, etc.)</i>
SCHOOL ADDRESS:	<i>(If rural, indicate miles and direction from closest community)</i>
TYPE OF INCIDENT:	<i>(Use common terms, “fire”, “explosion”, “chemical spill”)</i>
SITUATION OVERVIEW:	<i>(Be brief and factual): “At approximately 10:00 a.m., a fire broke out in a classroom at the John Doe Elementary school near Appleville.”</i>
ACTION BEING TAKEN:	<i>(Again, be brief and factual. Inject a positive statement to indicate the situation is being handled proactively.): “At this time school buildings have been evacuated and the fire department is working to contain the fire. As always our number one concern is for the safety of our students and staff and the emergency procedures we practice regularly have been implemented.”</i>
REPORTED INJURIES:	<i>(Be very careful here not to stir undue concern or panic. Don’t speculate about or estimate the number or types of injuries. Provide general factual information and attempt to keep the message positive by reiterating that professional rescuers are on top of the situation. Stress that additional information will be forthcoming.) “We have an unconfirmed report of a possible injury, and emergency personnel are currently assessing that situation. We will have additional information available as soon as the emergency responders are able to give us an update.”</i>
SPECIAL INFORMATION:	<i>(If there is a special announcement that needs to be broadcast to parents or the public, use this block for that announcement. If the school has a public website or other source of school related information that might interest the media or public, you may also use this block to provide the website address, phone numbers, etc.)</i>

Sample Parent/Press Message

Schools may also wish to draft sample announcements, such as below, in advance. When needed, messages can be quickly disseminated by simply altering dates, times and other variable information. Not only will this save time, it will provide consistency in the messages that parents receive, and help assure that important information is not overlooked in the rush to craft a message and get it out. This format can also be used to develop press releases.

SAMPLE Parent Notification/Press Release SCHOOL LOCK DOWN

FOR IMMEDIATE RELEASE

[Headline:]

DOE SCHOOL LOCKED DOWN

[Message:]

FRESNO, CA – July 17, 2022, 10:00 a.m. – This message is to advise you that the John Doe school is presently under LOCK DOWN. This action has been taken in response to a police SWAT action that is occurring in the vicinity of the school.

As our primary concern is student safety, students will be kept in secured areas until further notice. This may delay the release of students slated to board buses or be picked up by parents at 2:35 p.m. For the protection of our students and staff, as well as parents, parents are asked not to come to or call the school at this time. Please be patient. We will provide periodic updates for the duration of this activity, and will advise parents by phone or text message as soon as this action has ended and it is deemed safe to resume normal school operations or release students.

Additional information will be posted on the school website at www.jdschool.k.12.org as it becomes available. Recorded updates can be accessed on the school Hot Line at 559-555-1212.

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EARTHQUAKE PROCEDURE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

The Initial Action for any earthquake will be “Duck and Cover.”

School Commander (Principal or designee):

- ☐ If necessary, call 9-1-1 to report damage and/or injuries
- ☐ After the shaking stops, initiate an EVACUATE BUILDING alert.
- ☐ If necessary, initiate parent notification procedures for students inside the building without their parents.
- ☐ If necessary, establish an Incident Command post and activate appropriate Incident Command functions. Consider need for:
 - ✓ First Aid Group
 - ✓ Utility Group
 - ✓ Security Group
 - ✓ Others, as needed.
- ☐ Consider need to cancel event due to power loss, building damage or other factors.
- ☐ Consider need to evacuate everyone to evacuation site.
- ☐ Implement parent notification and Student Release procedures as necessary.
- ☐ As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

Teachers and staff:

- ☐ Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- ☐ If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- ☐ If EVACUATION is ordered, teachers will bring their student roster.
- ☐ Take attendance at the Assembly Area, and report any missing or injured students.
- ☐ Initiate first-aid if needed.
- ☐ Await further instructions from the school Incident Commander.

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HAZARDOUS MATERIAL RELEASE PROCEDURE

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. HazMat incidents at school event location(s) most often occur in laboratory or vocational training areas, or in maintenance areas. HazMat incidents may also involve chemical releases from rail cars, trucks or industrial sites near the office/event location(s). Releases at the office/event location or in surrounding areas may both pose threats that require prompt action by school officials.

FOR ON-SITE RELEASES WITHIN A BUILDING:

Administration:

- The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
 - ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
 - ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- The school Incident Commander should initiate a “SHELTER-IN-PLACE” action for other buildings on site. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- The School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- The Incident Commander will direct staff to secure the area around the chemical spill.
- The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
 - ✓ Could a Search and Rescue Group safely look for missing students?
 - ✓ Should other buildings be evacuated?
 - ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
 - ✓ Are any evacuees contaminated, and should they be separated from others?

- ✓ Can First-Aid be started on injured persons without contaminating others?
- ✓ Should a “Student Release” or “Off-Site Evacuation” be started?

HAZARDOUS MATERIAL RELEASE PROCEDURE - continued

- The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school’s staff.

Teachers:

- Implement “Evacuation” or “Shelter-In-Place” procedures as directed.

RELEASES OUTSIDE OFFICE BUILDING/EVENT LOCATION OR RELEASE THREAT FROM AN ALTERNATE LOCATION:

The most appropriate initial action for this type of release is Shelter-In-Place.

- The school Incident Commander will initiate a office/school event location-wide “SHELTER-IN-PLACE” action and ensure all students and staff outside buildings are quickly moved indoors.
 - ✓ **The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.**
- School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advice on the location of the school Incident Command Post.
- The Incident Commander should consider initiating an immediate parent notification.
 - ✓ **At this point parents should NOT come to the school and risk being exposed to the chemical release!**
- The Incident Commander will ensure that anyone enroute to the school with students are redirected to the off-site evacuation site to await further instructions.
- The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
 - ✓ Continue “Shelter-In-Place”
 - ✓ Notify parents and initiate the “Student Release” procedure.
 - ✓ Initiate an immediate “Evacuation” procedure.
 - ✓ Issue an “ALL CLEAR” signal and resume normal school operations.

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INTRUDER ON SITE PROCEDURE

When an unknown person (intruder) is found on site:

- ☐ Notify school office/Incident Commander.
- ☐ Ask another staff person to accompany you before approaching person.
- ☐ Politely greet person and identify yourself.
- ☐ Ask the purpose of the visit, and inform person all visitors must register at the front desk.
- ☐ If intruder's purpose is not legitimate, ask person to accompany you to the exit.

If intruder refuses to go to office or leave, or you become aware that intruder is armed:

- ☐ Walk away from intruder and maintain visual contact from a safe distance, while other staff member notifies school office/Incident Commander:
 - ✓ Provide a description of the intruder.
 - ✓ Provide last known location.
- ☐ School office/Incident Commander will initiate an immediate school "LOCK DOWN".
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Provide description of the intruder, and whether intruder is known to be armed.
 - ✓ Provide last known location of intruder.
 - ✓ Describe actions being taken to safeguard staff and students.
 - ✓ Advise on the location of the school Incident Command Post.
- ☐ If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- ☐ Maintain "LOCK DOWN" until situation is resolved.

IF YOU DISCOVER A HOSTAGE SITUATION:

- ☐ If hostage taker is unaware of your presence, do not intervene.
- ☐ Notify the school office/incident Commander.
- ☐ School Incident Commander will initiate immediate "LOCK DOWN".
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Provide description of the intruder, and whether intruder is known to be armed.
 - ✓ Provide last known location of intruder.
 - ✓ Describe actions being taken to safeguard staff and students.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- ☐ Maintain "LOCK DOWN" until situation is resolved.

If taken hostage:

- ☐ Treat the hostage taker as normally as possible and follow his/her instructions.
- ☐ Do not panic and calm students if they are present.
- ☐ Be respectful to hostage taker, ask to speak and do not argue or make suggestions.

If hostage taker becomes violent initiate "ACTIVE SHOOTER" action – RUN, HIDE, FIGHT!

SEVERE WEATHER PROCEDURE

For the purposes of this procedure “Severe Weather” is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a “Severe Weather Watch” has been issued by the National Weather Service:

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from outside areas into permanent buildings.
- ☐ Close facility doors, windows and blinds or curtains.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Review “Duck and Cover” procedures with students.
- ☐ Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a “Severe Weather Warning” has been issued in the area, or if severe weather is being observed at or near the site:

- ☐ The school Incident Commander will initiate a “SHELTER-IN-PLACE”.
- ☐ If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement “Duck and Cover” procedures until the threat subsides.
- ☐ The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- ☐ The school Incident Commander will rescind the “Duck and Cover” order.
 - Shelter-In-Place should temporarily be continued.
- ☐ The school Incident Commander should deploy staff to do a preliminary damage assessment of site buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- ☐ Based on this assessment the school Incident Commander will:
 - ✓ Continue “Shelter-In-Place” until school event location(s) can be made safe.
 - ✓ Give the “ALL CLEAR” signal and resume normal school operations.
 - ✓ Notify parents and initiate the “Student Release” procedure.
 - ✓ Initiate an “Evacuation” procedure.

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Student Release Log

DATE: _____

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Appendix H

UTILITY LOSS OR DAMAGE PROCEDURE

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the site.

LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located away from the location. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing down and sending everyone home.

UTILITY SYSTEM DAMAGE OR FAILURE AT THE SCHOOL OFFICE/SCHOOL EVENT LOCATION

Utility failure or damage on site can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on site is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire site.

For these reasons, the school should develop detailed maps that indicate not only the main office/event location(s) utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

EMERGENCY PROCEDURES

Gas Leak - INDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.
 - ✓ If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.
 - ✓ DO NOT turn off lights or other electrical equipment which may cause a spark.
 - ✓ Leave doors open to provide ventilation of the building.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what building and what’s leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Indicate that evacuation is underway and stay on the line to provide updates.
- ☐ The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- ☐ The school Incident Commander will determine whether to evacuate other buildings.
 - ✓ Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe

Gas Leak - OUTDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
 - ✓ Move everyone UPWIND, at least 100’, more if leak is major
 - ✓ Post staff to prevent entry to the area
 - ✓ Prevent vehicles, including school service carts, etc. from entering area
- ☐ Notify the school office/school Incident Commander
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what area of the office/event location(s) and what’s leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Request 9-1-1 operator to call Gas Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ The school Incident Commander will determine whether to evacuate buildings.
 - ✓ Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

Electrical System Damage or Failure:

- ☐ If problem is in, or on, a school building and there is smoke or threat of fire:
 - ☐ Evacuate the building(s).
 - ☐ Close, but do not lock doors.
- ☐ Notify the school office/Incident Commander.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location and nature of the electrical problem.
 - ✓ Describe best access point for emergency responders – driveway/gate.
 - ✓ Indicate if evacuation is underway.
 - ✓ Request 9-1-1 operator to call Electric Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ Incident Commander will determine need to evacuate buildings, if not already done.
- ☐ Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe.
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
 - ✓ If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
 - ✓ If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

Water/Sewer Line Break

- ☐ If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- ☐ Notify the school office/school Incident Commander.
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- ☐ The school Incident Commander will assess situation and determine next step:
 - ✓ Whether to evacuate buildings, if not already done.
 - ✓ Need to remove water, and/or cover/remove contents to protect.
 - ✓ Need to contact plumber, water removal specialists or others.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

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BOMB THREAT PROCEDURE

(Response Procedure on Page 36 may also be applied to “Suspicious Objects”)

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:

- Introduction
- Assessing A Bomb Threat
- Call Taker Instructions/Telephone Bomb Threat Report
- Response Procedures
- Bomb Search Procedures

INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is *extremely rare* for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in “response” to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The “**CALL TAKER INSTRUCTIONS**” sheet and “**TELEPHONE BOMB THREAT REPORT**” form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different areas last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The “**Telephone Bomb Threat Report**” is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described

below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

LOW LEVEL - The probable motive is to cause disruption: The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.

MEDIUM LEVEL - The probable motive is to cause disruption: The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

HIGH LEVEL – May be driven by conscience or other reason to issue warning: The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire school office/event location(s), Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

RESPONSE PROCEDURE – Part 1

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High.” **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

ADMINISTRATION (School Incident Commander/Designee)

- **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school event location(s).
 - ✓ Provide threat details – Supposed bomb location, Supposed detonation time, etc.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- **Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:**
 - ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
 - ✓ If Shelter-In-Place, be sure school event location(s) are clear. Move all students inside, if possible.
- **Establish a school Incident Command Post**
 - ✓ Be certain to take the school Crisis Response Box.
 - If threat is deemed credible:**
 - ✓ Establish a command post at least 400 feet from school event location(s).
 - ✓ Ensure that it is away from automobiles, refuse containers, or mailboxes.
 - ✓ Conduct a scan of the area for any suspicious items.
 - ✓ Employ runners to communicate.
- **Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:**
 - ✓ Conduct building /site search.
 - ✓ Cancel school event and notify parents who may be en route to school event.
 - ✓ Evacuate students from the immediate area.
- **Announce “All Clear” if and when it is deemed safe to do so.**

RESPONSE PROCEDURE – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

TEACHERS/STAFF

Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE” - as directed.

IF EVACUATING: follow normal Evacuation and Student Accountability procedures, but **ADD THESE ACTIONS:**

- ☐ Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.
- ☐ Tell Students to turn off their cell phones - and leave them off - for safety.
- ☐ While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- ☐ Report suspicious objects to the school Incident Commander as soon as possible.
- ☐ As assembly area is approached, scan for unusual, out of place, or suspicious objects.
✓ If anything seems out of the ordinary, move students to another location.
- ☐ If possible, keep students at least 300 feet away from buildings.
✓ Students should be in open areas away from cars, outbuildings, trash cans, etc.
- ☐ If you relocate, report your new location and reason for move as soon as possible.
- ☐ Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
- ☐ Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

- ☐ **Follow normal Shelter-In-Place procedures.**
- ☐ **Conduct a visual scan** of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.
- ☐ **If a suspicious object is found**, initiate an immediate Building Evacuation AND notify the school Incident Commander.
- ☐ **Take all other steps outlined in the section “IF EVACUATING” above.**

BOMB SEARCH PROCEDURE

“I’m not going to look for a bomb!!!” That’s a normal response to the sensitive question of who will search the school event location(s) in the event of a bomb threat. However, the best answer to this question is very clear: *The person most qualified to search a given area is the person who is most familiar with that area!* If familiar with an area, a person can quickly scan it and answer these critical questions:

- 1. Is there anything unusual?
- 2. Is there anything out of place?
- 3. Is there anything that looks suspicious?

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an “Improvised Explosive Device” or simply an “IED”. “Improvised” means it is a person’s own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker, or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school event location(s) during a bomb threat event.

COORDINATING THE SCHOOL EVENT LOCATION(S) SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search the school event area.

It is recommended that the school event location(s) be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

ROOM	SEARCH	PROCEDURE
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Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person’s name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for “X” papers to confirm that each room on the school event location has been searched.

IF A SUSPICIOUS ITEM IS FOUND:

1. **DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.**
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

CALL TAKER INSTRUCTIONS

- ☐ Use the "**Telephone Bomb Threat Report**" form as a guide while talking with the caller.
- ☐ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.
- ☐ Listen closely to detect other information about the caller:
 - ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
- ☐ Signal co-workers that you are receiving a bomb threat call.
 - ✓ If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
- ☐ Stay calm and indicate your desire to cooperate with the caller.
- ☐ DO NOT antagonize or challenge the caller.
- ☐ Ask caller to repeat or explain anything you did not understand.
- ☐ Prolong the conversation as long as possible.
- ☐ Obtain as much information as possible.

Special Note: *As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a "bomb threat" call:*

1. Remain calm and politely advise the caller:
"I am a student. Please hold while I get an adult to talk to you."
2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back!

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BOMB THREAT CHECKLIST FOR TELEPHONE OPERATORS

Instructions:

Pretend you are having difficulty hearing the caller. Keep the caller talking. Inform the caller that the building is occupied and that detonation could cause injury or even death. Be calm and courteous. Listen. Do not interrupt the caller except to ask the following questions:

1. When will the bomb go off?
2. At what hour?
3. How much time is remaining?
4. Where is the bomb planted? Building _____ Area _____ Floor _____
5. What does the bomb look like?
6. What kind of bomb? • Homemade • Chemical • FireBomb • Explosive • Other
7. How do you know so much about the bomb?
8. Why us?
9. Where are you now?
10. What is your name and address?

Leave the phone off the hook even if caller hangs up.

Did The Caller Appear Familiar With The Building By His Description Of The Bomb Location?

Operator Name: _____ Exact Call Time: _____ Date: _____

Caller's Identity:

• Male • Female • Adult • Juvenile Approx. Age: _____

Origin Of Call:

• Local • Long-Distance • Booth • Internal(in building)

Voice Characteristics <ul style="list-style-type: none"> • Loud • High Pitch • Raspy • Intoxicated • Soft • Deep • Pleasant • Other 	Speech <ul style="list-style-type: none"> • Fast • Distinct • Stutter • Slurred • Precise • Slow • Distorted • Nasal • Lisp • Other
Language <ul style="list-style-type: none"> • Excellent • Fair • Foul • Use of certain words or phrases • Good • Poor • Other 	Accent <ul style="list-style-type: none"> • Local • Foreign • Race • Not Local • Regional • Other
Manner <ul style="list-style-type: none"> • Calm • Rational • Coherent • Deliberate • Righteous • Angry • Irrational • Incoherent • Emotional • Laughing 	Background Noises <ul style="list-style-type: none"> • Office Machinery • Factory Machinery • Bedlam • Animals • Quiet • Party Atmosphere • Street Traffic • Airplanes • Trains • Voices • Music • Mixed

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BASIC MEDICAL EMERGENCY PROCEDURE

This procedure outlines basic steps to be taken for office/school event medical emergencies involving a single victim. In major emergencies involving multiple victims, many of the basic principles outlined below will also apply. However, in that situation the Incident Commander should activate a First-Aid Group.

School Staff Response:

- Quickly assess the situation. Make sure it is safe for you to approach. Some examples of danger include:
 - ✓ Live electric wires
 - ✓ Gas leak
 - ✓ Building damage
 - ✓ Animal or insect threat
- Immediately notify the school office/Incident Commander.
- Assess the seriousness of the injury or illness, and update office/Incident Commander.
- Protect yourself against contact with blood or body fluids. Don gloves if possible.
- Administer appropriate first aid according to your level of training until help arrives.
- Do Not Move if seriously injured unless the scene is absolutely unsafe.
- If the victim is not breathing, or there is no pulse, begin CPR if so trained.

Administration: (school Incident Commander)

- Send available staff with first aid training to injured person's location.

If injury/illness not deemed an emergency:

- Get the victim moved to the designated treatment area (main office/Nurse's office).
- Notify parent/guardian (or family, if an adult.)
- Ensure appropriate treatment (and/or release to parent /guardian, if student).

If injury/illness is deemed an emergency:

- Ensure 9-1-1 is called, and appropriate information is provided to emergency operator.
- Assign a staff member to meet and direct emergency responders to the victim.
- Assign a staff member to remain with the victim if transported to the hospital.
- Ensure student/staff emergency medical information goes with victim to the hospital.
- Notify parent/guardian/family of the situation, and where the victim has been taken.

Post event considerations:

- Review event to determine if incident was caused by a safety issue that requires further investigation or corrective action.
- Review incident to assess need for improved procedures or additional staff training.
- Consider need to provide follow-up counseling to students/staff/parents.
- Remember that information regarding injuries or illnesses is confidential and cannot be shared with the media or others.

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COVID-19 Reporting

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

SCHOOL:

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

- From January 1, 2021 until January 1, 2023, Cal/OSHA can issue an Order Prohibiting Use (OPU) to shut down an entire worksite or a specific worksite area that exposes employees to an imminent hazard related to COVID-19.
- From January 1, 2021 until January 1, 2023, Cal/OSHA can issue citations for serious violations related to COVID-19 without giving employers 15-day notice before issuance.

STAFF:

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

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Date:

Describe incident and actions taken (Who, what, when, where, why, how. Be specific. If it's not in writing it didn't happen, and if it's in writing it happened exactly as written):

Cover Sheet

Revised Vendor Agreement & Enrichment Certificate

Section:	IV. Operations
Item:	D. Revised Vendor Agreement & Enrichment Certificate
Purpose:	Discussion & Potential Action - Vote
Related Material:	Vendor Agreement - MR; Enrichment Certificate - MR

BACKGROUND:

- Redline, track changes indicate proposed changes to the Vendor Agreement and Enrichment Certificates.
- Changes include more specificity on invoicing, services rendered, and refunds.

RECOMMENDATION:

- Consider the approval of the updated Vendor Agreement & Enrichment Certificate.

VENDOR AGREEMENT



This Vendor Agreement ("Agreement") is made between **Monarch River Academy** ("School"), a California nonprofit public corporation that operates a public charter school and **[INSERT VENDOR]** ("Vendor").

RECITALS

WHEREAS, School fosters successful student achievement through a quality, personalized, and standards-based education program featuring unique and hands-on experiential learning experiences;

WHEREAS, Vendor is engaged in the businesses of providing experienced and qualified educational services as set forth in **Exhibit A**; and

WHEREAS, School desires to retain Vendor for the purpose of providing the services described herein for the benefit of the School, families, and students.

NOW, THEREFORE, in consideration of the foregoing recitals, the promises and the mutual covenants contained herein, and for other good, valuable and sufficient consideration, the parties agree as follows:

SECTION 1. TERM and TERMINATION.

- a. Term: This Agreement shall be effective as of **[DATE]**.
- b. Termination: Vendor may terminate this Agreement for cause after providing sixty (60) days advance written notice to School. School may terminate this Agreement at any time, with or without cause in its sole discretion with same-day written notice. Upon termination, School shall pay Vendor for all necessary and approved Services rendered pursuant to this Agreement and relevant "Enrichment Certificate(s)" (defined below) up to the effective date of termination. School has no obligation to pay Vendor for any Services provided after the effective date of termination. The termination of this Agreement constitutes a termination of any active invoices and Enrichment Certificates.

SECTION 2. SERVICES.

- a. Scope of Services: Vendor is hereby engaged by School to perform the student enrichment services specified in **Exhibit A**, incorporated herein by reference ("Services"), subject to the terms and conditions contained herein. Vendor assumes full responsibility for the performance of the Services provided under the terms of this Agreement. School does not guarantee any minimum amount of work by this Agreement.
- b. No Authority to Bind School: Vendor understands and agrees that Vendor lacks the authority to bind School contractually, conduct business on School's behalf, or incur any obligations on behalf of School. Specifically, Vendor agrees not to represent himself/herself or any Vendor employees, agents, or contractors as an employee of School in any capacity, including, but not limited to, when interacting with School students, parents, vendors, or employees.

- c. Responsibility for Performance: Vendor assumes full responsibility for the performance of Vendor's duties under the terms of this Agreement and warrants that Vendor and its employees, contractors, and other agents are fully qualified in Vendor's specialized skill or expertise to perform such duties. Vendor will not enter into any contract or engagement that conflicts or interferes with Vendor's duties under this Agreement.
- d. Compliance with Charter Petition and Law: Except when otherwise expressly required by applicable law, School shall not be responsible for monitoring Vendor's compliance with the law, charter petition, and Agreement. Vendor acknowledges that School must comply with Education Code § 220's prohibitions against discrimination, obligations to provide a free appropriate education to students with exceptional needs pursuant to the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act, and be non-sectarian in its programs. Vendor must be non-sectarian in any Services provided to School students. Vendor shall ensure its performance of its Services complies with these legal and charter petition requirements. If Vendor performs any Services in a manner that is contrary to law, Vendor shall bear all claims, costs, losses and damages (including, but not limited to, reasonable attorneys' fees and costs) arising therefrom.
- e. Service Limitations: Vendor shall not serve a School student for more than twelve (12) core academic hours including math, language arts, social studies, science and world language during the school week (Monday to Friday from 8:00 am to 2:30 pm) under this Agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); excepting visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by the supervising teacher.
- f. No Private School Affiliation: Vendor certifies that it is not, nor is it affiliated with, a private school that submitted an affidavit to register with the California Department of Education and is listed on the state's Private School Directory ("Private School"). Vendor affirms the Services shall not be provided at a Private School. Vendor affirms that it will not confer any compensation received for performing Services under this Agreement to a Private School.
- g. Prohibited Conflicts: Vendor is prohibited from providing Services under this Agreement to a relative (e.g., child, grandchild, niece/nephew, sibling, etc.) of the Vendor (or its employees). **Vendor must comply with Education Code § 56042 which generally prohibits an attorney or advocate for a student with exceptional needs from recommending services from an entity that employs or contracts with the attorney or advocate or otherwise presents conflicts concerns. The School may prohibit a Vendor from providing Services if there are other conflicts concerns as determined by School in School's sole discretion.** School shall not be responsible for paying Vendor for the prohibited services described herein.

SECTION 3. PAYMENT.

- a. Enrichment Certificate: School requests Services from Vendor through School's issuance of an Enrichment Certificate. School is not responsible to pay for any costs of Services without issuance of an Enrichment Certificate. The Enrichment Certificate will detail requested Services, dates of Services, fees for Services, and other relevant information. Vendors must first receive an Enrichment Certificate before providing Services to students. School does not pay for Services in advance. ~~If an Enrichment Certificate expires, Vendor must cease providing Services until it receives another Enrichment Certificate.~~ **Services should only be rendered for the dates listed on the Certificate. If the Enrichment Certificate dates have past/expired, the Vendor must cease providing Services until it receives another Enrichment Certificate with current dates.**
- b. Vendor Invoice: School shall pay Vendor for Services performed through invoices. Vendor will

remit one (1) itemized invoice **within 90-days** after completing the Services pursuant to an Enrichment Certificate. Vendors should submit invoices to **billing@monarchriver.org**. School will endeavor to pay undisputed invoice amounts within thirty (30) days of receipt. **Certificates not invoiced within 90-days will be canceled and noted as Services not rendered.**

- c. Termination of Enrichment Certificate: School may terminate an Enrichment Certificate at any time, with or without cause in its sole discretion with same-day written notice. School shall pay Vendor the undisputed amounts for Services already performed under the Enrichment Certificate.
- d. Incurred Costs: Any damages or costs incurred by School, including replacement costs, as a result of Vendor's failure to competently perform under this Agreement may be deducted by School from any amounts owed to Vendor.
- e. Use of School's Name: Vendor shall not use the name, insignia, mark, or any facsimile of the School for any purpose, including but not limited to advertising, client lists, or references, without the advance written authorization of the School.

SECTION 4. GENERAL CONDITIONS FOR VENDOR PERFORMANCE.

- a. Vendor Qualifications: Vendor represents it has the qualifications, skills and, if applicable, the certification and licenses necessary to perform the Services in a competent, and professional manner, without the advice or direction of School. Upon School's request, Vendor shall provide copies of certification or licensure. Subject to the terms of this Agreement, Vendor shall render all Services hereunder in accordance with this Agreement and **Exhibit A**, Vendor's independent and professional judgment and in compliance with all applicable laws and with the generally accepted practices and principles of Vendor's trade. Vendor is customarily engaged in the independently established trade, occupation, or business of the same nature as the Services performed.
- b. Relationship: The School is not an employer of Vendor or its employees, contractors, or agents and shall not supervise individuals as such in carrying out the Services to be performed by Vendor under the terms of this Agreement. It is expressly understood between the parties that Vendor and its employees, contractors, and agents are not employee(s) of School.
- c. Licenses: Vendor warrants that Vendor is engaged in an independent and bona fide business operation, markets him/her/itself as such, is in possession of a valid business license/insurance when required, and is providing or capable of providing similar services as set forth in **Exhibit A** to others.
- d. No Training or Instruction: Although School may at times provide information concerning its business and students to Vendor, School will not provide any training or instruction to Vendor concerning the manner and means of providing the Services that are subject to this Agreement because Vendor warrants that Vendor is highly skilled in its industry.

SECTION 5. TAXES. Because Vendor is not an employee of School, all compensation called for under this Agreement shall be paid without deductions or withholdings, and will be accompanied by an IRS Form 1099, as applicable, at year end. Vendor is responsible for the reporting and payment of any state and/or federal income tax or other withholdings on the compensation provided under this Agreement or any related assessments. In addition, Vendor shall fill out and execute a Form W-9. In the event that the Internal Revenue Service or the State of California should determine that Vendor or its employee(s) is/are an employee of School subject to withholding and social security contributions, Vendor acknowledges consistent with this Agreement that all payments due to Vendor under this Agreement are gross payments, and the Vendor is solely responsible for all income taxes, social security payments, or other applicable

deductions thereon.

SECTION 6. BENEFITS. Vendor and its employees, contractors, and agents are not entitled to the rights or benefits that may be afforded to School employees including, but not limited to, disability, workers' compensation, unemployment benefits, sick leave, vacation leave, medical insurance and retirement benefits. Vendor is solely responsible for providing at Vendor's own expense, disability, unemployment, workers' compensation and other insurance for Vendor and any of its employees, contractors, and agents.

SECTION 7. MATERIALS. Vendor will furnish at its own expense all materials, equipment and supplies used to provide the Services.

SECTION 8. BACKGROUND CHECK AND SAFETY REQUIREMENTS.

- a. Background Check: Vendor shall ensure its employees, agents, and contractors working directly with School students complete a criminal background check through the Department of Justice ("DOJ") in accordance with Education Code section 45125.1. Vendor certifies to School that no one working on behalf of Vendor (e.g., Vendor employees, agents, or contractors) working with School students have been convicted or have pending charges of a violent or serious felony as defined in Penal Code sections 667.5(c) and 1192.7(c). The cost of the background check is the Vendor's responsibility.
- b. First Aid & CPR Certification: Upon School's request, Vendor shall ensure its employees, agents, or contractors obtain First-Aid and CPR Certification. Vendors shall implement safety policies and procedures related to emergency response and accident reporting reasonable for the Services.
- c. Supervision: Vendor is responsible for supervising and ensuring students have a safe environment from the time they are dropped off to receive Services and until the responsible party picks them up. Students may not be left unattended during Vendor's provision of Services. Students shall not interact in one-on-one settings with Vendor (or its employees) without the School's express written permission. Vendor may not transport students without School's express written permission.
- d. Student Discipline: Vendor acknowledges that School is responsible for managing and overseeing the education program, which incorporates the Vendor's enrichment services. Vendor must immediately notify School when students act inappropriately and may require discipline. School is responsible for issuing discipline to students. If Vendor wishes to remove a participant from their Services, the Vendor shall notify School and the parties will discuss appropriate measures.
- e. Reporting Bullying and Harassment Incidents to School: To the fullest extent allowed by law, Vendor shall immediately notify School if it becomes aware of any incident of bullying, discrimination, harassment, or sexual harassment at Vendor's place of business, during Vendor's provision of Services, or otherwise involving School students, Vendor, or Vendor's employees, contractors, or agents in any way. If Vendor learns a student may pose a health or safety threat to himself/herself or to other individuals, Vendor must immediately notify the School.
- f. Training: Vendor shall ensure its employees, contractors, or agents who interact with School students participate in sexual harassment prevention training before providing Services under this Agreement. Upon School's request, Vendor shall provide proof of compliance with this training requirement.
- g. COVID-19: Vendor certifies they will remain in compliance with local, county, and state laws and regulations concerning health safety and reducing the spread of COVID-19. Vendor will implement and visibly post the 5 strategies that reduce the spread of COVID-19 at their service facility to include staying at home when appropriate, practicing good hand hygiene

and respiratory etiquette, using masks when feasible, having adequate supplies (includes soap, water, hand sanitizer, paper towels, disinfectant wipes and sprays, masks, and no-touch trash cans), and posting signs and safety messaging in highly visible locations.

SECTION 9. INDEMNIFICATION AND INSURANCE.

- a. Indemnification: To the maximum extent allowable by law, Vendor will indemnify, defend, and hold harmless School, its officers, directors, employees, agents and volunteers from and against all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, attorneys' fees, and costs that such entities or persons may incur that arise out of or relate to this Agreement or the alleged negligence, recklessness or willful misconduct of Vendor, including of Vendor's officers, directors, employees, subcontractors, agents, representatives, volunteers, successors, assigns or anyone for whom Vendor is legally responsible. Vendor's indemnity, defense and hold harmless obligations shall survive the termination of this Agreement. To the maximum extent allowable by law, Vendor also agrees to hold harmless, indemnify, and defend School from any and all liability, damages, or losses (including reasonable attorneys' fees, costs, penalties, and fines) School suffers as a result of (a) Vendor's failure to meet its obligations under Sections 4-6, or (b) a third party's designation of Vendor or Vendor's employees, agents, or contractors as an employee of School regardless of any actual or alleged negligence by School.
- b. General Liability Insurance Limits: Vendor agrees to maintain general liability insurance coverage, including both bodily injury and property damage, with at least the following coverage limits:
 - i. \$1,000,000 per occurrence
 - ii. \$2,000,000 general aggregate
 - iii. \$500,000 personal & advertising injury
- c. Additional Insurance Requirements: Vendor's insurance shall constitute primary coverage for any loss or liability arising from or relating to this Agreement and any insurance held by School shall constitute secondary, excess coverage. School may require additional insurance coverage depending on the Services and shall communicate these insurance requirements to the Vendor in conjunction with the provision of an Enrichment Certificate. Vendor's insurance policies required under this Agreement shall name School as additionally insured.

SECTION 10. CONFIDENTIALITY.

- a. Confidential Information: Vendor acknowledges that during the course of performing Services, Vendor may become privy to confidential, privileged and/or proprietary information important to the School. Vendor further acknowledges its obligations under the Family Educational Rights and Privacy Act ("FERPA") and California Uniform Trade Secrets Act. Vendor shall ensure that all of its employees, agents and contractors agree to the requirements of this section prior to receiving any Confidential Information (defined below). Vendor shall not use or disclose during or after the term of this Agreement, without the prior written consent of School, any information relating to School's employees, directors, agents, students or families, or any information regarding the affairs or operations of School, including School's confidential/proprietary information and trade secrets ("Confidential Information"). Confidential Information, whether prepared by or for the School, includes, without limitation, all of the following: education records, student rosters, medical records, personnel records, information technology systems, financial and accounting information, business or marketing plans or strategies, methods of doing business, curriculum, lists, email addresses and other information concerning actual and potential students or vendors and/or any other information Vendor reasonably should know is treated as confidential by the School. The only allowed disclosures of Confidential Information

are (i) with prior written consent of School; (ii) after the information is generally available to the public other than by reason of a breach by Vendor of this agreement to maintain confidentiality; (iii) after the information has been acquired by Vendor through independent means and without a breach of Vendor's duties to School under this Agreement or otherwise; or (iv) pursuant to the order of a court or other tribunal with jurisdiction if Vendor has given School adequate notice so that School may contest any such process. Personally identifiable student information may only be used as necessary to meet Vendor's obligations under this Agreement. Vendor shall not use any Confidential Information (e.g., student or parent contact information) to market any products or services to School parents or students without School's express written permission. Vendor must take all necessary and appropriate steps to protect and safeguard all of School's Confidential Information and proprietary information from unauthorized disclosure.

- b. Disclosure of Records: School will provide Vendor with those records requested by Vendor that are reasonably necessary to allow Vendor to perform the Services. Vendor shall use any such records only for the purpose provided and not for the benefit of any other person or entity. Upon termination of this Agreement or School's request, Vendor will immediately surrender to School or destroy all Confidential Information and other materials provided to Vendor by School, including all physical copies, drafts, digital or computer versions.

SECTION 11. ENTIRE AGREEMENT. This Agreement and its incorporated exhibits constitute the entire agreement between the parties with respect to the subject matter contained herein and supersede all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.

SECTION 12. DISPUTE RESOLUTION.

- a. Informal Dispute Resolution: If there is any dispute or controversy between the parties arising out of or relating to this Agreement, the parties shall first meet and confer informally in an attempt to resolve the issue.
- b. Mediation: If reasonable efforts at informal resolution are unsuccessful, the parties shall participate in a mediation with a mutually-agreed upon mediator. Any costs and fees, other than attorneys' fees, associated the mediation shall be shared equally by the parties.
- c. Arbitration: If School has paid more than \$25,000 to Vendor for Services since the start of the previous fiscal year, and efforts to resolve the dispute at mediation are unsuccessful, the parties agree that such dispute will be submitted to private and confidential arbitration by a single neutral arbitrator through Judicial Arbitration and Mediation Services, Inc. ("JAMS") at the nearest JAMS location, or other service agreed upon by both parties, and that such arbitration will be the exclusive final dispute resolution method under this Agreement. The JAMS Streamlined Arbitration Rules & Procedures in effect at the time the claim or dispute is arbitrated will govern the procedure for the arbitration proceedings between the parties. The arbitrator shall not have the power to modify any of the provisions of this Agreement. The decision of the arbitrator shall be final, conclusive and binding upon the parties hereto, and shall be enforceable in any court of competent jurisdiction. The party initiating the arbitration shall advance the arbitrator's initial fee. Otherwise and thereafter, each party shall bear their own costs of the arbitration proceeding or litigation to enforce this Agreement, including attorneys' fees and costs. Except where clearly prevented by the area in dispute, both parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved, subject to the right to terminate this Agreement. Nothing in this Agreement is intended to prevent either party from obtaining injunctive or equitable relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

SECTION 13. MODIFYING THE AGREEMENT. No supplement, modification, or amendment of this Agreement shall be binding unless in writing and executed by both parties.

SECTION 14. NO WAIVER. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

SECTION 15. NO ASSIGNMENT. No party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other party. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns.

SECTION 16. SEVERABILITY. If any provision of this Agreement is invalid or contravenes applicable law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

SECTION 17. GOVERNING LAW. This Agreement shall be governed by and interpreted under the laws of the State of California.

SECTION 18. AUTHORITY TO CONTRACT. Each party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said party, and that the undersigned has been duly authorized to execute this Agreement.

SECTION 19. NOTICES. All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

(a) When delivered personally to the recipient's address as stated on this Agreement; (b) three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement; (c) via email address as stated on this Agreement. Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

If to Vendor: If to School:

(Please fill in with your information)

Business:

Name:

Title:

Address:

Email:

Phone:

SECTION 20. COUNTERPARTS. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed or emailed .pdf or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date above.

Monarch River Academy VENDOR

By: By:

Name: Name:

Title: Title:

Date: Date:

EXHIBIT A

Detailed List of Vendor Services and Prices

*Anything not listed will not be approved

Services Offered:

Title	Description	Grade Level	Price	Duration



Enrichment Certificate

This certificate gives permission to the Monarch River Academy student listed below to redeem enrichment services provided by the approved Monarch River Academy vendor.

CERTIFICATE NUMBER:

TOTAL AMOUNT:

\$0.00

STUDENT NAME:

SCHOOL NAME:

VENDOR NAME:

CLASS/ACTIVITY:

SERVICE UNIT:

NOTES:

SERVICE DATE(S):

AMOUNT PER UNIT:

MATERIALS FEE:

SERVICES MAY NOT EXCEED THE APPROVED CERTIFICATE AMOUNT

PARENT NOTICE: The parent must contact the vendor to schedule the classes/activities for the student prior to redeeming service(s). Please be sure to confirm the vendor's cancellation policy; vendors may charge for service(s) regardless of cancellation. **The** Student must be enrolled with Monarch River Academy at the time services are received/rendered.

VENDOR NOTICE: Vendors should submit invoices via their Vendor Portal **within 90-days of Services rendered**. Invoicing questions may be sent to invoicing@monarchriveracademy.org.

COVID NOTICE: By accepting this Enrichment Certificate you are certifying that you are following all State, County, and Local Guidelines when it comes to COVID-19 safety requirements.

CANCELLATIONS & REFUNDS: Cancellations will only be processed ~~once the school verifies services were not rendered~~ **for non-rendered Services. Services without a submitted invoice after 90-days are considered non-rendered.** If a service is canceled, there is no guarantee of a refund and any refund must be credited to the school. If an agreement is signed between an approved vendor and a family, the family will be responsible for any cancellation fees, this includes, but is not limited to, payment for services after a student withdraws **from the school**.

ORDER NUMBER:	2022-000000
DATE ISSUED:	8/11/2022

ORDERING SPECIALIST:	Victoria Pope
EMAIL:	victoria.pope@theaxiagroup.com

CANCELLATION INVOICE REQUIRED BY:
(90 DAYS)

Cover Sheet

Board Metrics Chart

Section:	V. Governance
Item:	A. Board Metrics Chart
Purpose:	Discussion & Potential Action - Vote
Related Material:	Metrics Checklist for Board Reports - 2022-2023

BACKGROUND:

- Updated Board Metrics Checklist/Chart has been created for 2022-2023.
- Items align with the school's LCAP, Title 1 Requirements, and the Administrative Action Plan & Goals.
- The school would like to propose changing the format of how the metrics items are brought to the Board. The suggestion is to present the monthly items in a comprehensive report instead of individual agenda items.

RECOMMENDATION:

- Consider approval of the Board Metrics Chart and the format of delivery.

Board Metrics Chart

Monthly Schedule of Topics/Reports

State Priorities (LCAP Metrics): Ed Code 52060(d)

Month	Topic/Item	Details	Data/Report From:
July	Pupil Achievement (3A) Pupil Engagement (5D & 5E)	<ul style="list-style-type: none"> 3A. Enrollment & Student Attendance 5D. Drop Out Rate 5E. Graduation Rate 	<ul style="list-style-type: none"> The Axia Group
August	On-boarding Program School Start-up	<ul style="list-style-type: none"> Presentation 	<ul style="list-style-type: none"> Anna Wilkinson
September	Course Access (7A) Other Pupil Outcomes (8A) Implementation of State Standards (2A) Basic (Williams) (1A,B,&C)	<ol style="list-style-type: none"> Enrollment & ADA Transition & Counseling Updates (Academic Excellence) <ol style="list-style-type: none"> ERMS-Dr. Mitch Transition Numbers COVID-19 Updates 1A. Properly Credentialed; no misassignments; no vacancies 1B. Sufficient Materials 1C. Facilities Maintained (FIT) 2A. State Standards Implemented/EL access to State Standards and ELD Standards <ul style="list-style-type: none"> A-G enrollment Inclusion Model for ESVA/HSVA/EA- Numbers EL Enrollment Intervention Numbers ODI 7A. Access to and Enrollment in a Broad Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable) 	<ol style="list-style-type: none"> Veronica Ortiz Yolanda Vazquez Hugo Mora HR or SIS Dr. Goodman, Michael Radka, & Bryce Holladay Chris Williams Maria Thoeni, Jenny Plumb, Denise Voth, & Becky Bennett Maria Thoeni, Jenny Plumb, & Denise Voth

Month	Topic/Item	Details	Data/Report From:
		8A. Outcomes of Broad Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable) <ol style="list-style-type: none"> Enrichment events for both schools-ELO High school events-ELO 	8A.Maria Thoeni, Jenny Plumb, & Denise Voth, Lorraine, Michelene
October	Pupil Achievement (4A,B, &C)	<ol style="list-style-type: none"> Enrollment & ADA <ol style="list-style-type: none"> HSVA, ESVA, TK, Sped, transition, ODI, Inclusion, SPL/OT survey results -Parents ESVA/HSVA survey results-Parents Statewide Assessments STAR Assessment Results EL Reclassification EL Annual Growth on ELPAC SLP, OT, and Nurse enrollment 	<ol style="list-style-type: none"> Veronica Ortiz Denise, Jenny, Maria, and Lorraine Becky Bennet Maria & Jenny Damien and Becky Becky Bennett Dr. James
November		<ol style="list-style-type: none"> Enrollment & ADA Transition, SEL & Counseling Updates (Academic Excellence) and LINK Program Intervention: <ol style="list-style-type: none"> ODI SST Team 504 Data SPL for Gen Ed TK and Early Literacy Coach WASC Visit and Report LCAP and Title 1 Update Budget - Departments 	<ol style="list-style-type: none"> Veronica Ortiz Yolanda Vazquez Jenny Plumb Jenny Plumb Dr. Goodman Dr. Goodman Steph Johnson
December	Pupil Engagement (5A&B) + School Climate (6A&B)	<ol style="list-style-type: none"> Enrollment & ADA ESVA, MSVA, & HSVA Successes + Intervention & Next Steps 5A. Attendance Rate 5B. Chronic Absenteeism Rate 6A. Suspension Rate 6B. Expulsion Rate New: <ol style="list-style-type: none"> Pupil Engagement - Tiered Re-Engagement - EA Report Educator Effectiveness Grant <ol style="list-style-type: none"> Professional 	<ol style="list-style-type: none"> Veronica Ortiz Maria Thoeni 5A. SIS 5B. SIS 6A. SIS 6B. SIS I. Steph II. Dr. Goodman <ol style="list-style-type: none"> Barbara Bolanos

Month	Topic/Item	Details	Data/Report From:
		developed plan - Staff B. PD plan - Administration	B. Steph Johnson
January	Pupil Achievement (4D,E,F,G,&H)	<ol style="list-style-type: none"> 1. Enrollment & ADA 2. SARC 3. In-person-Enrichment events for both schools-ELO-Parent Survey 4. In-person-High school events-ELO-Parent Survey 5. Lending Library-Survey and Data 6. Inclusion, SPL/OT survey results -Parents <p>4D. A-G Enrollment and completion %</p> <p>4E. CTE Pathway enrollment and completion %</p> <p>4G. % of students scoring 3 or higher on AP % of students who <i>participate in and demonstrate college readiness</i> as determined by the EAP (ELA) and Math</p> <p>4H. Dual Enrollment Report</p>	<ol style="list-style-type: none"> 1. Veronica Ortiz 2. Dr. Goodman 3. Michelene 4. Amy Friesen 5. Axia - Jenny Plumb 6. Dr. Steven James <p>4D. Denise Voth</p> <p>4E. Denise Voth</p> <p>4G. Denise Voth</p> <p>4H. Denise Voth</p>
February		<ol style="list-style-type: none"> 1. Enrollment & ADA 2. Inclusion Report - STAR Data or Other Measures of Growth 3. ESVA, MSVA, & HSVA Successes + Intervention & Next Steps 4. Communication Systems-Parent Survey 5. STAR Results - Growth Data: All Sub-groups 6. SEL - Tiers and Impact 	<ol style="list-style-type: none"> 1. Veronica Ortiz 2. Dr. Steven James 3. Maria Thoeni 4. Michelene Fitzgerald 5. Damien Phillips 6. Yolanda Vazquez
March		<ol style="list-style-type: none"> 1. Enrollment & ADA 2. Transition & Counseling Updates (Academic Excellence) <ol style="list-style-type: none"> a. ERMS-Dr. Mitch b. Transition Numbers 3. TK and Early Literacy Coach 4. WASC Visit and Report 5. LCAP and Title 1 Update 6. Budget - Departments 	<ol style="list-style-type: none"> 1. Veronica Ortiz 2. Yolanda Vazquez 3. Jenny Plumb 4. Dr. Laurie Goodman 5. Dr. Damien Phillips 6. Steph Johnson

Month	Topic/Item	Details	Data/Report From:
		7. ELD Program	7. Becky Bennett
April		<ol style="list-style-type: none"> 1. Enrollment & ADA 2. Sped-Communication Survey 3. SLP, OT, and Nurse enrollment and Growth Report 4. LCAP Educational Partnership Survey and Feedback 	<ol style="list-style-type: none"> 1. Veronica Ortiz 2. Dr. Steven James 3. Dr. Steven James 4. Dr. Damien Phillips
May	School Climate (6C)	<ol style="list-style-type: none"> 1. Enrollment & ADA 2. In-person-Enrichment events for both schools-ELO-Parent Survey 3. In-person-High school events-ELO-Parent Survey 4. Lending Library-Survey and Data 5. A-G Enrollment and Growth Report 6. Link Report 7. Professional Develop: Staff Survey and Leadership Survey 8. HSVA and ESVA 9. Intervention 	<ol style="list-style-type: none"> 1. Veronica Ortiz 2. Michelene 3. Denise Voth 4. Michelene 5. Denise Voth 6. Yolanda Vazquez 7. Steph Johnson 8. Denise Voth and Maria Thoeni 9. Jenny Plumb
June	Pupil Engagement (5C,D,&E) + Parent Involvement (3A)	<ol style="list-style-type: none"> 1. Enrollment & ADA 2. End of School Reports - All Departments 3. Plans for the Next School Year 4. Survey Results - All Education Partners 5. LCAP Metrics <p>A. NPA - In-House Staff (Budget & Attendance): Speech & Occupational Therapy</p> <p>B. Educator Effectiveness Grant</p> <p>C. ELO Grant Activity (Title 1) Including Virtual Academy & Enrichment Academy</p> <p>D. Administrator Action Plan & Goals</p>	<ol style="list-style-type: none"> 1. Veronica Ortiz 2.-5. Leadership Team

- An A-G Report focused on progress being made on increasing A-G rates (part of A-G Grant Plan) every three months. MR Board Request.

Cover Sheet

Purchase of an Annual License for a Board/Governance Platform

Section:	V. Governance
Item:	B. Purchase of an Annual License for a Board/Governance Platform
Purpose:	Discussion & Potential Action - Vote
Related Material:	N/A

BACKGROUND:

- The school needs a tool to help with an online governance platform to help streamline and organize Board items.

RECOMMENDATION:

- Consider voting for one platform and engage in a one year contract.

GOVERNANCE/BOARD PLATFORMS

#1:



[Website](#)

#2:



[Diligent](#)

Yosemite Valley Charter School & Monarch River Academy

Prepared By:

Jenny Moritz: Solutions Consultant
(415) 747-9582
jenny@boardable.com

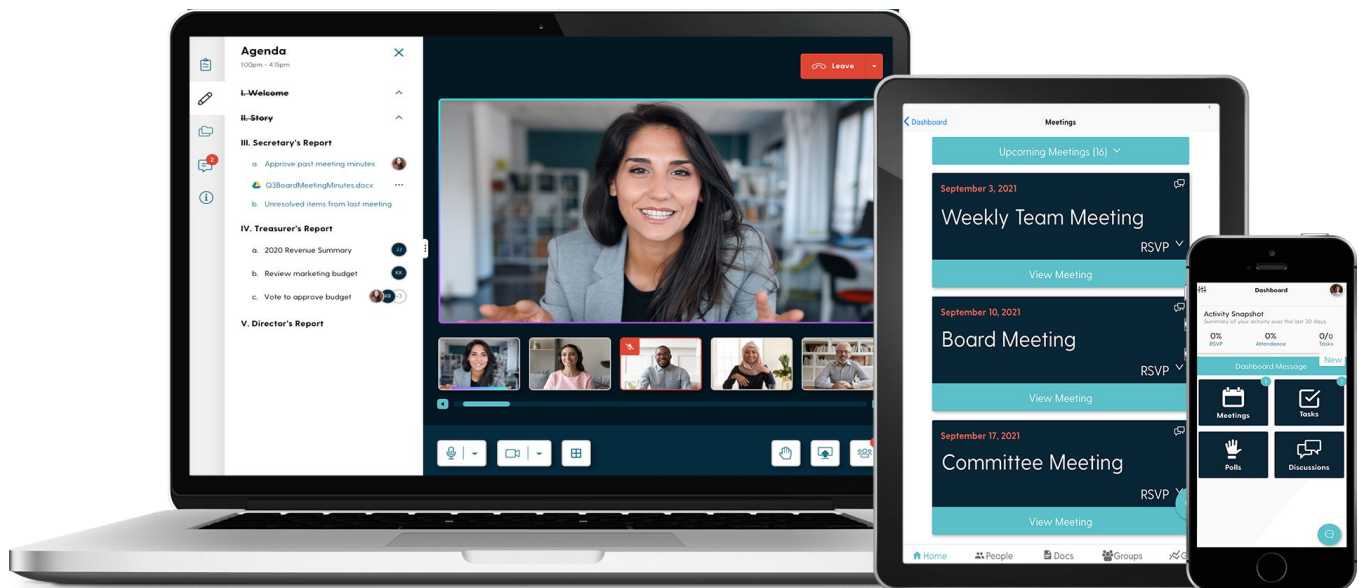
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Pricing

Professional Plan

Boardable is a comprehensive board management solution – and the best part is that we offer a customer success manager for our Professional tier. Your CSM is a designated contact and product coach who will help you get the most value with our products, resources and community. Our **all-inclusive plan** includes guided onboarding, 24/7 resources, and ongoing, proactive service. Get consultative support and tools for your board without the hidden fees that so many others charge.



Pricing

Professional Plan

Features	Pricing
Documents <ul style="list-style-type: none">✓ Unlimited, secure document storage✓ Google Drive, OneDrive, Dropbox integrations✓ Lockable folders for access control✓ Sign documents with e-signatures	Included
People <ul style="list-style-type: none">✓ Profiles & contact details✓ Unlimited groups✓ Tiered roles/permissions✓ Board member mobile app✓ Add on fully integrated user authentication with Google, LinkedIn, Microsoft or OTP (one-time password)	Included
Collaboration <ul style="list-style-type: none">✓ Discussions✓ Polls & voting✓ Task manager✓ Broadcast announcements	Included
One-Screen Meeting Experience <ul style="list-style-type: none">✓ Agenda builder✓ Meeting recording✓ Minutes maker✓ Chat archive✓ Document presentation mode✓ Public meeting pages	Included
Video Meeting Integrations <ul style="list-style-type: none">✓ Fully integrated with Zoom (best in class)✓ Meetings seamlessly support: Webex, Teams, Google✓ Meetings and other 3rd party platforms✓ Meet your board wherever they are	Included

Pricing

Professional Plan Continued...

Features	Pricing
Scheduling & Admin <ul style="list-style-type: none">✓ Meeting scheduling tool✓ Outlook, Google, and iCal calendar integrations✓ Board packet quick print✓ Automated meeting attendance records✓ Attendance reports	Included
Survey <ul style="list-style-type: none">✓ Fully built-out and integrated simple survey functionality (called polling)	Included
Performance <ul style="list-style-type: none">✓ Meeting summary reports✓ Unlimited goal tracking✓ Full reporting/activity and attendance snapshots✓ Notification history (personal & org.)	Included
Mobile App <ul style="list-style-type: none">✓ View meeting details✓ Vote on polls✓ Open and download documents✓ Review and complete tasks✓ Available on iOS and Android	Included
Security <ul style="list-style-type: none">✓ AWS data monitoring partner✓ GDPR Certified✓ SOC 2 Type I Certified✓ SOC 2 Type II Q2 2022	Included

Pricing

Professional Plan Continued...

Features		Pricing
Technical Support <ul style="list-style-type: none">✓ LIVE in-app chat 7am -10pm EST✓ 24/7 resources for all users (admins + board)✓ Comprehensive Help Center & FAQ		Included
Services Implementation + Launch <ul style="list-style-type: none">✓ 30-day Implementation and User Uploads✓ Admin Bootcamp and Board Training✓ Board "Go Live" Launch Plan✓ Personalized Success Tips Ongoing <ul style="list-style-type: none">✓ Customer Success Manager✓ Boardable Academy: admin + user✓ Best practices and product update calls✓ Quarterly business reviews		Included
All inclusive annual pricing, 15 Seats		Subtotal: \$5,868.00
Annual discount 10%		- \$586.80
Proposal in USD		\$5,281.20

Discounts available for multi-year plans on request.

Boardable will beat any competing, feature-comparable service pricing by 5%.

Support

Trusted Advisors

When you need help taking your board and committee meetings from friction to focus, we're with you. We offer 24/7 expert support resources from people who've been there — whether it's your first time or you're replacing an outdated board management platform.

Guided Onboarding

Boardable success delivers a guided onboarding program for staff and board members. An onboarding specialist will work closely with your team to ensure account and user activation, and define a smooth transition plan and successful Go Live for your board.

Comprehensive Resources

Boardable Academy provides on-demand, quick-start resources, live webinar training sessions, educational articles, and up-to-date support documentation online. Our team is genuinely passionate about helping boards succeed, and we make every effort to provide valuable resources that set you up for success.

Success Management

More than 80% of our customer team serve on boards & committees. We understand the real-world challenges of today's boards. Customers have access to quarterly check-ins with a designated success manager and product expert to help you get the most out of the platform and achieve your organization's goals.

Technical Support

Enjoy a dedicated help center with technical support. Whether you have a question while you're making the game-changing board agenda or learning about platform functionality, we've got you covered. In-app chat support is also available to all users.

Boardable Details

Additional Content Attached:

- About Boardable
- Boardable Solutions
- Customer Reviews
- Security
- GDPR Compliance
- 2022 Awards and Recognitions

About Boardable

We've Been There

As leaders in the space, we understand the frustration you feel (and the hours you lose) just from organizing board meetings — let alone staying productive and communicating between them via email, phone, and text. We, at Boardable, have been there. After tirelessly searching for the right solution but not finding it, we decided to build it ourselves! In fact, 4 out of 5 of our founders actively serve on boards, and over 80% of our customer team serve on boards and committees.

Boardable is an online board management solution that centralizes communication, secure document storage, meeting planning, and everything involved with running a board of directors. Boardable's intuitive platform brings teams together — wherever they are — so they can prepare, engage, and take action on what matters most. With a mission to increase board member engagement and empower teams to get more done, Boardable serves more than 2,000 organizations in over 40 countries worldwide ranging from community nonprofits, healthcare, higher education and enterprise business.

Boardable Solutions

Move Mission-Critical Work Forward

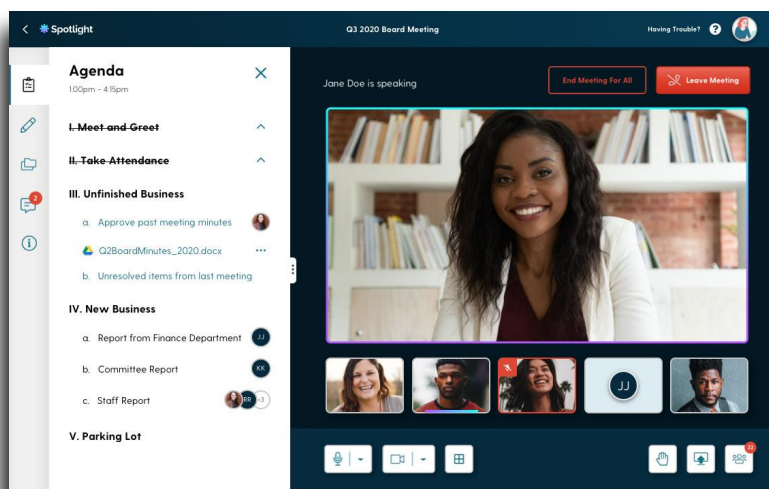
Your world doesn't slow down for board meetings. We make it easy and efficient to connect with your team – wherever you are. Our validated solutions were built to optimize the entire meeting lifecycle, so you can stay focused on maintaining operational oversight, promoting autonomy, and achieving your mission.



Boardable Solutions

Supercharge Meeting Engagement with **Spotlight** By Boardable

The last thing your board members need is more confusing tabs and screens to manage during a meeting. Our purpose-built platform is optimized for virtual and hybrid collaboration in a single screen, so you can govern with confidence and ensure compliance.

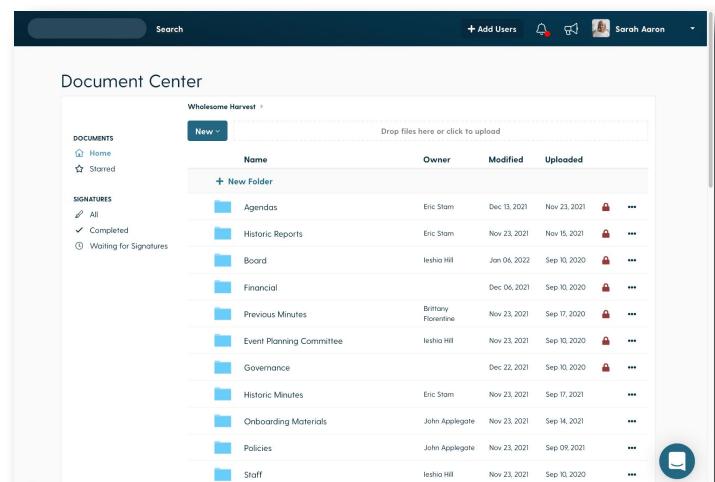


- Meeting Scheduling Tool
- Calendar Integration
- Agenda Builder
- Board Packet Quick Print
- Meeting Recording
- Minutes Maker
- Private Meeting Notes
- Attendance Reporting
- Task Manager
- Meeting Summary
- Public Meeting Pages

Maintain a Source of Truth

Host all the files your board needs in one place, with the option to limit access to sensitive materials.

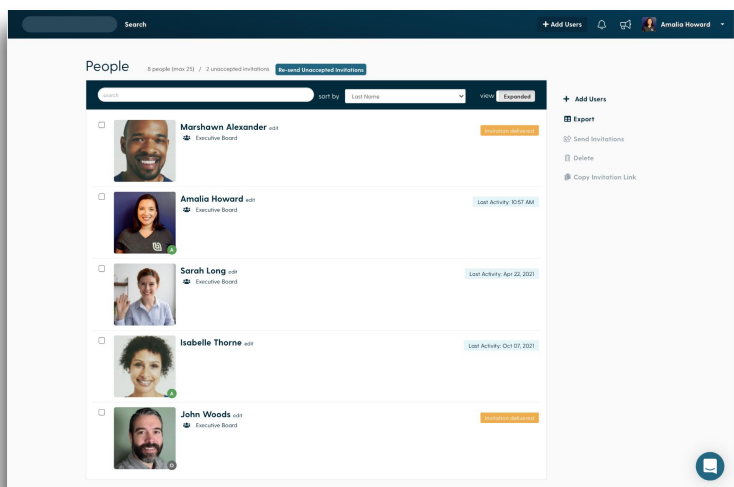
- Sign Documents with E-Signatures
- Unlimited, Secure Document Storage
- Google Drive, OneDrive, Dropbox Integrations
- Lockable Folders for Access Control



Boardable Solutions

Promote Autonomy

Our platform caters to all levels of tech savvy because we've been there. We know your time is better spent on your mission, not learning a complicated new tool. Store contact information, create groups and committees, and assign account permission with ease.

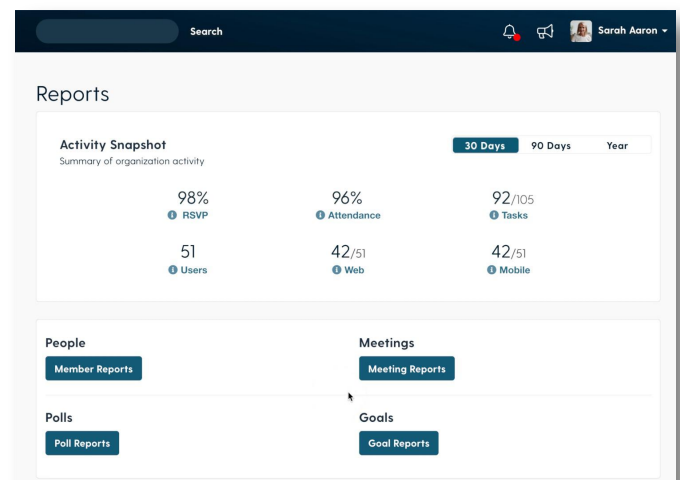


- Easy-to-Use Tools
- Profiles & Contact Details
- Unlimited Groups
- Tiered Roles/Permissions
- Board Member Mobile App

Keep Track of Performance

Set performance goals and track progress over time. Run reports to monitor board member engagement and participation.

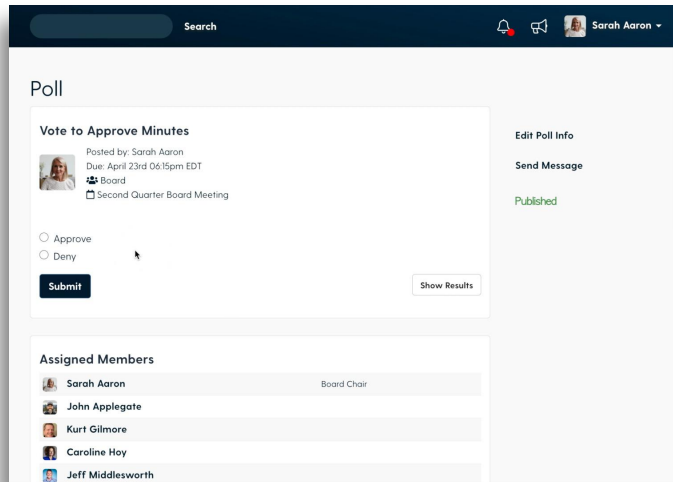
- Designated Success Manager
- Unlimited Goal Tracking
- 24/7 Technical Support
- Full Reporting/Activity Snapshots
- Notification History (Personal & Org)



Boardable Solutions

Improve Collaboration

Keep the conversation going between meetings. Our features are fully integrated with each other, so all communications are archived and searchable.



- Discussions
- Polls/Surveys
- Task Manager
- Broadcast Announcements
- Boardable Mobile App

Seamlessly Integrate

We know you and your board members are already using best-in-class apps you've grown accustomed to, which is why we offer readily available integrations. We'll meet you wherever you're at – our agnostic approach gives you flexibility and a seamless user experience for meetings and more.

Integrations



Customer Reviews

"I love how Boardable makes everything having to do with my board so much easier. I believe that Boardable empowers my board to be a better version of themselves."

Beach Pace, CEO

Big Brothers Big Sisters Columbia Northwest



"[I love the] user-friendly, easy-to-access online platform for board members, no matter how tech-savvy they are! ... The time I have saved using Boardable for three boards that I manage has allowed me to focus on furthering our mission and vision."

Catherine J., Development & Communications Manager
Small Business (50 or fewer employees)



"Incredibly positive startup with Boardable. Software design is very specific and tailored to this usage. It is robust and has already exceeded our expectations. Customer service has been timely and friendly."

Sean C., CEO/Director of Education

Enterprise (>1000 employees)

Customer Reviews



"I love having everything at my fingertips. I can lay everything out for my Board and resources that once clogged emails can be organized with clarity and easily accessed. It was a very intuitive platform to get up and running and for Trustees to navigate for the first time."

David S.

Mid-Market (51-1000 employees)



"Boardable Changed how our agency operates. The software is very intuitive and easy to use. The app is also so convenient."

Administrator in Non-Profit Organization Management

Mid-Market (51-1000 employees)



"The polling and document management features are so helpful for virtual meetings. Everyone can follow along and documents do not get lost in a sea of emails."

Administrator in Non-Profit Organization Management

Mid-Market (51-1000 employees)

Security

Data Storage and Transport

We currently use Amazon Web Services (AWS) to store our data. AWS provides secure data centers and a network architected to protect information, identities, applications, and devices. AWS is the highest industry standard for data storage with industry-recognized certifications and audits: PCI DSS Level 1, ISO 27001, FISMA Moderate, FedRAMP, HIPAA, and SOC 1 (formerly referred to as SAS 70 and/or SSAE 16) and SOC 2 audit reports.

User files are encrypted at rest using AWS-managed encryption and web traffic is encrypted and sent securely over SSL. For more information on AWS: <https://aws.amazon.com/security/>

Customer Data

Boardable's information security program includes administrative, technical, and physical safeguards protecting customer data against accidental, unauthorized or unlawful destruction, disclosure, and access.

Boardable App Password Policy

Each Boardable user sets his or her own password. These passwords must be at least 8 characters. A list of the top 1,000 most commonly used passwords is prohibited. Passwords are all encrypted.

Boardable Privacy and Terms

Boardable is [Privacy Shield Compliant](#). All users are asked to accept our Privacy Policy and Terms of Service when they create a profile in our product. Boardable [Privacy Policy](#) and [Terms of Service](#).

Expunging Customer Data

We work with customers to remove their personal data from the product and third parties we partner with upon request.

Credit Card Data

Boardable uses Stripe to process customer credit card information. All credit card data is sent directly from our customers to Stripe, and none of it is exposed on our website or server at any time. Stripe has been audited by a PCI-certified auditor and is certified to PCI Service Provider Level 1. For more information on Stripe: <https://stripe.com/docs/security/stripe>

Cybersecurity Coverage

We conduct an annual penetration test which is a simulated cyber attack against our systems checking for exploitable vulnerabilities. Red Rock IT Security is our 3rd party cybersecurity service provider conducting automated scanning.

What Is GDPR?

General Data Protection Regulation (GDPR) is a set of regulations designed to give citizens of the European Union more control over their personal data.

Under GDPR regulations, organizations must ensure that personal data is gathered legally and protected from misuse. This applies to any business or organization operating in the EU or providing goods or services to customers located in the EU.

How Is Boardable in Compliance with GDPR?

To meet GDPR standards, Boardable has implemented regional data centers, as well as assembled an internal cross-functional team dedicated to implementing required processes and protocols. Some of our ongoing GDPR initiatives include:



Data Security

Boardable maintains heightened security practices for securing all user information, data, and documents as defined in our [Terms of Service](#) and [Security Policy](#). All Boardable employees must also complete data privacy and security training.



Accountability and Governance

A Data Protection Officer has been appointed to oversee how we collect and process customer data, and review third-party vendor data processing agreements to ensure GDPR compliance.



Privacy Rights

Boardable is committed to respecting your privacy as defined in our [Privacy Policy](#).

Under GDPR regulations, customers can [submit a request](#) to:

- Receive a report of their personal data
- Request deletion of personal data
- Request to stop all processing of personal data



boardable

Awards and Recognitions

At Boardable, we pride ourselves in creating validated solutions – and moving at a rapid pace – to better serve our customers. Our team members serve on boards too, and we are innovative and adaptable in our approach to find dynamic solutions for long-term success. Check out some of our accolades and see what others say about our board management platform.

Board Management



Meeting Management



Meeting Management



Board Management



Learn more at boardable.com

What Customers Say About Boardable



“Boardable has helped us tremendously improve board communication and administrative efficiency, allowing us to focus on the completion of organizational tasks and goals.”

Susan Riddle, CEO
Visit Mountaineer Country CVB

Trusted by Customers Around the Globe

ENCAMP



HUMANIST
CANADA



children's
development
academy



Big Brothers
Big Sisters.
OF AMERICA



FOCUS
FINANCIAL®

Boardable in the Press

Inc.

Forbes

“Boardable is taking a step in the right direction in terms of making life easier for its users and allowing them to experience accessibility modifications...”

now
associations



Proposal for: Axia Group

Prepared for: Angelica Robles

Prepared by: Jeffrey Lee

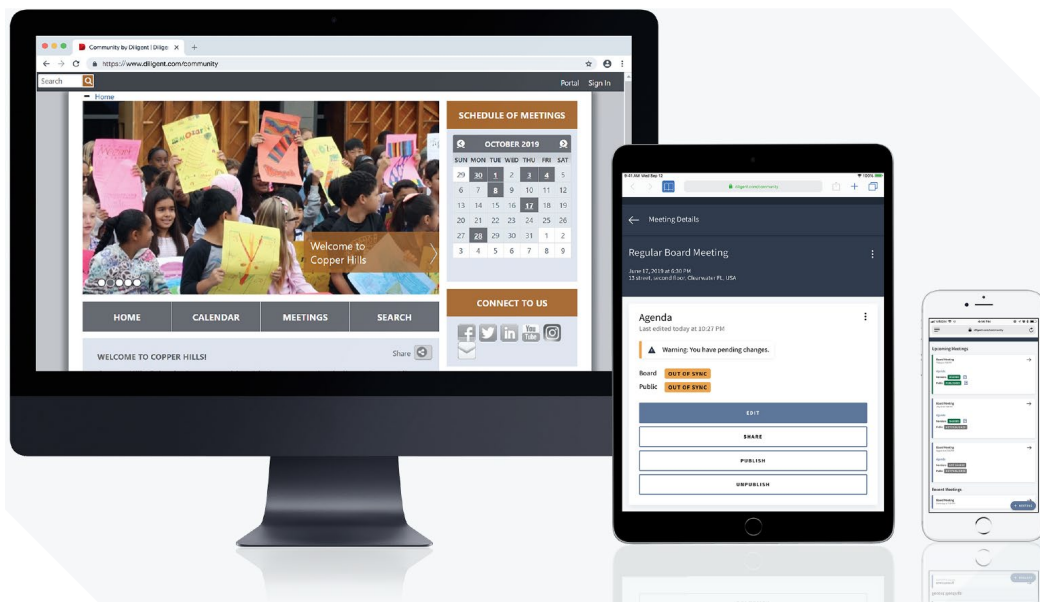
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Overview

Community by Diligent™: a modern governance solution designed exclusively to meet the needs of school districts and local government.

Many school districts are relying on paper-bound processes or outdated technologies that no longer meet the needs of today's digital age. As a consequence, they are facing serious governance gaps, and struggling with poor meeting efficiency, issues with inclusion, transparency and security, and lack of access to real-time information. Community by Diligent, alongside forward-thinking public leaders, addresses these pressing governance gaps.

Community by Diligent enables K-12 leaders and administrators to achieve excellence in modern governance. It supports responsiveness to their constituencies through an integrated set of technologies, insights and processes. Building on Diligent's deep experience in offering digital governance solutions to corporate boards, Community by Diligent provides school districts with the same streamlined approach to modern governance, but tailored to the specific needs of school boards.

Community by Diligent is a responsive design, "mobile-first" digital solution that enables school boards to drive workflows in a predictable and transparent manner, encouraging engagement and making the decision-making process more effective. For constituents, this means that not only are all current and past meeting documents available anytime from anywhere, but live, fully inclusive meeting participation is now possible.



EFFICIENT



MOBILE



INCLUSIVE

Why choose Community by Diligent



Efficiency – School districts, first and foremost, must prioritize serving their constituents, and only then can they turn their focus to improving governance. Community leaders are required to drive results with fewer resources and limited time. Community by Diligent facilitates a fully secure, digital and streamlined process for meetings, including agenda management, document collation with status updates, and publication of final meeting materials and minutes. Community by Diligent gives leaders the ability to manage the workflow of building and sharing meeting materials and agendas in a predictable and transparent manner. And, it's intuitive and easy to use.



Mobility – Now more than ever, our communities are connected through our devices. Mobile technologies can K-12 leaders engage their constituents outside the context of a laptop or home computer. That's why Community by Diligent has been built to leverage a responsive, mobile-first design to ensure that any action taken on a desktop will be just as easy to complete on a smartphone or tablet. Not only does this allow flexibility for board members to review and annotate documents from their preferred device, but provides administrators the ability to add, edit and publish agenda items on the go.



Inclusion – Ease of engagement and inclusion are critical. Whether you're talking about geographically diverse districts, people with disabilities, single moms, housebound seniors or constituents who are traveling, these are everyday scenarios. School districts are getting challenged in court over lack of inclusion for all citizens. Diligent is committed to expanding engagement for all citizens through the use of technology. By using technology to reduce barriers and make it easier to engage, all members of our community can play a full and active role in the governance process and the entire community benefits. Community by Diligent is built on a foundational commitment to be inclusive for all users.

Summary of Key Capabilities

- Agenda and book creation
- Board member cross-device annotations
- One-click print for meeting material
- Enhanced accessibility features
- Improved mobile-first UI
- Fewer clicks and more productivity
- Powerful search capabilities
- Localized community-specific user interface
- Social media integrations

Security

Diligent's 360° safety measures include safeguards against internal, external and unknown threats.

The core of the technology for Community by Diligent is deployed through an open, flexible, enterprise-grade cloud computing platform housed in world-class hosting data centers that maintain various globally recognized security certifications. The data centers also provide physical and environmental controls to ensure access is controlled 24x7. Data is secured using industry-standard encryption methods.

Support

We take pride in delighting our clients.

We pride ourselves on delivering best-in-class customer support to our clients. Our customer support team is available 24/7. The team is here as your resource, free of charge.

As part of our commitment to the success of your community, you'll receive support as part of our service:

- 24/7 Support
- Implementation onboarding
- Unlimited storage for agendas and board-related documents
- Online user guides, tips/tricks and videos
- Regular customer webinars

About Diligent

Diligent is the pioneer in modern governance. Diligent empowers leaders to turn governance into community impact through unparalleled insight and highly secure, integrated SaaS applications that help public sector entities thrive and endure in today's complex landscape. Diligent's trusted, cloud-based applications streamline the day-to-day work of boards, councils and committees, support accountability and transparency, manage hundreds of policy documents and files, and deliver the insights and information leaders need to address stakeholder concerns and create impact.

With the largest global network of directors and executives, Diligent's suite of governance solutions are relied on by more than 16,000 organizations and 650,000 leaders in over 90 countries. With an eye toward inclusivity and accessibility, Diligent serves some of the largest public governing bodies and more than 50% of the Fortune 1000, 70% of the FTSE 100 and 65% of the ASX.

Pricing

	One-time Fee
Setup & Implementation	\$1000*
Includes setup and implementation of Community by Diligent	
	Annual Fee
Diligent Community (Each School)	\$4500
<ul style="list-style-type: none"> Includes agenda management, publishing book materials, board member annotations and more Unlimited agendas & minutes templates Unlimited storage for meeting related content excluding large video files Unlimited support, training sessions and coaching sessions Unlimited users within your organization Policy management for multiple handbooks 	
Transparency Portal	Included
<ul style="list-style-type: none"> Meeting schedules, agendas, minutes, voting and attendance records are all included Citizens can subscribe to receive automatic email updates Automatically refreshes with the latest information once it is complete 	

Terms & Conditions

- The annual fees outlined herein are guaranteed for thirty (30) calendar days from the date of issuance
- The annual fees outlined herein are based on a one-year auto renew contract
- The annual fees include hosting, technical support (e-mail and 1-800 support), maintenance, online training sessions, regular upgrades to the software and storage space
- All annual fees are payable up front
- Your license will include unlimited users from your organization

Cover Sheet

Board Meeting Format

Section:	V. Governance
Item:	C. Board Meeting Format
Purpose:	Discussion & Potential Action (Vote)
Related Material:	None

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 September in a hybrid format, offering both in person and virtual options to attend the Board meeting.