

# Monarch River Academy

## Regular Board Meeting



September 13, 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
<b>I. Opening Items</b>		<b>6:00 PM</b>
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. 1-3)	Dr. Sam Nofziger	1m
E. Public Comment	Dr. Sam Nofziger	5 m
F. Discussion and Potential Action to Approve the August 23, 2022 Board Meeting Minutes (p. 4-11)	Dr. Sam Nofziger	1 m

<b>II. Finance</b>		<b>6:10 PM</b>
A. Discussion & Potential Action on the Executive Director & Deputy Director Divvy Expenses - August 2022 (p. 12-13)	Steph Johnson & Dr. Laurie Goodman	5 m
B. Discussion & Potential Action on the Updated Compensation Policy (p. 14-70)	Steph Johnson & Dr. Laurie Goodman	5 m
C. Presentation & Potential Discussion of the Unused Student Planning Amount Funds Report (p. 71-72)	Steph Johnson & Dr. Laurie Goodman	5 m
<b>III. Academic Excellence</b>		<b>6:25 PM</b>
A. Discussion & Potential Action on the Independent Study Policy - Board Policy No. 6158 (p. 73-81)	Steph Johnson & Dr. Laurie Goodman	5 m
B. Presentation & Potential Discussion of the Board Metrics Report (p. 82-87)	School Leadership	10 m
<b>IV. Operations</b>		<b>6:40 PM</b>
A. Enrollment Report (p. 88-89)	Steph Johnson & Dr. Laurie Goodman	5 m
B. Discussion & Potential Action on Closing Enrollment for the 2022-2023 School Year (p. 90-91)	Steph Johnson & Dr. Laurie Goodman	5 m
C. Discussion & Potential Action on the Shared Staff MOU Between Monarch River Academy & Yosemite Valley Charter School (p. 92-137)	Steph Johnson & Dr. Laurie Goodman	5 m
<b>V. Governance</b>		<b>6:55 PM</b>
A. Discussion & Potential Action on the October	Dr. Sam Nofziger	5 m

Board Meeting Format (p. 138)		
<b>VI. Closing Items</b>		<b>7:00 PM</b>
A. Board of Director Comments & Requests	Board Members	5 m
B. Announcement of the Next Scheduled Board Meeting  Regular: October 18, 2022 at 6:00 PM	Dr. Sam Nofziger	1 m
C. Adjourn Meeting	Dr. Sam Nofziger	1 m

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

August 23, 2022 at 6:00 PM | 6200 S. Mooney Blvd., Visalia, CA 93277

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### Directors Present

Dr. Sam Nofziger (In Person), Elizabeth Wagner (In Person), & Dr. Craig Wheaton (remote)

### Directors Absent

Dr. Monique Ouwinga-DeRuiter & Sarah Sanchez

### Guests Present

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

Brandon Chiapas, Joanna Fung, Steph Johnson, Jim Surmeian, Maria Thoeni, Jenny Plumb, Dr. Damien Phillips, Denise Voth, Anna Wilkinson, Dr. Steven James, Rhonda Duerksen, Kimmi Buzzard (remote)

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## Minutes

<b>1. Opening Items</b>
<b>1.A. Record Attendance</b>

<b>1.B. Call the Meeting to Order</b>
Dr. Sam Nofziger called the meeting of the board of directors of Monarch River Academy to order on Tuesday, August 23, 2022 at 6:10 PM.
<b>1.C. Flag Salute</b>
Dr. Sam Nofziger led the Flag Salute.
<b>1.D. Approval of the Agenda</b>
Item moved to after Public Comment.
<b>1.E. Public Comment</b>
No public comments were made.
The Board elected to move to Agenda Item III.A. 2022-2023 School Launch Report.
<b>3.A. 2022-2023 School Launch Report</b>
<ul style="list-style-type: none"> <li>• Steph Johnson and Anna Wilkinson provided a report on the start of the school year.</li> <li>• The new program for New Family Onboarding was launched for families this year.</li> <li>• Anna Wilkinson shared that the project started last May and ran throughout the summer, up until school started.</li> <li>• 12 Family Orientations were conducted in July and August. 380 families attended.</li> </ul>
Dr. Craig Wheaton joined the meeting at 6:19 PM.
<b>1.D. Approval of the Agenda</b>
<p>Dr. Craig Wheaton made a motion to approve the agenda.</p> <p>Elizabeth Wagner seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
<b>1.E. Public Comment</b>

Item moved to after the Flag salute.
<b>1.F. Review &amp; Approval of Minutes July 26, 2022 Board Meeting Minutes</b>
<p>Dr. Craig Wheaton made a motion to approve the minutes from the June 27,2022 Board Meeting Minutes Meeting Minutes.</p> <p>Elizabeth Wagner seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
<b>2. Finance</b>
<b>2.A. July Financials</b>
<ul style="list-style-type: none"> <li>Jim Surmeian from Charter Impact provided a presentation on the school's July Financials.</li> </ul> <p>Elizabeth Wagner made a motion to approve the July Financials.</p> <p>Dr. Craig Wheaton seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
<b>2.B. Unaudited Actuals Report (UAR)</b>
<ul style="list-style-type: none"> <li>Jim Surmeian presented the school's Unaudited Actuals.</li> <li>Dr. Sam Nofziger asked for more information about the school's reserve. Jim Surmeian provided a narrative about the school's healthy reserve.</li> <li>Dr. Sam Nofziger requested that Dr. Craig Wheaton add to the discussion about the importance and approach to the school's reserve. He believes the school's healthy reserve will afford a pathway to ensure the school can weather potential instances where due to outside factors, the school can still operate with a budget deficit.</li> <li>Dr. Sam Nofziger inquired if it is necessary to establish a Board Policy targeted on establishing a specific reserve. Dr. Craig Wheaton shared that it does not seem, based on current laws, to be a need for a specific policy, though this could change depending on any changes to the landscape of the state budget and school regulations.</li> <li>The Board discussed the strategy of spending the current year's funds on the current student body.</li> </ul> <p>Elizabeth Wagner made a motion to approve the UAR.</p> <p>Dr. Craig Wheaton seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
<b>2.C. Executive Director &amp; Deputy Director Divvy Expenses</b>
<ul style="list-style-type: none"> <li>There were no ED or DD Divvy Expenses during the month of July.</li> </ul>

#### **2.D. Revised Title 1 Expenses in the Local Control & Accountability Plan (LCAP)**

- Dr. Laurie Goodman shared that the school evaluated the school's Title 1 spending and felt the expenses should be revised to better align with the school programs to go towards personnel salary and parent outreach.
- Elizabeth Wagner asked for the exact personnel costs and how they compared to what was included previously. Dr. Goodman shared that the cost, shared between both Monarch and Yosemite, was \$71,000 to \$120,000.

Dr. Craig Wheaton made a motion to approve the revised Title 1 Expenses in the LCAP.  
Elizabeth Wagner seconded the motion.  
The board VOTED unanimously to approve the motion.

#### **2.E. Updated Fiscal Manual**

- Dr. Laurie Goodman shared that the school leadership has been working with a financial team to ensure all of the accountability checks and balances are outlined.
- Highlighted additions include Divvy card usage and the increased bid limits.

Dr. Craig Wheaton made a motion to approve the updated Fiscal Manual.  
Elizabeth Wagner seconded the motion.  
The board VOTED unanimously to approve the motion.

#### **2.F. Updated Compensation Policy**

- Steph Johnson presented the updated Compensation Policy noting that the school leadership has conferred extensively with staff to help shape decision making regarding staff compensation.
- Highlighted changes include:
  - Updated job titles
  - Updated Part-Time Teacher increase
  - Extra student stipend added to Mild/Moderate and Mod/Severe Case Managers
- Dr. Nofziger commented that the stipend chart is a useful resource to staff.

Elizabeth Wagner made a motion to approve the updated Compensation Policy.  
Dr. Craig Wheaton seconded the motion.  
The board VOTED unanimously to approve the motion.

#### **2G. All Staff Salary Increase & One Time Stipend Bonus**

- Dr. Laurie Goodman reminded the Board that most certificated staff, depending on where they were on the salary table, received up to a 7.1% raise effective January 1, 2022.
- Steph Johnson, presented three options for consideration:

1. 2%
2. 3%
3. Distributive Increase (\$226,810)

- School Admin wishes to honor staff's good work as well as to correct the Teacher Salary Table to better align with other districts in our area.
- Elizabeth Wagner inquired if this also includes the STRS increase. Steph Johnson affirmed that it is.
- Dr. Wheaton shared that the opportunity to correct the salary table through the distributive increase makes sense given the schools fiscal health.

Dr. Craig Wheaton made a motion to approve the all staff distributive salary increase and one time stipend bonus for Certificated Staff.

Elizabeth Wagner seconded the motion.

The board VOTED unanimously to approve the motion.

### **3. Academic Excellence**

#### **3.A. 2022-2023 School Launch Report**

This agenda item was presented earlier in the meeting.

#### **3.B. Grade Level Promotion & Acceleration Policy & Retention Criteria**

- Steph Johnson shared that the school is bringing back the policy that includes a parent/guardian's right to appeal
- Other changes included updating titles and school terminology.

Dr. Craig Wheaton made a motion to approve the Grade Level Promotion & Acceleration Policy & Retention Criteria.

Elizabeth Wagner seconded the motion.

The board VOTED unanimously to approve the motion.

### **4. Operations**

#### **4.A. Enrollment Report**

- Dr. Laurie Goodman presented the Enrollment Report.
- Steph Johnson shared that the school is considering closing enrollment on September 15, 2022.

#### **4.B. Shared Staff MOU Between Monarch River Academy & Yosemite Valley Charter School**



- Dr. Laurie Goodman re-presented the Shared Staff MOU which now has Attachment B.
- Dr. Laurie Goodman thanked Rhonda Duerksen for her work on this MOU.

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

Elizabeth Wagner seconded the motion.

The board VOTED unanimously to approve the motion.

#### **4.C. Comprehensive Safety Plan**

- Dr. Damien Phillips presented the school's Comprehensive Safety Plan.

Elizabeth Wagner made a motion to approve the Comprehensive Safety Plan for Monarch River.

Dr. Craig Wheaton seconded the motion.

The board VOTED unanimously to approve the motion.

#### **4.D. Revised Vendor Agreement and Enrichment Certificate**

- Steph Johnson presented the proposed changes to the vendor agreement and enrichment certificate.

Elizabeth Wagner made a motion to approve the Revised Vendor Agreement and Enrichment Certificate.

Dr. Craig Wheaton seconded the motion.

The board VOTED unanimously to approve the motion.

### **5. Governance**

#### **5.A. Board Metrics Chart**

- Dr. Laurie Goodman presented the detailed monthly Board Metrics items to ensure that reportable items from the LCAP are shared as well as additional, requested items the Board asked for.

Elizabeth Wagner made a motion to approve the Board Metrics Chart.

Dr. Craig Wheaton seconded the motion.

The board VOTED unanimously to approve the motion.

#### **5.B. Board/Governance Platform**

- Steph Johnson and Kimmi Buzzard shared the two options for a Board Platform.

<p>Dr. Craig Wheaton made a motion to approve the purchase of either of the two platforms based on the school staff's recommendation.</p> <p>Elizabeth Wagner seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
<p><b>5.C. Meeting Format</b></p>
<p>Elizabeth made a motion to hold the next board meeting in a hybrid format.</p> <p>Dr. Craig Wheaton seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
<p><b>6. Closing Items</b></p>
<p><b>6.A. Board of Director Comments &amp; Requests</b></p>
<ul style="list-style-type: none"> <li>• No Board comments or requests were made at this time.</li> </ul>
<p><b>6.B. Announcement of the Next Scheduled Board Meetings</b></p>
<p>Regular: September 13, 2022 at 6:00 PM</p>
<p><b>6.C. Adjourn Meeting</b></p>
<p>Elizabeth Wagner made a motion to adjourn the Board Meeting at 7:38 PM.</p> <p>Dr. Craig Wheaton seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p> <p>There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:38 PM</p> <p>Respectfully Submitted, Dr. Sam Nofziger</p>

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**Prepared by:**  
**Rhonda Duerksen**

**Noted by:**

**Board Secretary**

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# **Cover Sheet**

## **Executive Director & Deputy Director Divvy Expenses**

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<b>Section:</b>	<b>II. Finance</b>
<b>Item:</b>	<b>A. Executive Director &amp; Deputy Director Divvy Expenses</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Informational</b>
<b>Related Material:</b>	<b>Executive Divvy Transactions - August 2022</b>

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### **BACKGROUND:**

- Part of the fiscal checks and balances process to ensure proper spending of school funds.
- This will be a monthly agenda item.
- Board review will be on the prior, not current month's transactions.
- Steph Johnson had one transaction in the month of August for Professional Development.

**Monarch River Academy**

*Divvy Register (Steph Johnson and Laurie Goodman)*

For the Period Ending August 31, 2022

Vendor Name	Card Holder	Transaction Date	Transaction Amount
CHARTER SCHOOLS DEVELOPMENT	Steph Johnson	8/2/2022	2,395.00

Total Disbursements in August \$ 2,395.00

# **Cover Sheet**

## **Updated Compensation Policy**

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<b>Section:</b>	<b>II Finance</b>
<b>Item:</b>	<b>B. Updated Compensation Policy</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Compensation Policy - MR; Cost Impact of Proposed Classified Salary Increase - MR</b>

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### **BACKGROUND:**

- Changes include:
  - Revised Classified Salary Schedule to reflect a proposed raise
  - Updated language to match leave policies
  - Updated language to match the school's consideration of creditable years of service during the rate-in process for new hires
  - Updated Salary Schedules at the end of the policy

### **RECOMMENDATION:**

- Consider the approval of the updated Compensation Policy to include the raise for Classified Staff either retroactive to July 1, 2022 or upon the current pay period.



# Monarch River Academy

## **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.
- Up to five additional years of service~~An additional year~~ may be approved by the Executive Director~~granted~~ for candidate 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 15<sup>th</sup> 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 15<sup>th</sup> 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:
  - The Executive Director must first agree with the classified staff member on the terms
  - The supplemental work must be separate from the normal job responsibilities.
  - 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
- 24 hours of PNL for all certificated staff members who do not accrue PTO.
- For Classified and Certificated team members who accrue PTO will have their sick leave based on the number of work days:
  - Below 210 day work year will receive 80 hours of sick leave
  - 210-224 work days will receive 88 hours of sick leave
  - 225+ workday will receive 96 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



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. <del>25</del> /day <u>\$78/Half day</u>	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 <del>a</del> \$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 Stipend**

#### **Job Summary:**

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

#### **Duties and Responsibilities:**

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

### **Induction Coach**

#### **Job Summary:**

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

**Duties and Responsibilities:**

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

**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 meeting, 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 teachers, 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 Inservice 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 workflow 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
  - Moderate/Severe 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 n
- 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.



### Administrative Salary Schedule

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

1. Directors may hold a student roster of 5 up to 10.
2. Annual Stipend Additions:
  - a. Master Stipend is \$1,000 paid in two installments in December and March
  - b. Annual Doctorate Stipend is \$3,000
  - c. NBC or Doctorate Differential is \$3,000 paid in two installments in December and March; The \$3,000 is inclusive of the \$1,000 Master Stipend
3. Annual Salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board.



## Coordinator Salary Schedule

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

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

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

2. Annual Stipend Additions:
  - a. Master Stipend is \$1,000 paid in two installments in December and March
  - b. Annual Doctorate Stipend is \$3,000
  - c. NBC or Doctorate Differential is \$3,000 paid in two installments in December and March; The \$3,000 is inclusive of the \$1,000 Master Stipend
3. Annual Salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board.



### Independent Study Teacher & Virtual Independent Study Teacher Salary Schedule

	A Minimum B.A.	B 14 Post Bac	C 28 Post Bac	D 42 Post Bac	E 56 Post Bac	F 70 Post Bac	G 84 Post Bac	H 98 Post Bac
1	\$62,400*	\$62,400*	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400
2	\$62,400*	\$62,400*	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$63,960
3	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$65,559
4	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$63,960	\$65,879	\$67,198
5	\$62,400	\$62,400	\$62,400	\$63,960	\$63,960	\$65,559	\$67,526	\$68,878
6	\$62,400	\$62,400	\$62,400	\$65,559	\$65,879	\$67,198	\$69,214	\$70,600
7	\$62,400	\$62,400	\$64,272	\$67,198	\$67,855	\$68,878	\$70,944	\$72,365
8	\$62,400	\$62,400	\$66,200	\$68,878	\$69,891	\$70,944	\$72,718	\$74,174
9	\$62,400	\$62,400	\$68,186	\$70,600	\$71,988	\$73,073	\$74,536	\$77,141
10	\$62,400	\$62,400	\$70,232	\$73,071	\$74,147	\$75,265	\$77,517	\$80,612
11				\$75,263	\$76,372	\$77,523	\$80,230	\$83,434
12				\$77,521	\$79,045	\$79,848	\$83,038	\$85,937
13				\$79,847	\$81,416	\$82,643	\$85,945	\$88,515
14					\$83,858	\$85,122	\$88,953	\$91,170
15						\$88,102	\$91,621	\$93,905
20						\$91,185	\$94,370	\$96,723
25							\$97,201	\$99,624
30								\$103,111

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

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

Annualized salary includes 195 work days. The 195 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

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

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





### Specialized Independent Study Teacher Salary Schedule

	A Minimum B.A.	B 14 Post Bac	C 28 Post Bac	D 42 Post Bac	E 56 Post Bac	F 70 Post Bac	G 84 Post Bac	H 98 Post Bac
1	\$62,400*	\$62,400*	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$63,648
2	\$62,400*	\$62,400*	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$65,557
3	\$62,400	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$66,200	\$67,524
4	\$62,400	\$62,400	\$62,400	\$62,400	\$64,272	\$66,200	\$68,186	\$69,550
5	\$62,400	\$62,400	\$62,400	\$64,272	\$66,200	\$68,186	\$70,232	\$71,636
6	\$62,400	\$62,400	\$62,400	\$66,200	\$68,186	\$70,232	\$72,339	\$73,785
7	\$62,400	\$62,400	\$62,400	\$68,186	\$70,232	\$72,339	\$74,509	\$75,999
8	\$62,400	\$64,272	\$64,896	\$70,232	\$72,339	\$74,509	\$76,744	\$78,279
9	\$62,400	\$66,200	\$67,492	\$72,339	\$74,509	\$76,744	\$79,046	\$80,627
10	\$62,400	\$68,186	\$70,529	\$74,509	\$76,744	\$79,046	\$81,813	\$83,449
11			\$70,529	\$76,744	\$79,046	\$81,418	\$84,267	\$86,370
12				\$79,046	\$81,418	\$83,860	\$86,795	\$88,961
13				\$81,418	\$83,860	\$86,376	\$89,399	\$91,630
14					\$86,376	\$88,967	\$92,081	\$94,379
15						\$91,637	\$94,844	\$97,210
20						\$94,386	\$97,689	\$100,127
25							\$100,620	\$103,130
30								\$106,224

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

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

Annualized salary includes 195 work days. The 195 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

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

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





### Case Manager Salary Schedule

	A Minimum B.A.	B 14 Post Bac	C 28 Post Bac	D 42 Post Bac	E 56 Post Bac	F 70 Post Bac	G 84 Post Bac	H 98 Post Bac
1	\$62,400*	\$62,400*	\$62,400	\$62,400	\$62,400	\$63,648	\$64,921	\$66,219
2	\$62,400*	\$62,400*	\$62,400	\$62,400	\$64,272	\$65,239	\$66,870	\$68,208
3	\$62,400	\$62,400	\$62,400	\$64,272	\$65,557	\$66,544	\$68,208	\$69,572
4	\$62,400	\$62,400	\$62,400	\$65,557	\$67,524	\$68,540	\$70,254	\$71,659
5	\$62,400	\$62,400	\$64,272	\$66,869	\$69,550	\$70,597	\$72,361	\$73,809
6	\$62,400	\$62,400	\$66,200	\$68,206	\$71,636	\$73,067	\$74,894	\$76,392
7	\$62,400	\$63,648	\$67,855	\$70,252	\$73,785	\$75,625	\$77,515	\$79,066
8	\$62,400	\$65,557	\$69,552	\$72,360	\$75,999	\$78,272	\$80,228	\$81,833
9	\$62,400	\$67,524	\$71,290	\$74,530	\$78,279	\$81,011	\$83,036	\$84,697
10	\$62,400	\$69,888	\$73,073	\$76,766	\$80,627	\$83,441	\$85,527	\$87,238
11				\$79,069	\$83,046	\$85,945	\$88,093	\$89,855
12				\$81,441	\$85,538	\$88,523	\$90,736	\$92,551
13				\$83,885	\$88,104	\$91,179	\$93,458	\$95,327
14					\$90,747	\$93,914	\$96,262	\$98,187
15						\$97,201	\$99,631	\$101,624
20						\$100,603	\$103,118	\$105,181
25							\$106,212	\$108,336
30								\$111,586

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

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

Annualized salary includes 195 work days. The 195 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

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

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



### Counselor Salary Schedule

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

1. Annual Salary for Counselor is based on 205 workdays. The 205 workdays is a minimum number of workdays, Counselors may need to work additional days beyond the work calendar.
2. Annual Stipend Additions:
  - a. Master Stipend is \$1,000 paid in two installments in December and March
  - b. Annual Doctorate Stipend is \$3,000
  - c. NBC or Doctorate Differential is \$3,000 paid in two installments in December and March; The \$3,000 is inclusive of the \$1,000 Master Stipend
3. Annual Salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board.


**Special Education Support Team Salary Schedule**

	1	2	3	4	5	6	7	8	9	10	11	16
Current												
School Psychologist & Program Specialist	\$83,521		\$86,611		\$90,942		\$95,490		\$100,262		\$105,275	
Speech/Language Path	\$76,370		\$80,391		\$84,622		\$89,075		\$93,764		\$98,453	
Occupational Therapist	\$72,809		\$76,619		\$80,651		\$84,895		\$89,364		\$94,067	
Nurse	\$72,628		\$76,259		\$79,660		\$83,664		\$87,847		\$92,239	

New 22-23												
Year	1	2	3	4	5	6	7	10	13	16	20	24
School Psychologist	\$85,000	88,825.00	92,822.13	96,999.12	101,364.08	105,925.46	110,692.11	114,012.87	117,433.26	120,956.26	124,584.95	128,322.49
Program Specialists	\$83,521	86,861.84	90,336.31	93,949.77	97,707.76	101,616.07	105,680.71	108,851.13	112,116.66	115,480.16	118,944.57	122,512.91
Speech/Language Path	\$83,521	86,861.84	90,336.31	93,949.77	97,707.76	101,616.07	105,680.71	108,851.13	112,116.66	115,480.16	118,944.57	122,512.91
Occupational Therapist	\$83,521	86,861.84	90,336.31	93,949.77	97,707.76	101,616.07	105,680.71	108,851.13	112,116.66	115,480.16	118,944.57	122,512.91
Nurse	\$73,000	75,920.00	78,956.80	82,115.07	85,399.67	88,815.66	92,368.29	96,063.02	99,905.54	103,901.76	108,057.83	112,380.15



### Classified Confidential Management Salary Schedule

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

1. New Classified team members will be placed on this salary schedule based on previous job experience, educational level attained, and demonstrated proficiency or experience in necessary job skills.
2. Annually on July 1, Classified team members may move from one column of the salary schedule to the next if they have been in their current cell for a minimum of 3 months and they receive a satisfactory or better end-of-the-year evaluation the previous year.
3. Yearly salary advancements are not guaranteed and are subject to the organization's operational needs and/or approved budget.
4. Department Supervisors may request from the Executive Director, or designee, in writing that a team member is placed into a higher cell on the salary schedule during the fiscal year (July 1-June 30) based on:
  - a. New team member exceeding job expectations and performance after a 3 month new hire period
  - b. Team member taking on new assignments, tasks, or job responsibilities
  - c. Team member becoming highly proficient in specific skills that allows the employee to train other department members
5. Annual Stipend Additions:
  - a. Master Stipend is \$1,000 paid in two installments in December and March
  - b. Professional Development Stipend:

PD Stipend	Associates \$500	Bachelors \$750 Inclusive of Associates	Masters \$1,000 Inclusive of Bachelors	Doctorate \$3,000 Inclusive of Masters
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### Classified Pay Scale

Hourly Rate	A	B	C	D	E	F	G	H	I	J	K	L
Office Tech 1	\$15.94	\$16.33	\$16.71	\$17.22	\$17.73	\$18.36	\$18.88	\$19.38	\$20.66	\$21.30	\$21.94	\$22.58
Office Tech 2	\$19.13	\$19.64	\$20.28	\$20.79	\$21.30	\$21.94	\$22.58	\$23.26	\$23.84	\$24.48	\$25.26	\$26.02
Office Tech 3	\$20.40	\$21.04	\$21.68	\$22.32	\$22.96	\$23.64	\$24.36	\$25.12	\$25.88	\$26.66		
Office Tech 4	\$25.50	\$26.28	\$27.04	\$27.93	\$28.70	\$29.59	\$30.48	\$31.37	\$32.27	\$33.16		

Annual Amount	A	B	C	D	E	F	G	H	I	J	K	L
Office Tech 1	\$33,164.35	\$33,957.04	\$34,749.73	\$35,820.93	\$36,870.70	\$38,198.99	\$39,270.19	\$40,319.97	\$42,976.54	\$44,304.83	\$45,633.12	\$46,961.41
Office Tech 2	\$39,784.37	\$40,855.57	\$42,183.86	\$43,233.63	\$44,304.83	\$45,633.12	\$46,961.41	\$48,375.39	\$49,596.56	\$50,924.85	\$52,531.65	\$54,117.02
Office Tech 3	\$42,440.94	\$43,769.23	\$45,097.52	\$46,425.81	\$47,754.10	\$49,168.08	\$50,667.76	\$52,253.14	\$53,838.51	\$55,445.31		
Office Tech 4	\$53,045.82	\$54,652.62	\$56,238.00	\$58,101.89	\$59,687.26	\$61,551.15	\$63,393.62	\$65,257.50	\$67,121.39	\$68,963.86		

1. New classified team members will be placed on the salary schedule based on:
  - a. Row (Office Tech 1, 2, 3, or 4) where other department members start as a Monarch River team member
  - b. Column (A-L) is determined by previous job experience, educational level attained, special certification, and demonstrated proficiency in job skills
2. Classified team members who start at an Office Tech 1 position may move to Office Tech 2 Column H by meeting all of the following criteria:
  - a. Reaching step 12 on the Office Tech 1 column
  - b. Maintain satisfactory or better evaluations in the current and previous year
  - c. Participate in professional growth opportunities agreed to by department supervisors
  - c. Based on the above criteria receive approval from department supervisor
3. Annually on July 1st classified team members may move one column to the right if they receive a satisfactory or better end of the year evaluation and approval from Executive Director (or their designee). Yearly salary advancements are not guaranteed and are subject to the organization's operational needs and budget approval.
4. Department Managers may request from the Executive Director, or her designee, in writing that a team member be placed into a new higher cell on the salary schedule based on:
  - a. New team member exceeding job expectations and performance after a minimum of 3 months from hire date
  - b. Team member taking on new assignments, tasks, or job responsibilities as assigned by the manager
  - c. Team member becoming highly proficient in skills that allows them to train other team members

Approved: September 13, 2022



Monarch River Academy  
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Ph (559) 258-0800 | Fax 559) 532-0203

## **COST IMPACT OF PROPOSED CLASSIFIED STAFF SALARY INCREASE**

<b>Proposed Item</b>	<b>Estimated Amount for 2022-2023*</b>
2% Raise	\$3,206
3% Raise	\$4,809

\* Amount based on application of raise retroactively to July 1, 2022.

# **Cover Sheet**

## **Unused Student Planning Amount Funds Report**

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<b>Section:</b>	<b>II Finance</b>
<b>Item:</b>	<b>C. Unused Student Planning Amount Funds Report</b>
<b>Purpose:</b>	<b>Informational</b>
<b>Related Material:</b>	<b>Unused Planning Amount Fund Use Report - MR</b>

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### **BACKGROUND:**

- The Board requested a report on what unused student Planning Amount funds are used for.
- The report includes a detailed accounting of the allocated funds, what was spent, and what was not during the 2021-2022 school year.
- The report lists several items the school uses unused Planning Amount funds for as well as the approximate cost/expense for each.

### **RECOMMENDATION:**

The Board may wish to provide input on future use of unused Planning Amounts.



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## UNUSED PLANNING AMOUNT FUND USE REPORT

### 2021-2022 Planning Amount Fund Use Chart

# Students	Total Allocated Planning Amounts	Planning Amounts Spent	Over Spent Amount	Unused Amount	Net Unused Amount	Percentage Spent Amount
1183	\$2,759,300.00	\$2,158,741.45	\$25,075.09	\$625,633.64	\$600,558.55	78.13%

### Uses & Approximate Cost for Net Unused Planning Amounts

Purchase/Expense	Amount
Microsoft Licensing	\$5,000
Web Filter	\$2,500
Apple Device Management	\$600
Online Subscription Package (OSP)	\$89,000
Field Trip & Events	\$300
Student Hotspots	\$800
CAASPP Testing Tech Equipment & Shipping Costs	\$4,000
SPED Encroachment	\$460,000



# **Cover Sheet**

## **Independent Study Policy**

### **Board Policy No. 6158**

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<b>Section:</b>	<b>III. Academic Excellence</b>
<b>Item:</b>	<b>A. Independent Study Policy</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>6158 - Independent Study Policy - Drafted Clean Version - MR; 6158 -Independent Study Policy - Redlined - MR</b>

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#### **BACKGROUND:**

- The school's Board Policy for Independent Study is often revised due to changing legislation and legal guidance.
- The latest revisions include slight adjustments to the language based on legal guidance to state changes to Independent Study legislation including:
  - Tiered Re-engagement
  - Signers needed for the Mater Agreement
  - Absenteeism

## Instruction | Programs

### INDEPENDENT STUDY POLICY

Monarch River Academy ~~may~~ offers independent study pursuant to this policy to meet the educational needs of pupils enrolled in the charter school. ~~Independent study is an alternative education designed to teach knowledge and skills of the core curriculum.~~ The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

~~The purpose of the Monarch River Academy Governing Board approving this Independent Study Policy is to accomplish the following:~~

- ~~1. Establish the Time in Which an Assignment Must Be Completed~~
- ~~2. Establish the Procedure for Placement Determination~~
- ~~3. Declare the School's Commitment to Provide Learning Content~~
- ~~4. Outline What Must Be Included in a Current Written Independent Study Agreement~~
- ~~5. Outline Student Reengagement Strategies~~
- ~~6. Outline Parent Obligations for Documenting Student Attendance How Average Daily Attendance Will Be Calculated~~
- ~~7. Establish Compliance with the Education Code~~
- ~~8. Establish the Implementation of the Independent Study Policy~~

- 1. Time in Which an Assignment Must Be Completed:** For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made the date by which the pupil must complete the assigned work shall be twenty (20) school days.
- 2. Placement Determination:** A pupil may miss two (2) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study. In addition, a pupil must maintain a level of satisfactory progress and will be required to produce evidence of a body of work for all 4 core subjects (English Language Arts, Math, Science, and Social Studies) for each learning period. A body of work must reflect at least 85% of each school day, showing engagement in learning. Therefore, ~~when~~whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, or if they fail to maintain the level of satisfactory progress described above, the Executive Director or his or her designee shall conduct an evaluation to determine whether it is in the best interest of the pupil to remain in independent study. A writing record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

**3. The School's Commitment to Provide Learning Content:**

- The School will provide content aligned to grade level standards substantially equivalent to in-person instruction.
- The School will make accessible all high school courses that meet the university "A-G" admission course requirements.
- The School will provide opportunities for varying levels of live, virtual interaction and daily synchronous instruction based on grade span, which will be documented as required by legislative mandate.

Grade Span	Live Interaction *	Synchronous Instruction **
TK-3	N/A	Daily
4-8	Daily	Weekly
9-12	N/A	Weekly

\* Live Interaction is defined as interaction between the student and school staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress, monitoring, provision of services, and instruction. This interaction may take place in person, through virtual means, or telephonic communication.

\*\* Synchronous Instruction is defined as classroom-style instruction or designated small group or one-on-one instruction delivered in person, through virtual means, or telephonic communication, and involves live, two-way communication between the teacher and student. Synchronous Instruction shall be provided by the teacher or teachers of record for that pupil pursuant to Section 51747.5.

**4. Current Written Independent Study Agreement: A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:**

- The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
- The objectives and methods of study for the pupil's work, and the methods utilized, to evaluate that work.
- The specific resources designated by the School, including materials and personnel, which will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the policies adopted herein regarding what constitutes a lack of satisfactory progress and the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed

- assignments and level of satisfactory progress allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
  - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
  - A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S. C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
  - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
  - Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is under 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code. An electronic signature will be acceptable only if using software or another method that allows for authentication of the signature. For instance, the program must require the use of a user's unique user name and password, there must be security precautions regarding transmission of the user's unique user name and password and each electronic signature must be accompanied by an accurate date and time stamp, along with the IP address of the device the person used to sign the document.
  - Pupil and parent/guardian acknowledgement of understanding that the pupil will participate in local benchmark assessments at minimum 3 times each school year and all applicable state assessments each school year.

**5. Tiered Reengagement Student Strategies:** The School ~~has~~will ~~adopted~~adopted and implements the following~~follow~~ tiered reengagement strategies for students who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar; or students found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or engaged in learning for more than three (3) school days, 60 percent of the instructional days in a week, or who are in violation of their written independent study agreement:-

Local programs intended to address chronic absenteeism, as applicable with the following minimum strategies:

- Verification of current contact information for each enrolled pupil.
- The parent/guardian will be notified within one school day of the recording of a non-attendance day or lack of participation-determination of a student's non-engagement in learning for three (3) schooldays or lack of participation (60% of the instructional days in a week) via both electronic and telephonic communication.
- A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
- School staff will develop an individualized reengagement plan for the student and hold a required parent-student-educator conference in alignment with the evaluation described above for missed assignments and lack of satisfactory educational progress.

**5.6.Average Daily Attendance:** It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:

- Students will electronically mark "Monthly Independent Study Log" on the school days where they have completed school work Monday through Fridays that are not school holidays.
- Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days" and electronically submit the log using the School's Parent Portal

**6.7.Compliance with the Education Code:** The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.

**7.8.Implementation of Independent Study Policy:** The Board and School Staff ~~may~~shall establish regulations to implement these policies in accordance with the law.

**Instruction | Programs**

**INDEPENDENT STUDY POLICY**

Monarch River Academy offers independent study pursuant to this policy to meet the educational needs of pupils enrolled in the charter school. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

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- 3. The School's Commitment to Provide Learning Content:**
  - The School will provide content aligned to grade level standards substantially equivalent to in-person instruction.
  - The School will make accessible all high school courses that meet the university "A-G" admission course requirements.
  - The School will provide opportunities for varying levels of live, virtual interaction and daily synchronous instruction based on grade span, which will be documented as required by legislative mandate.



Grade Span	Live Interaction *	Synchronous Instruction **
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4-8	Daily	Weekly
9-12	N/A	Weekly

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- The specific resources designated by the School, including materials and personnel, which will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the policies adopted herein regarding what constitutes a lack of satisfactory progress and the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments and level of satisfactory progress allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to

- Section 504 of the federal Rehabilitation Act of 1973 (29 U.S. C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
  - Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is under 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code. An electronic signature will be acceptable only if using software or another method that allows for authentication of the signature. For instance, the program must require the use of a user's unique user name and password, there must be security precautions regarding transmission of the user's unique user name and password and each electronic signature must be accompanied by an accurate date and time stamp, along with the IP address of the device the person used to sign the document.
  - Pupil and parent/guardian acknowledgement of understanding that the pupil will participate in local benchmark assessments at minimum 3 times each school year and all applicable state assessments each school year.
5. **Tiered Reengagement Student Strategies:** The School has adopted and implements the following tiered reengagement strategies for students who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar; or students found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or k, or who are in violation of their written independent study agreement:

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- A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.





- School staff will develop an individualized reengagement plan for the student and hold a required parent-student-educator conference in alignment with the evaluation described above for missed assignments and lack of satisfactory educational progress.
- 6. Average Daily Attendance:** It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:
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  - Parents/guardians will sign the monthly log under the following statement: “By signing this log, I verify that my student completed school work on these days” and electronically submit the log using the School’s Parent Portal
- 7. Compliance with the Education Code:** The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.
- 8. Implementation of Independent Study Policy:** The Board and School Staff may establish regulations to implement these policies in accordance with the law.

# Cover Sheet

## Board Metrics Report

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<b>Section:</b>	<b>III. Academic Excellence</b>
<b>Item:</b>	<b>B. Board Metrics Report</b>
<b>Purpose:</b>	<b>Presentation &amp; Potential Discussion - Informational</b>
<b>Related Material:</b>	<b>Board Metrics Report - MR</b>

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### BACKGROUND:

- First edition of the Board Metrics Report.
- This month's report includes briefings from the following departments:
  - Community Engagement
  - High School
  - Special Education / Transition
  - Elementary & Middle School Virtual Academies
  - English Language

### RECOMMENDATION:

- The Board may consider requesting further information or a formal presentation at the next Board Meeting on these topics or other areas from other school departments.



## BOARD METRICS REPORT

### September

#### Community Engagement Micheline Fitzgerald

[Adventure Days](#) - Community-building activities that draw students together to engage in STEM activities, sports, and games.

**September 9th** - MRA3 locations  
Monthly moving forward across the region

[Field Trips](#) - Trips are planned for the year and as they fill we open another date.

#### 2022-2023 CVCS Adventure Days and Field Trips



##### September 2022:

###### September 8, 2022-HIGH SCHOOL ONLY

- Fresno State University Campus Tour  
9:00am-10:00am.

###### September 9, 2022-Adventure Days 11:00am-1:00pm

- Fresno (Todd Beamer Park)
- Merced (Richard Bernasconi Park)
- Bakersfield (Polo Park)
- Kingsburg (Memorial Park)
- Monterey (Tatum's Garden)
- Oakhurst (Oakhurst Community Park)
- Visalia (Riverway Sports Park)

###### September 23, 2022-Field Trip

- Project Cat Haven, Dunlap, 10:00am-11:30am

###### September 23, 2022-HIGH SCHOOL ONLY

- High School Hang-Out, Selma Layne Park, 12:00pm-1:30pm

###### September 30, 2022-Field Trip

- Kids Discovery Station (TK-2nd grade only), Merced, 9:30am-11:30am
- Mission San Juan Bautista, San Juan Bautista, 10:30am-1:30pm



##### October 2022:

###### October 7, 2022-HIGH SCHOOL ONLY

- Fresno State's E.D.G.E Ropes Course  
12:30pm-3:30pm

###### October 14, 2022-Adventure Days 11:00am-1:00pm

- Clovis (Dry Creek Park)
- Kingsburg (Memorial Park)

- Oakhurst (Oakhurst Community Park)
- Visalia (Riverway Sports Park)

###### October 19, 2022-Field Trip

- Yosemite Mountain Sugar Pine Railroad, Fish Camp, 10:15am-12:00pm

###### October 21, 2022-Field Trip

- Rosa Brothers Milk Company, Hanford, 10:30am-11:30am

###### October 28, 2022-HIGH SCHOOL ONLY

- High School Hang-Out, Selma Layne Park, 12:00pm-1:30pm

###### October 28, 2022-Adventure Days 11:00am-1:00pm

- Monterey (Tatum's Garden)

###### October 28, 2022-Field Trip

- California Living Museum CALM, Bakersfield, 10:30am-4:00pm
- Rosa Brothers Milk Company (2nd Tour), Hanford, 10:30am-11:30am



##### November 2022:

###### November 4, 2022-Adventure Days 11:00am-1:00pm

- Fresno (Todd Beamer Park)
- Merced (Richard Bernasconi Park)
- Bakersfield (Polo Park)

###### November 9, 2022-Field Trip

- Buena Vista Museum of Natural History & Science, Bakersfield, 10:30am-12:30pm

###### November 10, 2022-HIGH SCHOOL ONLY

- Community Service Project, TBD

###### November 30, 2022-Field Trip



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- AgVentures!, Tulare, 9:30am-11:30am
- November 30, 2022-Adventure Days
- Oakhurst (Decorate Christmas Tree Downtown) Details TBA



December 2022:

- December 2, 2022-HIGH SCHOOL ONLY
- High School Hang-Out, Selma Layne Park, 12:00pm-1:30pm
- December 2, 2022-Adventure Days 11:00am-1:00pm
- Clovis (Dry Creek Park)
  - Bakersfield (Polo Park)
  - Kingsburg (Memorial Park)
- December 7, 2022-Field Trip

- AgVentures! (2nd Trip), Tulare, 9:30am-11:30am
- December 9, 2022-Adventure Days 11:00am-1:00pm
- Visalia (Riverway Sports Park)



January 2023:

- January Adventure Days TBD
- January 23, 2022-Field Trip
- Fresno Discovery Center, Fresno, 10:30am-1:00pm
- January 27, 2022-Field Trip
- United Skates of America, Clovis, 10:00am-1:00pm
  - The Tech Interactive Museum w/IMAX, San Jose, 10:00am-12:30pm

### Student Clubs

Clubs start this month and will be offered twice a month.

1. Virtual Field Trips
2. Art Club
3. D&D Club
4. Dance Club
5. Nature Explorer Club
6. Lego Masters Club
7. Spanish Club (TK-3)
8. Spanish Language, Culture, and Drawing Club (4th and up)
9. Science Fair (Not Confirmed)

\* We can report attendance at the next board meeting if requested.

## HIGH SCHOOL

**Denise Voth**  
**Amy Friesen**

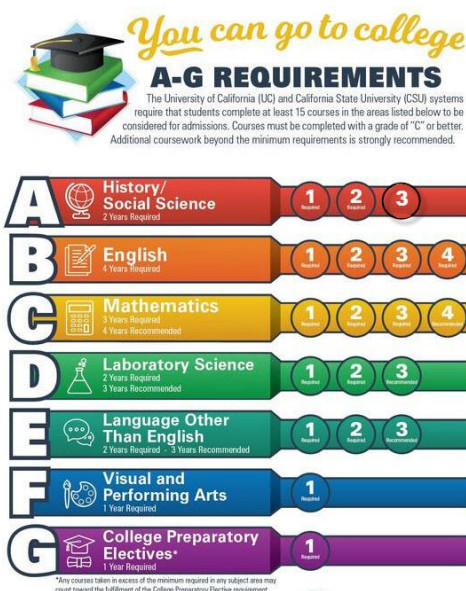
### School Year 2021-2022 A-G Requirements Met

12<sup>th</sup> Graders who Graduated Spring 2022 having met the A-G requirements: 30%

*Yosemite Valley Charter: 25/82 = 31%*  
*Monarch River Academy: 11/30 = 37%*

*All 11th graders who are A-G: 47*  
*All 10th graders who are A-G: 115*  
*All 9th graders who are A-G: 154*

### Push In Teacher Support for SpEd Students in HSVA for 2022-2023





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Course	Number of SpEd Students Supported
Pre-Algebra	8
Algebra 1	13
Algebra 2	1
English 9	12
English 10	8
English 11	4
English 12	5

### **HIGH SCHOOL IN PERSON EVENTS**

Senior Sunrise 8/26/22: 14 Seniors attended

### **Upcoming High School Events**

- 9/8/22: Fresno State University Campus Tour
- 9/23/22: High School Hang Out, Selma Layne Park 12:00-1:30pm
- 10/7/22: Fresno State's EDGE Ropes Course 12:30-3:30pm
- 10/28/22: High School Hang Out, Selma Layne Park, 12:00-1:30
- 11/10/22: High School Hang Out, Selma Layne Park, 12:00-1:30
- 12/2/22: High School Hang Out, Selma Layne Park, 12:00-1:30

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**Special Education**  
**Dr. Steven James**  
**Yolanda Vazquez**  
**Lorraine Sewell**

### **For students with an IEP Only**

#### **IEP Only M/M Transition**

- 76 Total (55 YVCS / 21 MRA)

#### **IEP Only Mandatory M/M 9th Grade Directed Studies Class**

- 17 Total (12 YVCS / 5 MRA)

#### **IEP Only: M/S Transition**

- 45 Total (33 YVCS / 12 MRA)

#### **IEP Only Adult Transition Program**

- 7 Total (5 YVCS / 2 MRA)



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### Open to all Students in High School

**Open to all HS Students: SEL 1 HS Class for Elective Credit: 16**

**Open to all HS Students: SEL 2 HS Class for Elective Credit: 2**

### Open to all HS Students: Transition Workshops

- Workshops will start in October to allow students time to learn their schedules and have time to settle into their school year.

### Alumni Served

- Emails Sent - 301
- About 5-7 students reached out to [Alumni@centralvcs.org](mailto:Alumni@centralvcs.org) and [Jonathan.Quijas@centralvcs.org](mailto:Jonathan.Quijas@centralvcs.org). September is when services really start up.
- 115 Alumni Viewed and read the Newsletter



## Elementary School Virtual Academy - Fall 2022 Maria Thoeni

- Total Enrollment in Grades TK-5: 279
- Number of Students enrolled in specific classes:

Grade	English Language Arts (ELA)	Math	Science	Social Studies	Writer's Workshop	Social Emotional Learning (SEL)
TK	10	10	n/a	n/a	n/a	n/a
KN	35	30	11 (combo K/1)	9 (combo K/1)	n/a	waitlist
1	45	33	7 (combo K/1)	5 (combo K/1)	3 (combo 1/2)	waitlist
2	62	54	13 (combo 2/3)	11 (combo 2/3)	7 (combo 1/2)	waitlist
3	63	58	16 (combo 2/3)	16 (combo 2/3)	14 (combo 3/4)	2 (combo 3-5)
4	55	54	13 (combo 4/5)	12 (combo 4/5)	10 (combo 3/4)	3 (combo 3-5)
5	71	61	19 (combo 4/5)	18 (combo 4/5)	20 (combo 4/5)	3 (combo 3-5)
<b>Totals:</b>	341	300	79	71	54	8

- Number of Students with an IEP: 70
- Number of Students receiving Inclusion Services: 22



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## Middle School Virtual Academy Numbers – Fall 2022

### Maria Thoeni

- Total Enrollment in Grades 6-8: 209
- Number of Students enrolled in specific classes:

Grade	English Language Arts (ELA)	Math	Science	Social Studies	Writer's Workshop	Social Emotional Learning (SEL)
6	68	63	17 (combo 6-8)	6 (combo 6-8)	11 (combo 4/5)	3 (combo 6-8)
7	46	51	15 (combo 6-8)	7 (combo 6-8)	16 (combo 7/8)	4 (combo 6-8)
8	78	70	23 (combo 6-8)	15 (combo 6-8)	20 (combo 7/8)	3 (combo 6-8)
<b>Totals:</b>	192	184	55	28	47	10

- Number of Students with an IEP (including Speech): 39
- Number of Students receiving Inclusion Services: 27



## English Learners

### Becky Bennett

### Fall 2022

- To Be Determined (TBD)- 14 total
  - MRA- 2
  - YVC- 12
- Initially Reclassified Fluent English Proficient (IFEP)- 3 Total
  - MRA- 1
  - YVC- 2
- English Learner (EL)- 11 new plus 30 returning- 41 ELs
  - MRA- 4 (+1)
  - YVC- 26 (+10)
- Newly Reclassified Fluent English Proficient (RFEP)- 17!
  - (17 of 46 total students from 21-22 is 37%)
  - MRA- 0
  - YVC- 17
- All RFEP Currently Tracking- 17 new to be added (not in Pathways or CALPADS yet)
  - MRA- 5
  - YVC- 25 (+17)

# Cover Sheet

## Enrollment Report

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

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### 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 September 9, 2022

- 1,141 currently enrolled students
- 359 enrollment spots remaining
- Grade level break down:

Grade	Totals
TK	33
KN	135
1	120
2	137
3	111
4	111
5	105
6	88
7	90
8	74
9	38
10	51
11	23
12	25
Totals	1141

# **Cover Sheet**

## **Enrollment Closure Proposal for 2022-2023**

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<b>Section:</b>	<b>IV. Operations</b>
<b>Item:</b>	<b>B. Enrollment Report</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Enrollment Closure Proposal - MR</b>

---

### **BACKGROUND:**

- The school wishes to close enrollment for the 2022-2023 school year to be able to focus 100% on the currently enrolled students.

### **RECOMMENDATION:**

- Consider approval of the proposed enrollment closure date of September 15, 2022.



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

## **ENROLLMENT CLOSURE PROPOSAL 2022-2023**

### **Open Enrollment Window**

- March 1st - March 25th

### **Closure Proposal**

- September 15 - Enrollment Closes (Last day to submit interest form) + Website update
- September 20 - Projected date to complete final round of applications

# **Cover Sheet**

## **School Administration**

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

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<b>Section:</b>	<b>IV. Operations</b>
<b>Item:</b>	<b>C. Shared Staff MOU Between Monarch River Academy &amp; Yosemite Valley Charter School</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Shared Personnel Services MOU 2022-2023</b>

---

#### **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 a revised Attachment B to reflect the Certificated raise approved at the August Board Meeting.

#### **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.
  - i. 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.
  - ii. 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.
  - iii. 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  
ljarocki@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><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"><li>● 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).</li><li>● Work collaboratively with local staff and school-wide departments in all school-related matters</li><li>● Teach daily virtual classes as assigned</li><li>● Attend events and meetings as directed (may be in-person or virtual).</li><li>● Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment &amp; Work Records, and Report Cards)</li><li>● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC</li><li>● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan</li><li>● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise</li><li>● 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</li><li>● Regular and clear communication with families via in-person/virtual meetings, phone, internet/email, etc.</li><li>● Actively participate in SST, 504, and or SPED processes and supports as needed</li></ul> <p>Attendance &amp; Compliance:</p> <ul style="list-style-type: none"><li>● 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</li></ul>

	<ul style="list-style-type: none"> <li>● Participate in proctoring all internal and state mandated testing and provide needed prep material for students</li> </ul> <p>Community Outreach &amp; Relations:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Support your local/regional Community Connection and Lending Library events/activities</li> <li>● Attend homeschool and other educational conferences, in-services, and professional development opportunities</li> <li>● Build partnerships with parents and community stakeholders.</li> <li>● Maintain and grow roster number as appropriate</li> <li>● Serve on school committees, participate in school and community activities, and represent the school as appropriate</li> </ul>
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Position	Virtual Independent Study Teacher
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● Work collaboratively with local staff and school-wide departments in all school-related matters</li> <li>● Teach daily virtual classes as assigned</li> <li>● Attend events and meetings as directed (may be in-person or virtual)</li> <li>● Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment &amp; Work Records, and Report Cards)</li> <li>● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC</li> <li>● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan</li> <li>● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise</li> <li>● 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</li> <li>● Regular and clear communication with families via in-person/virtual meetings, phone, internet/email, etc.</li> <li>● Actively participate in SST, 504, and or SPED processes and supports as needed</li> </ul>

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



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

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

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

	<ul style="list-style-type: none"> <li>● 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</li> <li>● Write policies and procedures for virtual programs to ensure that students and staff alike have a consistent and positive experience</li> <li>● Manage the logistical aspect of all virtual programs including the organization of materials distribution for Virtual Academy classes (order, inventory, package, disburse, etc.)</li> <li>● 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</li> <li>● Lead English Language Development Program Classes- provide ELD training to staff, execute professional coaching, and ensure successful curriculum implementation</li> <li>● Collaborate with the SPED-AD to develop a push-in implementation plan with our virtual instruction programs</li> <li>● Co-lead development and monitoring of: <ul style="list-style-type: none"> <li>○ Summer school program</li> <li>○ Educational Planning Program (School wide Ed Plans)</li> <li>○ oversight of K-8 Course Outlines Program</li> </ul> </li> <li>● Co-lead and collaborate on <ul style="list-style-type: none"> <li>○ The planning of curriculum/resources Professional Development</li> <li>○ The support to Regional Coordinators with instructional coaching of their team</li> </ul> </li> <li>● Participating Hiring Team member for all new and internal staff positions and manage the creation of a school-wide Master Schedule</li> <li>● Organize with different departments to create supportive office hours for staff and families</li> <li>● Support the planning and execution of staff functions such as the Virtual Academy retreat, all-region meetings, etc.</li> <li>● Provide all needed LCAP reporting to the responsible administrator from my programs</li> <li>● Collaborate with AXIA on the school operations</li> </ul>
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<b>Position</b>	<b>Director of Secondary Education</b>
<b>Description of Services</b>	<b>Duties and responsibilities include, but are not limited, to:</b> <ul style="list-style-type: none"> <li>● Oversee and direct the High School Team</li> <li>● Assists high school and college tutors</li> <li>● Assists the Intervention Team as needed</li> <li>● Develop and assist the High School Program as needed</li> <li>● Plans, prepares, and implements instructional activities that contribute to an engaging learning environment</li> </ul>

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

	<ul style="list-style-type: none"> <li>● Develop and ensure that all courses are A-G through College Board requirements</li> <li>● Oversee timelines to meet all semester deadlines and accountability</li> </ul>
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Position	Assistant Director of Accountability and Monitoring
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● Work collaboratively with local staff and school-wide departments in all school-related matters</li> <li>● Attend professional development, events, and meetings as directed (may be in-person or virtual)</li> <li>● Complete all compliance items accurately and in a timely manner (Examples: Master</li> <li>● Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment &amp; Work Records, and Report Cards)</li> <li>● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC</li> <li>● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan</li> <li>● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise</li> <li>● Actively participate in SST, 504, and or SPED processes and supports as needed</li> <li>● Participate in proctoring all internal and state mandated testing and provide needed prep material for students</li> <li>● 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</li> <li>● Support your local/regional Community Connection and Lending Library events/activities</li> <li>● Develop and oversee: <ul style="list-style-type: none"> <li>○ The collection of compliance and accountability documentation <ul style="list-style-type: none"> <li>■ LCAP, Title I, Federal Program Monitoring</li> </ul> </li> <li>○ Risk Management and Safety</li> </ul> </li> <li>● Assist with ELD as the ELD Coordinator</li> <li>● Develop and monitor school grants as needed</li> <li>● Monitor and provide support, information, and resources to teachers and other necessary staff</li> </ul>

	<ul style="list-style-type: none"> <li>● Participate in hiring new teachers and supporting their on-boarding as they join teams</li> <li>● Host in person and virtual team meetings, some travel is required.</li> <li>● Support all teachers and collaborate with the Executive Director and Co-Director on development of a Professional Development Plan when needed</li> <li>● Understand and be able to teach others about school policies and requirements</li> <li>● Demonstrate knowledge of learning modalities/educational philosophies</li> </ul>
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Position	Assistant Director of Professional Development and Growth
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● Work collaboratively with local staff and school-wide departments in all school-related matters</li> <li>● Attend professional development, events, and meetings as directed (may be in-person or virtual)</li> <li>● Complete all compliance items accurately and in a timely manner (Examples: Master</li> <li>● Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment &amp; Work Records, and Report Cards)</li> <li>● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC</li> <li>● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan</li> <li>● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise</li> <li>● Actively participate in SST, 504, and or SPED processes and supports as needed</li> <li>● Participate in proctoring all internal and state mandated testing and provide needed prep material for students</li> <li>● 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</li> <li>● Support your local/regional Community Connection and Lending Library events/activities</li> <li>● Plan, implement, and coordinate training and professional development.</li> <li>● Support teachers on an ongoing basis throughout the school year.</li> <li>● Host online or in-person meetings and training as needed.</li> <li>● Assist with the continued development of the training program and duties as needed.</li> </ul>

	<ul style="list-style-type: none"> <li>● Participate in the interviewing and selection process of new staff.</li> <li>● Plan and implement new family onboarding</li> </ul>
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Position	Director of Community Engagement
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● 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</li> <li>● Provide support, information and ideas to Regional Community Coordinators.</li> <li>● Focus on student achievement through planning and practices aligned with the LCAP</li> <li>● Oversee and implement Community Connections policies and processes</li> <li>● Plan and implement community service opportunities in the assigned region.</li> <li>● Partner with community organizations to provide service opportunities for families</li> <li>● Reach out to and be the point person for community organizations that provide opportunities that would support the School Community</li> <li>● Promote community among teachers and families</li> <li>● Respond to requests and correspondence from teachers, families and community representatives in a timely manner</li> <li>● Motivate and inspire team members</li> <li>● Support the development and implementation of the LCAP</li> <li>● Equip parents and teachers to start and organize clubs</li> </ul>

Position	Director of Regional Coordinators
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● Work collaboratively with local staff and school-wide departments in all school-related matters</li> </ul>

	<ul style="list-style-type: none"> <li>● Attend professional development, events, and meetings as directed (may be in-person or virtual)</li> <li>● Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment &amp; Work Records, and Report Cards)</li> <li>● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC</li> <li>● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan</li> <li>● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise</li> <li>● Actively participate in SST, 504, and or SPED processes and supports as needed</li> <li>● Participate in proctoring all internal and state mandated testing and provide needed prep material for students</li> <li>● 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</li> <li>● Support your local/regional Community Connection and Lending Library events/activities</li> <li>● Monitor and provide support, information, and resources to teachers and other necessary staff.</li> <li>● Participate in hiring new teachers and supporting their on-boarding as they join teams.</li> <li>● Host in person and virtual team meetings, some travel is required.</li> <li>● Support all teachers and collaborate with the Executive Director and Co-Director on development of a Professional Development Plan when needed.</li> <li>● Understand and be able to teach others about school policies and requirements.</li> <li>● Demonstrate knowledge of learning modalities/educational philosophies.</li> <li>● Oversee and provide support to all Regional Coordinators</li> <li>● Assist with the developing the implementations of virtual academy programs</li> </ul>
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Position	Regional Coordinators
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● Work collaboratively with local staff and school-wide departments in all school-related matters</li> <li>● Attend professional development, events, and meetings as directed (may be in-person or virtual)</li> </ul>



	<ul style="list-style-type: none"> <li>● Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment &amp; Work Records, and Report Cards)</li> <li>● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC</li> <li>● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan</li> <li>● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise</li> <li>● Actively participate in SST, 504, and or SPED processes and supports as needed</li> <li>● Participate in proctoring all internal and state mandated testing and provide needed prep material for students</li> <li>● 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</li> <li>● Support your local/regional Community Connection and Lending Library events/activities</li> <li>● Monitor and provide support, information, and resources to teachers and other necessary staff.</li> <li>● Participate in hiring new teachers and supporting their on-boarding as they join teams.</li> <li>● Host in person and virtual team meetings, some travel is required.</li> <li>● Support all teachers and collaborate with the Executive Director and Co-Director on development of a Professional Development Plan when needed.</li> <li>● Understand and be able to teach others about school policies and requirements.</li> <li>● Demonstrate knowledge of learning modalities/educational philosophies.</li> </ul>
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Position	SST Coordinator
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● Work collaboratively with local staff and school-wide departments in all school-related matters</li> <li>● Attend professional development, events, and meetings as directed (may be in-person or virtual)</li> <li>● Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment &amp; Work Records, and Report Cards)</li> </ul>

	<ul style="list-style-type: none"> <li>● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC</li> <li>● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan</li> <li>● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise</li> <li>● Actively participate in SST, 504, and or SPED processes and supports as needed</li> <li>● Participate in proctoring all internal and state mandated testing and provide needed prep material for students</li> <li>● 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</li> <li>● Support your local/regional Community Connection and Lending Library events/activities</li> <li>● Schedule, facilitate, document, and follow up with SST Meetings</li> <li>● Implements academic and social-emotional/behavioral intervention strategies, tools and curriculum and provides feedback to the Student Study Team.</li> <li>● Communicate with parents, teachers, staff regarding progress, further assessments needed, etc.</li> <li>● Help with teacher &amp; parent training on academic and social-emotional/behavioral intervention implementation and the SST/504 processes.</li> <li>● Communicate and coordinate with the Assessment Team regarding assessments and follow up as needed.</li> <li>● Assist with progress monitoring &amp; data collection</li> </ul>
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Position	504 Coordinator
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● Work collaboratively with local staff and school-wide departments in all school-related matters</li> <li>● Attend professional development, events, and meetings as directed (may be in-person or virtual)</li> <li>● Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment &amp; Work Records, and Report Cards)</li> <li>● Engage in activities and data collection/analysis for educational or authorizing agencies like WASC</li> </ul>

	<ul style="list-style-type: none"> <li>● Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan</li> <li>● Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise</li> <li>● Actively participate in SST, 504, and or SPED processes and supports as needed</li> <li>● Participate in proctoring all internal and state mandated testing and provide needed prep material for students</li> <li>● 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</li> <li>● Support your local/regional Community Connection and Lending Library events/activities</li> <li>● Schedule, facilitate, document and follow up with 504 Meetings.</li> <li>● Collaborate with school staff and parents to coordinate effective learning strategies/accommodations for students.</li> <li>● Work with Testing, CALPADS, Assessment/SPED Team, and other departments as needed.</li> <li>● Collaborate to create academic and social-emotional/behavioral intervention strategies, tools and curriculum and provide feedback to the team.</li> <li>● Communicate with parents, teachers, staff regarding progress, further assessments needed, etc.</li> <li>● Help with teacher &amp; parent training on academic and social-emotional/behavioral intervention implementation and the SST/504 processes.</li> <li>● Communicate and coordinate with the Assessment Team regarding assessments and follow up as needed.</li> <li>● Assist with progress monitoring &amp; data collection</li> <li>● Enter and/or pull data and reports from the SIS (e.g, ELD, 504, demographics)</li> </ul>
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Position	EL Coordinator
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● Work collaboratively with local staff and school-wide departments in all school-related matters</li> <li>● Attend professional development, events, and meetings as directed (may be in-person or virtual)</li> </ul>

	<ul style="list-style-type: none"> <li>• Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment &amp; Work Records, and Report Cards)</li> <li>• Engage in activities and data collection/analysis for educational or authorizing agencies like WASC</li> <li>• Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan</li> <li>• Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise</li> <li>• Actively participate in SST, 504, and or SPED processes and supports as needed</li> <li>• Participate in proctoring all internal and state mandated testing and provide needed prep material for students</li> <li>• 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</li> <li>• Support your local/regional Community Connection and Lending Library events/activities</li> <li>• Maintain appropriate data of EL students in Pathways.</li> <li>• Monitor newly enrolled EL students and TOMS ELPAC eligible students to verify testing or correction of ELAS as needed.</li> <li>• Input scores for Initial ELPAC into TOMS LST.</li> <li>• Plan and administer ELPAC tests to all EL students as required.</li> <li>• Work with Testing, CALPADS, Records, Assessment/SPED Team, and other departments as needed.</li> <li>• Collaborate within the school to implement EL curriculum.</li> <li>• Supply training and emails for notifying Teachers and instructions for Moodle proctor training and to determine who needs the Initial ELPAC.</li> <li>• Order and track supplies for Initial and Summative ELPAC.</li> <li>• Develop and hold Outstanding Direct Instruction Sessions each week for EL students.</li> <li>• Monitor data and progress reporting of EL's and RFEP's; encourage intervention and support as needed.</li> <li>• Review initial ELPAC scores and designate students as needed. Review summative ELPAC scores and reclassify students that qualify.</li> <li>• Oversight of ELAS Correction Policy.</li> </ul>
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Position	Testing Coordinator
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>

	<ul style="list-style-type: none"> <li>• Work collaboratively with local staff and school-wide departments in all school-related matters</li> <li>• Attend professional development, events, and meetings as directed (may be in-person or virtual)</li> <li>• Complete all compliance items accurately and in a timely manner (Examples: Master Agreements, Attendance/Learning Logs, Work Samples/Records, Assignment &amp; Work Records, and Report Cards)</li> <li>• Engage in activities and data collection/analysis for educational or authorizing agencies like WASC</li> <li>• Engage in school wide professional development opportunities and/or an Individualized Professional Development Plan</li> <li>• Collaborate with Director/Principal, Assistant Director, and Regional Coordinator regularly to identify, problem solve, and prevent/address issues that may arise</li> <li>• Actively participate in SST, 504, and or SPED processes and supports as needed</li> <li>• Participate in proctoring all internal and state mandated testing and provide needed prep material for students</li> <li>• 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</li> <li>• Support your local/regional Community Connection and Lending Library events/activities</li> <li>• Work closely with the Director and Co-Directors of Testing, teachers, and other appropriate staff.</li> <li>• Local benchmark monitoring such as Star 360 and other assessments.</li> <li>• Create, monitor, and share reports with school administrators as well as answer all general questions regarding use of the program(s) used.</li> <li>• Provide school with training for teachers and testing messaging to families.</li> <li>• Manage, train, promote, and proctor Physical Fitness Testing and California Assessment of Student Performance and Progress (CAASPP).</li> <li>• Be the point person to provide information regarding local testing.</li> <li>• Work with the Tech department to ensure adequate equipment is available for testing.</li> <li>• Provide support to all test locations, staff, and families.</li> </ul>
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Position	High School Counselor
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.</li> <li>• Meet specific counseling and school-wide student goals to maintain effective and efficient record keeping for student roster and graduation information.</li> <li>• Manage graduation plans and perform graduation checks.</li> <li>• Monitor student progress and work with Home School Teachers, High School Success Coordinators, families, and support staff to ensure students are</li> </ul>

	<p>supported.</p> <ul style="list-style-type: none"> <li>● Participate in all required teacher training and professional development activities, as well as all training and certification maintenance requirements mandated by state law.</li> <li>● Plan, prepare, and implement instructional activities that contribute to an engaging learning environment.</li> <li>● Hold virtual live sessions, such as office hours and workshops , provide 1-on-1 support when help is sought.</li> <li>● Seek out and develop partnerships with local community colleges and ROP programs</li> <li>● Develop, maintain, and promote CTE pathways.</li> <li>● Support college and career readiness for all students.</li> <li>● Create, modify, and differentiate graduation plans and local resources to meet the needs of students with varying backgrounds, learning styles, and special needs.</li> </ul>
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Position	Secondary Education Specialist
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● Attend meetings and training on a regular basis.</li> <li>● Weekly management of Central Roster Spreadsheet (new enrollment, withdrawals, IGP's, Yearly Plans, supporting Grad Checks, etc.)</li> <li>● Collaborate with the High School Director and School Counselor when necessary on policies and procedures.</li> <li>● Effectively communicate and promote High School policies, procedures, and best practices at RC Meetings.</li> <li>● Host in-person and virtual meetings with teacher's, parents, students, and staff as necessary.</li> <li>● Promote, plan and host bi-monthly high school hangouts for each grade level</li> <li>● Attend planning meetings with local community colleges and CTE programs</li> <li>● Update and maintain <ul style="list-style-type: none"> <li>○ High School Course Catalog</li> <li>○ The Teacher Handbook High School and Middle School Section</li> <li>○ With the High School Directors oversight, create and maintain High School Website</li> </ul> </li> <li>● Creates live and recorded informational sessions on curriculum</li> <li>● Assist the High School Director with revising and maintaining Pathways and UCOP</li> <li>● Developing and maintaining A-G Approved Course Outlines</li> </ul>

Position	Intervention Specialist
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● Intervention teachers will use STAR 360 results to determine the unit for DOI. They will use STAR</li> </ul>

	<ul style="list-style-type: none"> <li>● 360 benchmarks pre and post the 6 weeks of study to measure success.</li> <li>● Collaborate within the Department to create academic and social-emotional/behavioral intervention strategies, tools and curriculum and provide feedback to the team.</li> <li>● Facilitate, document Intervention communications and follow up with SST/504 Meetings</li> <li>● Communicate with parents, teachers, staff regarding progress, further assessments needed, etc.</li> <li>● Establish, facilitate and maintain a system for providing tier 1, 2 and tier 3 virtual instruction</li> <li>● Collaborate with school staff and parents to coordinate effective learning strategies/accommodations for students.</li> </ul>
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Position	Executive/Senior Administrative Assistant
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● Coordinates a wide variety of projects, activities and/or events for the Directors and Board (e.g. meetings, receptions, luncheons, workshops, travel/accommodations, etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Oversees the work activities within the office for the purpose of organizing assignments, monitoring progress, and ensuring completion within established guidelines.</li> <li>• Works closely with Human Resources to assist with the hiring and onboarding process.</li> </ul>
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Position	Administrative Assistant
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>• Answer and direct phone calls.</li> <li>• Produce and distribute correspondence memos, letters, faxes and forms.</li> <li>• Maintain social media and marketing accounts.</li> <li>• Develop and maintain relationships with vendors, staff, and families.</li> <li>• Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.</li> <li>• Respond to requests and correspondence from teachers, families and community representatives in a timely manner.</li> <li>• 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.</li> <li>• Collects and prepares data for complex and confidential reports as assigned.</li> <li>• Utilizes methods to improve work flow and simplifies reporting procedures.</li> <li>• Arranges meetings and conferences and makes necessary reservations.</li> <li>• Coordinates with various school departments and learning programs.</li> <li>• Works closely with the enrichment department to lead the restitution process.</li> <li>• Works as the School Representative to approve vendors with the guidance of the Vendor Department.</li> </ul>

Position	Receptionist
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>• Consistently complete all job duties in a fast-paced environment</li> <li>• Provide secretarial assistance to the Leadership Team</li> <li>• Oversee, coordinate, and perform day-to day school office/clerical functions.</li> <li>• Greet and assist all office visitors</li> <li>• Follow office safety protocols, set up rooms for testing, and assist students/staff with technology checkouts and questions</li> <li>• Able to work independently and as a team managing daily tasks for the school</li> <li>• Assist employees, students, the board of directors, multiple departments, outside vendors, stakeholders, and the general public as needed</li> <li>• Exercises best practices in handling matters of a difficult and sensitive nature</li> <li>• Assists multiple departments as needed</li> </ul>



	<ul style="list-style-type: none"> <li>● Order and manage office supplies</li> <li>● Filing and reconciling receipts and purchase orders.</li> <li>● Answer and direct calls</li> <li>● Works as the School Representative to approve vendors with the guidance of the Vendor Department.</li> </ul>
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Position	Early Education Coordinator
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● Help develop and run programming for TK/K students</li> <li>● Ensure students have access to creative activities, opportunities to play and practice skills in the classroom.</li> <li>● 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.</li> <li>● Communicate with parents regarding programming, skill-development, behavioral support, etc.</li> <li>● Communicate with staff, parents, students, and community to resolve issues or concerns as needed</li> <li>● Liaison between the other TK/K site coordinator, parents, students, staff, community</li> <li>● Participate in staff development, as appropriate</li> <li>● In-office duties include but are not limited to the following:</li> <li>● Mailing, printing, copying, faxing, organizing of materials, etc.</li> </ul>

Position	Paraprofessional
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● Provide direct support and services to students in TK-12th grade</li> <li>● Instruct individual students or groups of students with teacher direction</li> <li>● Assist credentialed teachers with instruction</li> <li>● Utilize curricular materials and assessments for instruction and intervention as directed by teacher or administrator</li> <li>● Modify curricula based on student need and IEP goals</li> <li>● Help students complete class assignments</li> <li>● Provide supportive and corrective feedback to students during whole group, independent and small group instruction</li> <li>● Support the implementation of behavior intervention plans</li> <li>● May assist with the logging of daily behavior data</li> <li>● Meet with students online and in person in the absence of the classroom teacher</li> <li>● 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</li> <li>● Supervise students on field trips if needed</li> <li>● Mediate student disputes and provide appropriate behavioral intervention as required and in accordance with school practices</li> <li>● Help maintain data records, and other records as needed</li> </ul>

	<ul style="list-style-type: none"> <li>● Operate instructional technology associated with students' instructional programs</li> <li>● Gather, compile and prepare data for reports, conferences, and instructional meetings</li> <li>● Participate in staff development programs as directed</li> <li>● Prepare instructional materials and help students locate reference materials</li> <li>● Train and support peers and parents to implement curriculum, technology, and assessments</li> <li>● Perform other duties, responsibilities and activities as assigned, which may be changed at any time with or without notice</li> </ul>
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Position	Tutor
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● Reviewing classroom or curricula topics and assignments</li> <li>● Assisting students with homework, projects, test preparation, papers, research and other academic tasks</li> <li>● Working with students to help them understand key concepts, especially those learned in the classroom</li> <li>● Teaching skills to improve academic performance, including study strategies, note-taking skills and approaches to answering test questions</li> <li>● Demonstrating academic best practices for specific subjects and assignments, including research and writing tactics</li> <li>● Providing students positive and constructive feedback</li> <li>● Recognizing different learning styles and student preferences</li> <li>● Staying up to date with the school curriculum</li> </ul>

Position	Senior Director of Special Education
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<b>Description of Services</b>	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● Attend Instructional, Finance, and Operational meetings as requested by the Executive Director to ensure special education interests are considered.</li> <li>● Collaborate, interface, and attend to Special Education Local Plan Area (SELPA) relationships and meeting participation.</li> <li>● 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.</li> <li>● Interpret law, regulations, and policy/procedures to determine best course of <ul style="list-style-type: none"> <li>○ action; advise/direct school personnel and parents.</li> </ul> </li> <li>● Oversee Office of Civil Rights (OCR) and Office of Administrative Hearings (OAH); maintain communication with attorneys and advocates.</li> <li>● Evaluate and recommend programs, policies, and goals across regional special education departments.</li> <li>● Develop and maintain liaison with appropriate governmental agencies and relevant community groups.</li> <li>● Oversee Special Education Information System (SEIS) and CASEMIS reporting <ul style="list-style-type: none"> <li>○ compliance for both schools education agencies.</li> </ul> </li> <li>● Support SPED Administrators and SPED Classified personnel</li> </ul>
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<b>Position</b>	<p align="center"><b>Director of Transition and Social Emotional Learning</b></p>
<b>Description of Services</b>	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● Oversee &amp; Manage Transition Team</li> <li>● Autism professional development for parents and behavior support</li> <li>● Supports: <ul style="list-style-type: none"> <li>○ Foster and Homeless</li> <li>○ Students in Crisis</li> <li>○ Transitions</li> <li>○ SEL classes</li> <li>○ MTSS Program</li> <li>○ Mod/Sev Classes</li> </ul> </li> <li>● Run websites for Transition, SEL, SIC</li> <li>● PD for all Staff</li> <li>● Create Transition Curriculum</li> <li>● Scope &amp; Sequence for Parent PD with Data Collection</li> <li>● Monthly Reports to The Axia Group for SPED Shared Staff</li> <li>● Collaboration with Enrollment</li> </ul>

Position	Assistant Director of Special Education
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● Assists the Senior Director of Special Education in developing strategic plans and goal priorities for the school setting</li> <li>● Develops and implements organizational training <ul style="list-style-type: none"> <li>• New Teacher Boot Camp Training</li> </ul> </li> <li>● Monitors and manages the logistics for IEPs for compliance, scheduling, and time lines</li> <li>● Analyze regulatory information</li> <li>● Communicates/confers with parents, teachers, administrators, and other professionals</li> <li>● Attends and/or conducts meetings (eligibility, IEP, conferences, staffing)</li> <li>● Hiring/training sped teachers</li> <li>● Testing coordinator for sped dept.</li> <li>● Compliance Reporting to include: SEP, ERMHS, AT/Low Incidence, and Staffing reporting</li> <li>● Supervises the Assessment Team</li> <li>● Mentor for new Program Specialists</li> <li>● Lead in Special Education interventions</li> </ul>

Position	SPED Administrative Assistant
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Proofreads own work and that of others for the purpose of ensuring accuracy of documents.</li> <li>● Gathers, compiles, generates and distributes information for the purpose of disseminating information to appropriate parties.</li> <li>● Makes computations using several arithmetical processes for the purpose of verifying totals on reports, requisitions, etc.</li> <li>● Maintains inventory of office supplies for the purpose of ensuring availability of required items.</li> <li>● Answers phones for the purpose of screening calls, transferring calls, responding to inquiries, and/or taking messages.</li> <li>● Operates a variety of standard office equipment (e.g., computers, fax, copier/printer, etc.) for the purpose of performing job functions.</li> <li>● Processes and prepares documents and materials (e.g. schedules, agendas, mail, presentations, etc.) for the purpose of disseminating information to appropriate parties.</li> <li>● Makes independent decisions regarding office work flow, delegating work</li> </ul>

	<p>for the purpose of maximizing the efficiency of the work force and meeting operational requirements.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Assists in maintaining policy manuals for the purpose of maximizing the efficiency of the workforce and meeting operational requirements.</li> <li>• Provides training and supervision of clerical work performed by others for the purpose of supporting them in the completion of their work activities</li> </ul>
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Position	Student Support Specialist
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Proofreads own work and that of others for the purpose of ensuring accuracy of documents.</li> <li>• Gathers, compiles, generates and distributes information for the purpose of disseminating information to appropriate parties.</li> <li>• Makes computations using several arithmetical processes for the purpose of verifying totals on reports, requisitions, etc.</li> <li>• Operates a variety of standard office equipment (e.g., computers, fax, copier/printer, etc.) for the purpose of performing job functions.</li> <li>• Processes and prepares documents and materials (e.g. schedules, agendas, mail, presentations, etc.) for the purpose of disseminating information to appropriate parties.</li> <li>• 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.</li> <li>• Supports the Director of Transitions and Social Emotional Learning</li> </ul>

Position	Service and Assessment Team Coordinator
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<b>Description of Services</b>	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● Organize and execute service contracts</li> <li>● Maintain tracking of service provider assignments via spreadsheets in Google Drive</li> <li>● Review and verify type of service, minutes and delivery within the Special Education Information System (SEIS) <ul style="list-style-type: none"> <li>○ Set up and maintain accounts in SEIS for all Therapist</li> <li>○ Help with Service Tracker in SEIS for Therapist</li> <li>○ Answer and help with all question about SEIS for Therapist</li> </ul> </li> <li>● 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</li> <li>● Communicate with special education department staff to inform of services status for all students; maintaining a 24-hour response time.</li> <li>● Calculate and adhere to timelines within legal compliance</li> <li>● Attend all special education and pupil services department meetings</li> <li>● Complete daily referrals for student services to NPAs Attend provider meetings</li> <li>● Complete Individual Service Agreements</li> <li>● Find new provider in remote areas</li> <li>● Maintain tracking of assessment assignments via spreadsheets in Google Drive</li> <li>● Review and process special education assessment plans within SEIS</li> <li>● Set up and maintain accounts with Pearson, MHS, etc.</li> <li>● Order all Protocols</li> </ul>
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Position	SEIS Coordinator (Classified)
<b>Description of Services</b>	<p><b>Special Education and Academic Skills Intervention Services</b></p> <ul style="list-style-type: none"> <li>● Manages and monitors database users and student records for the purpose of assuring accuracy, and identifying and resolving data errors as necessary.</li> <li>● Responds to questions from program staff; remotely assists staff with technology problems</li> <li>● Communicates and coordinates with personnel to exchange information, coordinate activities for the purpose of resolving issues or concerns.</li> <li>● Process enrollment of students with IEPs by requesting electronic student records.</li> <li>● Process withdrawals of students with IEPs by requesting electronic student records.</li> <li>● Prepares and maintains a variety of records and reports as needed for the purpose of complying with state mandated reporting requirements.</li> <li>● Compares and aligns information within the student information system, School Pathways, to the Special Education Information System (SEIS) to ensure alignment.</li> <li>● 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.</li> </ul>

Position	SEIS Coordinator (Classified)
	<ul style="list-style-type: none"> <li>● Maintains assigned project control files (e.g., research, completion, etc.) for the purpose of ensuring compliance with mandatory due dates.</li> <li>● Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities.</li> <li>● Attend staff meetings and professional development training.</li> <li>● Process Initial Requests for the schools.</li> </ul>

Position	Program Specialist
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● Teacher Coaching <ul style="list-style-type: none"> <li>○ Co-develop and manage the coaching plans for Special Education Teachers in providing virtual specialized academic instruction;</li> <li>○ Support procedures to provide statewide assessments and accommodations;</li> <li>○ Provide SEIS technical support to teacher and service providers;</li> <li>○ Provide direct and indirect coaching support to IEP teams.</li> </ul> </li> <li>● Parent Coaching <ul style="list-style-type: none"> <li>○ Inform families regarding enrollment, enrichment, and specialty partnerships as it applies to their child with an IEP;</li> <li>○ Guide parents in participating in the special education process;</li> </ul> </li> <li>● Supporting Compliance Processes <ul style="list-style-type: none"> <li>○ Assist Special Education Teachers in operating programs that support students in the least restrictive environment;</li> <li>○ Facilitate IEP meetings as appropriate;</li> <li>○ Analyze and report on student data as it relates to special education services;</li> <li>○ Analyze and interpret laws and regulations governing the provision of special education;</li> <li>○ Monitor SEIS regularly for special education compliance.</li> <li>○ Monitor new enrollment, assign caseload to Case Managers, and review DOR during the intake process.</li> </ul> </li> <li>● Professional Development <ul style="list-style-type: none"> <li>○ Develop, coordinate, and deliver virtual professional development on a variety of special education related topics.</li> </ul> </li> </ul>

Position	Speech and Language Pathologist
Description of Services	<ul style="list-style-type: none"> <li>• Perform initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans)</li> <li>• Attend initial, annual, and triennial IEP meetings as needed; provide consultation.</li> <li>• Attend staff meetings and professional development as needed</li> <li>• Consult with school administrators, special education instructional aides, regular education teachers, special education teachers and parents regarding speech and language issues, etc.</li> <li>• Work with students and refer students and families to community agencies as needed</li> <li>• For IEP's make reports available 5 days before the scheduled meeting</li> <li>• Provide reports and recommendations to staff and families</li> <li>• Provide presentations and professional development to staff</li> <li>• Evaluate pupils' language and social growth</li> <li>• Communicate with parents through a variety of means</li> <li>• Maintain a safe environment for students</li> <li>• Maintain confidentiality and exercise discretion in discussing students with non-parental adults, including staff members</li> <li>• Provide screening evaluations as part of Child Find duties</li> <li>• Establish and maintain cooperative working relationships</li> <li>• Interpret and apply legal mandates, policies and regulations pertaining special education and safe school operations</li> <li>• Understand and carry out oral and written instructions</li> <li>• Communicate effectively in oral and written form</li> <li>• Operation of a computer and assigned software</li> </ul>

Position	School Psychologist
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>• Perform initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans)</li> <li>• Evaluate pupils' academic and social growth</li> <li>• Attend IEP meetings as needed; provide consultation</li> <li>• Attend and participate in staff meetings</li> <li>• Consult with school administrators, teachers, special education teachers, and parents regarding student learning and access to the educational program (behavior, attention, learning disorders, etc.)</li> <li>• Provide consultation when needed regarding students on 504 plans</li> <li>• Refer students and families to community agencies as needed</li> <li>• Provide reports and recommendations to staff and families as needed for RTI</li> <li>• Communicate with parents through a variety of means</li> <li>• Maintain regular communication with directors</li> <li>• Attend Student Study Team Meetings and Parent Request Meetings/Needs</li> </ul>



	<p>Assessment Meetings as necessary</p> <ul style="list-style-type: none"> <li>● Maintain a safe environment for students</li> <li>● Respond appropriately to feedback given by parents and students</li> <li>● Exercise discretion in discussing students with non-parental adults, including staff members</li> </ul>
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Position	Education Specialist
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● Teacher Coaching <ul style="list-style-type: none"> <li>○ Co-develop and manage the coaching plans for Special Education Teachers in providing virtual specialized academic instruction;</li> <li>○ Support procedures to provide statewide assessments and accommodations;</li> <li>○ Provide SEIS technical support to teacher and service providers;</li> <li>○ Provide direct and indirect coaching support to IEP teams.</li> </ul> </li> <li>● Parent Coaching <ul style="list-style-type: none"> <li>○ Inform families regarding enrollment, enrichment, and specialty partnerships as it applies to their child with an IEP;</li> <li>○ Guide parents in participating in the special education process;</li> </ul> </li> <li>● Supporting Compliance Processes <ul style="list-style-type: none"> <li>○ Assist Special Education Teachers in operating programs that support students in the least restrictive environment;</li> <li>○ Facilitate IEP meetings as appropriate;</li> <li>○ Analyze and report on student data as it relates to special education services;</li> <li>○ Analyze and interpret laws and regulations governing the provision of special education;</li> <li>○ Monitor SEIS regularly for special education compliance.</li> <li>○ Monitor new enrollment, assign caseload to Case Managers, and review DOR during the intake process.</li> </ul> </li> <li>● Professional Development <ul style="list-style-type: none"> <li>○ Develop, coordinate, and deliver virtual professional development on a variety of special education related topics.</li> </ul> </li> </ul>

Position	Nurse
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>• Perform vision and hearing assessments, health and develop for initial, triennial, and other assessments for students having IEPs (or those with signed assessment plans)</li> <li>• Attend IEP meetings when appropriate, to make reports or provide consultation.</li> <li>• Consult with school administrators, special education, regular education teachers, special education teachers and parents.</li> <li>• Provide consultation regarding students on 504 plans as needed</li> <li>• Conduct health screenings during scheduled school wide screenings.</li> <li>• Check immunizations</li> <li>• Interview parents regarding health issues/concerns</li> <li>• Review of available health records</li> <li>• Document unusual health concerns</li> <li>• Develop medical protocols or health plan for any child with an IEP, if needed</li> <li>• Provide training to staff on medical protocols or health plan</li> <li>• Advise other special education personnel, if necessary</li> <li>• Provide reports and recommendations to staff and parents</li> <li>• Provide presentations and professional development to staff members</li> <li>• Communicate with parents through a variety of means</li> <li>• Maintain regular communication with directors</li> <li>• Attend staff meetings</li> <li>• Maintain a safe environment for students</li> <li>• Exercise discretion in discussing students with non-parental adults, including staff members</li> </ul>

Position	Occupational Therapist
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>• Prepare and conduct initial, triennial, annual assessments, and evaluations</li> <li>• Confer and collaborate with teachers, staff, parents, medical providers, outside agencies and others in conducting assessments and observations.</li> <li>• 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.</li> <li>• 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</li> <li>• Write concise and detailed annual, extended school year reports and IEP</li> </ul>

	<p>occupational therapy goal development including benchmark reviews; develop content for OT newsletter</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Maintains awareness of and ensures compliance with relevant State and Federal laws and regulations, Board Policies.</li> <li>● Attend and participate in various in-services, professional development, committees and workshops as directed</li> </ul>
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<b>Position</b>	<b>SPED Case Manager (Mild/Moderate, Moderate/Severe)</b>
<b>Description of Services</b>	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● Develop Individualized Education Plan (IEP) in collaboration with IEP team members using the Special Education Information System (SEIS) program;</li> <li>● Schedule and prepare all materials for IEP meetings;</li> <li>● Consult/collaborate with parents, staff, and service providers to ensure appropriate delivery of special education services;</li> <li>● Maintain special education records to meet compliance guidelines;</li> <li>● Teach/instruct students to ensure successful progress toward student's IEP goals;</li> <li>● Communicate with parents about student progress and recommendations for home-based methods and materials; follows up on progress regularly;</li> <li>● Collaborate with general education staff to support student's access to their least restrictive environment and the general education curriculum;</li> <li>● Assist with implementation/understanding of accommodations/ modifications</li> <li>● Perform initial, triennial, and other informal assessments in order to identify student need(s);</li> <li>● Attend staff meetings and professional development training.</li> </ul>

<b>Position</b>	<b>Transition Specialist</b>
<b>Description of Services</b>	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● Participate in transdisciplinary team meetings, multidisciplinary staffings, annual reviews, parent conferences, and faculty meetings.</li> <li>● Teach Transition classes</li> <li>● Communicate frequently with parents. Elicit parent input in educational planning and implementation.</li> <li>● Collaborate with team members to develop and modify goals/objectives on</li> </ul>

	<p>student ITP/IEPs.</p> <ul style="list-style-type: none"> <li>● Ensure that goals/objectives are outcome-based, longitudinal, and measurable.</li> <li>● Implement student IEPs utilizing teaching methods, materials, and adaptations appropriate to meet individual student needs.</li> <li>● 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.</li> <li>● Facilitate cooperative learning, community instruction, and integrated environments</li> <li>● Design, revise, and maintain a class schedule and instructional programs consisting of activities developed from student IEP goals/objectives</li> <li>● 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.</li> <li>● Collaborate with team members to report on student progress by the established timelines.</li> <li>● Participate in Transition Planning meetings and implement movement to adult services for exiting students.</li> </ul>
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Position	Job Placement Specialist/Job Coach
Description of Services	<p><b>Duties and responsibilities include, but are not limited, to:</b></p> <ul style="list-style-type: none"> <li>● Provides job exploration counseling.</li> <li>● Provides workplace readiness training.</li> <li>● Coordinates and conducts work based learning experience site logistics meetings with business partners, Job Placement Specialists, and students.</li> <li>● Conducts work based learning experience orientations with students and parents.</li> <li>● Identifies and “troubleshoots” problems that occur at work based learning experience sites.</li> <li>● Provides instruction in self-advocacy.</li> <li>● Develops and implements lesson plans/materials to support students with employment retention and soft skills.</li> <li>● Holds virtual student sessions and virtual office hours.</li> <li>● Conducts virtual mobility training for students using public transportation and ride share apps.</li> <li>● Provides post-secondary education counseling.</li> <li>● Utilizes community, post-secondary education and business resources to enhance the delivery of student services.</li> <li>● Participates in community employer networks and Chamber of Commerce meetings.</li> <li>● Initiates and maintains contact with a variety of businesses and industry</li> </ul>

	<p>representatives as part of work-based learning experiences.</p> <ul style="list-style-type: none"> <li>• Remain updated on job market, fairs, internet, and community resources.</li> <li>• Contacts prospective employers to develop specific job opportunities for students and prepare specific job analysis to facilitate job matching.</li> <li>• Coordinates the placement of students into competitive integrated employment.</li> <li>• 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.</li> <li>• Regularly provides students receiving short term support services with informal and formal evaluations for improving work skills through regular site visits/supervision.</li> <li>• Actively participates in staff development and transition meetings.</li> <li>• Assists with developing student transition portfolios.</li> <li>• Creates transition infrastructure and programs.</li> <li>• Uploads work samples and other materials onto Student Pathways and SEIS.</li> </ul>
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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)	\$86,802.00*
ED	\$197,530.00
IS (7-10)	\$103,775.00
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)	\$99,892.50*
SDSE	\$203,554.00
SEES (1-17)	\$97,039.00*
SSSS	\$62,078.00
SLP (1-3)	\$143,992.33*
SSTC	\$99,165.00
TKPT	\$99,644.00
TKVA	\$96,986.00
TPT (1-2)	\$15,600.00*
VAC	\$94,065.00

<b>Position Code</b>	<b>Shared Personnel Costs</b>
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)	\$86,802.00*
ED	\$197,530.00
IS (7-10)	\$103,775.00
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)	\$99,892.50*
SDSE	\$203,554.00
SEES (1-17)	\$97,039.00*
SSSS	\$62,078.00
SLP (1-3)	\$143,992.33*
VIST (16-23)	\$99,432.63*

#### **YOSEMITE VALLEY CHARTER SHARED POSITIONS**

<b>Position Code</b>	<b>Shared Personnel Costs</b>
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)	\$94,824.25*
HSVAC	\$114,610.00
IS (1-6)	\$110,795.00*
IST-PT	\$66,047.00
JPS	\$74,341.00
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)	\$98,670.79*
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)	\$88,360.00*
TPT (3-13)	\$15,600.00*
VAA	\$58,042.00
VIST (1-15)	\$94,546.20*

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

# Cover Sheet

## Board Meeting Format

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<b>Section:</b>	<b>V. Governance</b>
<b>Item:</b>	<b>A. Board Meeting Format</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action (Vote)</b>
<b>Related Material:</b>	<b>None</b>

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### 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 October in a hybrid format, offering both in person and virtual options to attend the Board meeting.