

Monarch River Academy

Regular Board Meeting



October 18, 2022 at 6:00 PM | 6200 S Mooney Blvd, Visalia, CA 93277

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

Meeting ID: 418 323 8475

Join by Phone: (669) 900-6833

Monarch River Mission Statement

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

Agenda

	Presenter(s)	Time
I. Opening Items		6:00 PM
A. Record Attendance		1 m
B. Call the Meeting to Order	Dr. Sam Nofziger	1m
C. Flag Salute	Dr. Sam Nofziger	1m
D. Discussion & Potential Action on the Approval of the Agenda (p. 1-4)	Dr. Sam Nofziger	1m
E. Public Comment	Dr. Sam Nofziger	5 m
F. Discussion and Potential Action to Approve the September 13, 2022 Board Meeting Minutes (p. 5-9)	Dr. Sam Nofziger	1 m

II. Finance		6:10 PM
A. Discussion & Potential Action on the August 2022 Financial Report (p. 10-41)	Steph Johnson & Dr. Laurie Goodman	5 m
B. Discussion & Potential Action on the Executive Director & Deputy Director Divvy Expenses - September 2022 (p. 42-43)	Steph Johnson & Dr. Laurie Goodman	5 m
C. Discussion & Potential Action on the Revised Compensation Policy & Annual Office Supply Stipend (p. 44-99)	Steph Johnson & Dr. Laurie Goodman	5 m
D. Discussion & Potential Action on the Revised Coordinator & Counselor Salary Schedule (p. 100-103)	Steph Johnson & Dr. Laurie Goodman	5 m
III. Academic Excellence		6:30 PM
A. PUBLIC HEARING: Educator Effectiveness Grant (p. 104-110)	Dr. Sam Nofziger	5 m
B. Presentation & Potential Discussion of the Dashboard Indicators (p. 111-118)	Steph Johnson & Dr. Laurie Goodman	5 m
C. Discussion & Potential Action on the LCAP Addendum (p. 119-143)	Steph Johnson & Dr. Laurie Goodman	5 m
D. Discussion & Potential Action on the Revised English Learner (EL) Master Plan (p. 144-164)	Steph Johnson & Dr. Laurie Goodman	5 m
E. Discussion & Potential Action on the High School Course Work & Graduation Credits Policy - Board Policy No. 6147 (p. 165-168)	Steph Johnson & Dr. Laurie Goodman	5 m
F. Discussion & Potential Action on the Revised Grade Level Promotion & Acceleration Policy & Retention Criteria - Board Policy No. 5200 (p. 169-174)	Steph Johnson & Dr. Laurie Goodman	5 m
G. Presentation & Potential Discussion of the Board Metrics Report (p. 175-193)	Steph Johnson & Dr. Laurie Goodman	10 m

IV. Operations		7:10 PM
A. Discussion & Potential Action on the Uniform Complaint Procedure (UCP) (p. 194-207)	Steph Johnson & Dr. Laurie Goodman	5 m
B. Discussion & Potential Action on the Revised Executive Director Job Description to Change the Position Title to Superintendent (p.208-210)	Dr. Laurie Goodman	5 m
V. Governance		7:20 PM
A. Discussion & Potential Action on the Board Calendar - November Board Meeting (p. 211-212)	Dr. Sam Nofziger	5 m
B. Discussion on the Brown Act Training Date in December 2022. (p. 213)	Dr. Laurie Goodman	5 m
C. Discussion & Potential Action on the next Regular Board Meeting Format (p. 214)	Dr. Sam Nofziger	5 m
VI. Closing Items		7:35 PM
A. Board of Director Comments & Requests	Board Members	5 m
B. Announcement of the Next Scheduled Board Meeting Regular: November 15, 2022 or December 13, 2022 at 6:00 PM	Dr. Sam Nofziger	1 m
C. Adjourn Meeting	Dr. Sam Nofziger	1 m

Public Comment Rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate to the administrative team of

your desire to address the Board or simply communicate orally your desire to address the Board when the Board asks for public comments. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per single topic. If a member of the public utilizes a translator to address the Board, those individuals are allotted 4 minutes each. If the Board utilizes simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

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

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

September 13, 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 (remote), Dr. Craig Wheaton (in person), & Sarah Sanchez (In Person)

Directors Absent

Dr. Monique Ouwinga-DeRuiter

Guests Present

Dr. Laurie Goodman (in person)

Brandon Chiapas, Joanna Fung, Damien Phillips, Maria Thoeni, Jenny Plumb, Michelene Fitzgerald, Dr. Damien Phillips, Jenny Plumb, Denise Voth, Amy Friesen, Anna Wilkinson, Dr. Steven James, Lorraine Sewell, Rhonda Duerksen, Kimmi Buzzard (remote)

Minutes

1. Opening Items

1.A. Record Attendance
1.B. Call the Meeting to Order
Dr. Sam Nofziger called the meeting of the board of directors of Monarch River Academy to order on Tuesday, September 13, 2022 at 6:01 PM.
1.C. Flag Salute
Dr. Sam Nofziger led the Flag Salute.
1.D. Approval of the Agenda
Dr. Craig Wheaton made a motion to approve the agenda. Sarah Sanchez seconded the motion. The board VOTED unanimously to approve the motion.
1.E. Public Comment
No public comments were made.
1.F. Review & Approval of Minutes for the August 23, 2022 Board Meeting Minutes
Elizabeth Wagner made a motion to approve the minutes from the August 23, 2022 Board Meeting Minutes. Dr. Craig Wheaton seconded the motion. The board VOTED unanimously to approve the motion.
2. Finance
2.A. Executive Director & Deputy Director Divvy Expenses
<ul style="list-style-type: none"> There was one Divvy transaction during the month of August to pay for the Charter School Development Center. <p>Sarah Sanchez made a motion to approve the August Divvy Expenses. Dr. Craig Wheaton seconded the motion. The board VOTED unanimously to approve the motion.</p>
2.B. Updated Compensation Policy
<ul style="list-style-type: none"> Dr. Laurie Goodman presented the updated Compensation Policy. Highlighted changes include: <ul style="list-style-type: none"> Updated Leave Language to match policy

- Substitute Teacher Pay
- Creditable years of service
- Previously approved Salary Tables
- Classified Raise

Dr. Craig Wheaton made a motion to approve the updated Compensation Policy with a 3% Classified raise, retroactive to July 1, 2022.

Elizabeth Wagner seconded the motion.

The board VOTED unanimously to approve the motion.

2C. Unused Student Planning Amount Funds Report

- Dr. Laurie Goodman presented a summary of how the school utilizes unused Planning Amounts that were allocated for students.

3. Academic Excellence

3.A. Independent Study Policy - Board Policy No. 6158

- Dr. Laurie Goodman presented the changes to the Independent Study policy.

Sarah Sanchez made a motion to approve the revised Independent Study policy.

Dr. Craig Wheaton seconded the motion.

The board VOTED unanimously to approve the motion.

3.B. Board Metrics Report

- Dr. Laurie Goodman presented the Board Metrics Report.
- Dr. Nofziger asked Denise Voth and Amy Friesen to share more information about the school's progress on A-G. Denise Voth shared all the layers of support, communication, and emphasis the school has on A-G readiness.

The Board did not requested presentations from any of the report contributors at this time.

4. Operations

4.A. Enrollment Report

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

4.B. Closing Enrollment for the 2022-2023 School Year

- Dr. Laurie Goodman presented the proposed enrollment closure date of September 15, 2022.

Sarah Sanchez made a motion to approve the closure date for the 2022-2023 school year.

Elizabeth Wagner seconded the motion.

The board VOTED unanimously to approve the motion.

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 an updated Attachment B.
- Elizabeth Wagner inquired what is different in this version of the MOU. Dr. Laurie Goodman shared that the Certificated Salary raise is now reflected in Attachment B.

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

Sarah Sanchez seconded the motion.

The board VOTED unanimously to approve the motion.

5. Governance

5.A. Meeting Format

Elizabeth Wagner made a motion to hold the next board meeting in a hybrid format.

Dr. Craig Wheaton seconded the motion.

The board VOTED unanimously to approve the motion.

6. Closing Items

6.A. Board of Director Comments & Requests

- Comment: Sarah Sanchez commented that the school's Spring Break does not align with other local districts.

6.B. Announcement of the Next Scheduled Board Meetings

Regular: October 18, 2022 at 6:00 PM

6.C. Adjourn Meeting

Sarah Sanchez made a motion to adjourn the Board Meeting at 6:40 PM.

Dr. Craig Wheaton seconded the motion.

The board VOTED unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:38 PM

Respectfully Submitted,
Dr. Sam Nofziger

Prepared by:
Rhonda Duerksen

Noted by:

Board Secretary

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Cover Sheet

August Financials

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

BACKGROUND:

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

RECOMMENDATION:

- Consider the approval of August Financials.

Monarch River Academy

August 2022

Financial Presentation

MONARCH RIVER - Highlights

- Enrollment at 1138 through August vs. 1245 Budgeted
- Revenue and Expenses both lower than budget
- Year-end surplus projected at \$1.1M vs. Budgeted Surplus of \$675.8K
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio ✓

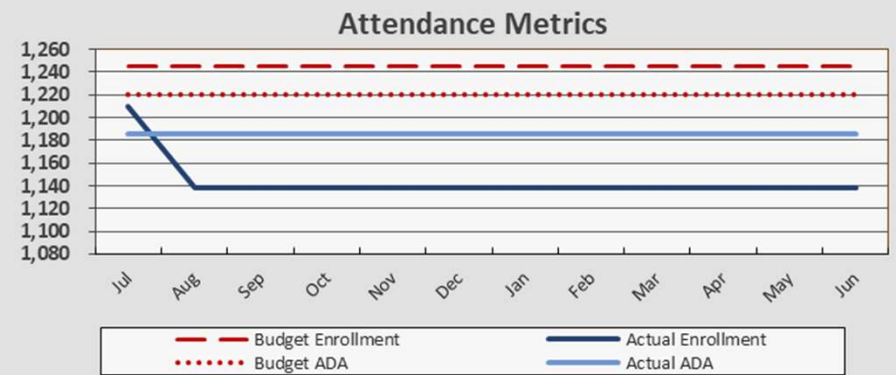
Cert.	Instr.
54.0%	83.7%
1,927,053	506,869

- 25:1 Pupil Teacher Ratio ✓

Pupil:Teacher Ratio
17.16 :1

Attendance & Data Metrics

Enrollment & Per Pupil Data			
	<u>Average</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	1144	1138	1245
ADA	1121	1115	1220
Attendance Rate	98.0%	98.0%	98.0%
Unduplicated %	43.3%	43.3%	43.3%
Revenue per ADA		\$12,343	\$11,727
Expenses per ADA		\$11,354	\$11,174



MONARCH RIVER - Revenue

Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 563,211	\$ 552,891 \$ 10,321
Federal Revenue	12,009	6,630 5,379
Other State Revenue	98,566	44,931 53,635
Other Local Revenue	484	- 484
Total Revenue	\$ 674,271	\$ 604,453 \$ 69,818

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 12,054,931	\$ 12,521,351	\$ (466,420)
457,202	459,073	(1,871)
1,252,715	1,328,170	(75,455)
484	-	484
\$ 13,765,333	\$ 14,308,594	\$ (543,261)

MONARCH RIVER - Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 657,350	\$ 589,966	\$ (67,384)	\$ 6,171,649	\$ 6,038,398	\$ (133,251)
Classified Salaries	26,002	23,182	(2,820)	145,387	139,089	(6,298)
Benefits	244,622	232,184	(12,438)	1,975,200	1,954,566	(20,634)
Books and Supplies	327,584	262,338	(65,246)	1,346,351	1,651,998	305,647
Subagreement Services	202,957	454,951	251,994	1,931,724	2,774,703	842,979
Operations	24,918	19,717	(5,202)	155,802	118,300	(37,502)
Facilities	-	-	-	-	-	-
Professional Services	76,082	91,632	15,550	890,109	910,460	20,351
Depreciation	8,054	7,548	(506)	45,794	45,288	(506)
Interest	-	-	-	-	-	-
Total Expenses	\$ 1,567,569	\$ 1,681,517	\$ 113,948	\$ 12,662,015	\$ 13,632,802	\$ 970,787

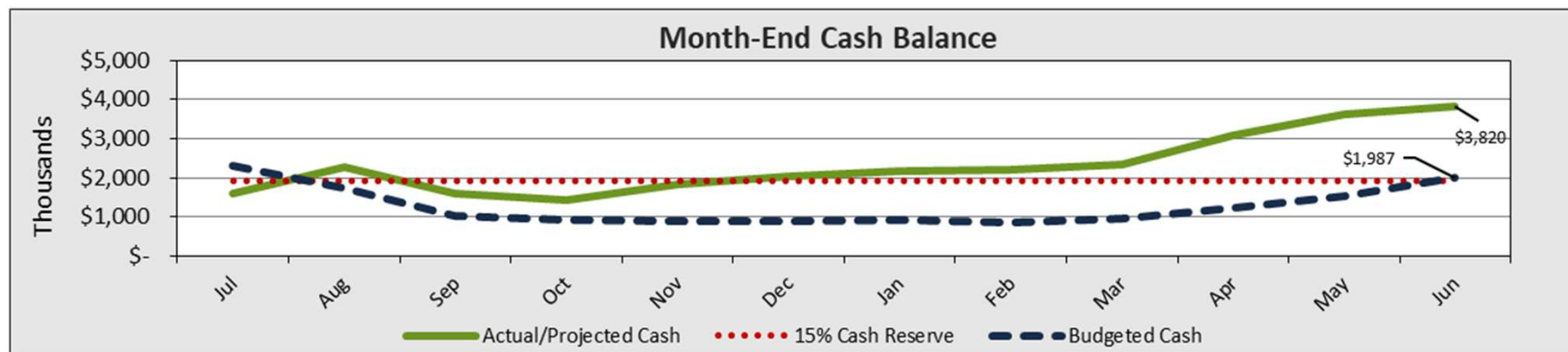
MONARCH RIVER - Fund Balance

- Projected current year-end surplus represents about 8.7% of annual expenses.
- Total Fund Surplus is projected to be 33.6% of annual expenses by end of the Fiscal Year

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (893,298)	\$ (1,077,064)	\$ 183,767	\$ 1,103,318	\$ 675,792	\$ 427,526
Beginning Fund Balance	<u>3,147,053</u>	<u>3,147,053</u>		<u>3,147,053</u>	<u>3,147,053</u>	
Ending Fund Balance	<u>\$ 2,253,755</u>	<u>\$ 2,069,989</u>		<u>\$ 4,250,371</u>	<u>\$ 3,822,845</u>	
<i>As a % of Annual Expenses</i>	17.8%	15.2%		33.6%	28.0%	

MONARCH RIVER - Cash Balance

- No further factoring required
- Year-end cash balance now projected to be \$3.8MM.



MONARCH RIVER – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA TEAM	Oct-05	California Basic Educational Data System (CBEDS) Information Day - The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction. Data is due to CDE on October 31th .	Client	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-14	Federal Stimulus Reporting - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP, including ESSER I, GEER I, ESSER II, ESSER III and ELO-G. Reporting for the preceding quarter (July 1 - Sep 30).	Charter Impact	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
DATA TEAM	Oct-31	CBEDS-ORA - Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data.	Client	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	Federal Cash Management - Period 2 - Charter schools that are awarded a grant under any of these programs: Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; and Title III Immigrant programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	ASES - 1st Quarter Expenditure Report - The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	Charter Impact or After School Provider	No	No	http://www.cde.ca.gov/ls/ba/as/
DATA TEAM	Oct-31	Complete 20-Day Attendance Report - Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	Client	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2
FINANCE	Nov-15	Review and/or Update Non-Profit IRS Form 990 Policies - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The IRS Form 990 includes a Governance, Management and Disclosure section. Charter Schools are required to disclose the following policies: Conflict of Interest Policy, Whistleblower Policy, Document Retention and Destruction Policy, Expense Reimbursement Policy, Gift Receiving Policy, and Compensation Approval Policy. A Form 990 must be filed by the 15th day of the 5th month after the close of the NPO's fiscal year. Most schools extend this deadline to the following May 15th.	Client	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	Set by Authorizer (by Dec 15)	1st Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp

MONARCH RIVER - Appendix

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

Monarch River Academy

Monthly Cash Flow/Forecast FY22-23

Revised 09/23/2022

ADA = 1115.24



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid	-	563,212	563,212	1,013,782	1,013,782	1,013,782	1,013,782	1,013,782	1,102,423	1,102,423	1,102,423	1,102,423	1,102,422
8012	Education Protection Account	-	-	-	55,762	-	-	-	55,762	-	55,762	-	-	25,728
8019	State Aid - Prior Year	-	(1)	-	-	-	-	-	-	-	-	-	-	(1)
8096	In Lieu of Property Taxes	-	-	18,215	12,143	12,143	12,143	12,143	12,143	25,180	12,590	12,590	12,590	12,590

Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals
-	563,211	581,427	1,081,687	1,025,925	1,025,925	1,081,687	1,025,925	1,127,603	1,170,775	1,115,013	1,115,013	1,140,740

Annual Forecast
11,707,446
193,014
(1)
154,472
12,054,931

Original Budget Total	Favorable / (Unfav.)
ADA = 1220.10	
12,108,335	(400,889)
244,020	(51,006)
-	(1)
168,996	(14,524)
12,521,351	(466,420)

Federal Revenue

8181	Special Education - Entitlement	-	-	6,630	11,934	11,934	11,934	11,934	13,729	13,729	13,729	13,729	13,729
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-
8290	Title I, Part A - Basic Low Income	-	-	36,955	-	-	110,864	-	-	-	-	-	-
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-
8296	Other Federal Revenue	-	12,009	43,574	-	-	43,574	-	43,574	-	-	31,707	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-

-	12,009	87,159	11,934	11,934	166,373	11,934	11,934	57,303	13,729	13,729	45,436	13,729
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134,944
-
-
147,819
-
-
-
-
174,439
-
457,202

147,632	(12,688)
-	-
-	-
137,144	10,675
-	-
-	-
-	-
-	-
174,297	142
-	-
459,073	(1,871)

Other State Revenue

8311	State Special Education	42,232	42,232	44,931	80,877	80,877	80,877	80,877	76,144	76,144	76,144	76,144	76,144
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-
8550	Mandated Cost	-	-	-	-	24,505	-	-	-	-	-	-	-
8560	State Lottery	-	-	-	-	-	70,926	-	70,926	-	-	-	146,861
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-
8599	Other State Revenue	-	14,102	-	-	-	-	-	-	-	-	-	-

42,232	42,232	44,931	80,877	80,877	105,382	151,803	80,877	76,144	147,070	76,144	87,042	223,005
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914,497
-
-
24,505
288,713
-
25,000
1,252,715

1,000,482	(85,985)
-	-
-	-
24,505	-
278,183	10,531
-	-
25,000	0
1,328,170	(75,455)

Other Local Revenue

8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest Revenue	-	484	-	-	-	-	-	-	-	-	-	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-

-	484	-	-	-	-	-	-	-	-	-	-	-
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484
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484

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484	484
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-	-
-	484

Total Revenue

42,232	632,039	713,518	1,174,498	1,118,736	1,297,680	1,245,424	1,118,736	1,261,049	1,331,573	1,204,885	1,247,490	1,377,473
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13,765,333

14,308,594	(543,261)
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Expenses

Certificated Salaries

1100	Teachers' Salaries	360	278,925	279,688	279,688	279,688	279,688	279,688	279,688	279,688	279,688	279,688	-
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	10,700	50,976	46,919	46,919	46,919	46,919	46,919	46,919	46,919	46,919	46,919	-
1200	Pupil Support Salaries	-	162,281	145,412	145,412	145,412	145,412	145,412	145,412	145,412	145,412	145,412	-
1300	Administrators' Salaries	59,013	78,043	64,259	64,259	64,259	64,259	64,259	64,259	64,259	64,259	64,259	-
1900	Other Certificated Salaries	-	17,052	15,152	15,152	15,152	15,152	15,152	15,152	15,152	15,152	15,152	-

70,073	587,277	551,430	551,430	551,430	551,430	551,430	551,430	551,430	551,430	551,430	551,430	551,430	-
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3,076,160
-
530,868
1,616,401
779,647
168,572
6,171,649

4,046,502	970,342
-	-
592,237	61,369
-	(1,616,401)
757,700	(21,947)
641,959	473,387
6,038,398	(133,251)

Classified Salaries

2100	Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-
2200	Support Salaries	4,051	4,465	4,222	4,222	4,222	4,222	4,222	4,222	4,222	4,222	4,222	-
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical and Office Staff Salaries	378	-	-	-	-	-	-	-	-	-	-	-
2900	Other Classified Salaries	7,347	9,761	7,716	7,716	7,716	7,716	7,716	7,716	7,716	7,716	7,716	-

11,776	14,226	11,938	11,938	11,938	11,938	11,938	11,938	11,938	11,938	11,938	11,938	11,938	-
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-
50,739
-
378
94,270
145,387

-	-
49,192	(1,547)
-	-
-	(378)
89,897	(4,373)
139,089	(6,298)

Benefits

3101	STRS	11,673	109,053	104,301	104,301	104,301	104,301	104,301	104,301	104,301	104,301	104,301	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	728	880	729	729	729	729	729	729	729	729	729	-
3311	Medicare	1,167	8,402	8,089	8,089	8,089	8,089	8,089	8,089	8,089	8,089	8,089	-
3401	Health and Welfare	60,479	41,611	53,533	53,533	53,533	53,533	53,533	53,533	53,533	53,533	53,533	-
3501	State Unemployment	280	4,664	1,699	1,699	1,699	1,699	1,699	1,699	1,699	1,699	1,699	-
3601	Workers' Compensation	2,842	2,842	3,347	3,347	3,347	3,347	3,347	3,347	3,347	3,347	3,347	-
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-

77,169	167,453	171,699	171,699	171,699	171,699	178,494	176,795	173,398	171,699	171,699	171,699	171,699	-
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1,163,740
-
8,901
90,456
637,423
35,524
39,155
1,975,200

1,153,334	(10,406)
-	-
8,624	(278)
89,574	(882)
584,000	(53,423)
32,550	(2,974)
86,485	47,329
1,954,566	(20,634)

Books and Supplies

4100	Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-
4302	School Supplies	28,167	202,215	140,141	86,520	48,837	80,774	62,523	65,538	90,975	82,193	28,735	32,232
4305	Software	77,946	3,590	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	-
4310	Office Expense	5,268	10,373	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	-
4311	Business Meals	-	25	-	-	-	-	-	-	-	-	-	-

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-
-
948,850
145,703
43,307
25

-	-
-	-
1,259,855	311,005
144,500	(1,203)
19,900	(23,407)
-	-

Monarch River Academy

Monthly Cash Flow/Forecast FY22-23

Revised 09/23/2022

ADA = 1115.24



4312 School Fundraising Expense
4400 Noncapitalized Equipment
4700 Food Services

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	40,662	25,104	14,170	23,437	18,141	19,016	26,397	23,849	8,338	9,352	-	208,466	227,743	19,277
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	111,381	216,203	189,987	120,808	72,191	113,394	89,847	93,737	126,555	115,225	46,256	50,768	-	1,346,351	1,651,998	305,647

Monarch River Academy

Monthly Cash Flow/Forecast FY22-23

Revised 09/23/2022

ADA = 1115.24



Subagreement Services

5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	-	16,655	31,517	31,517	31,517	31,517	31,517	31,517	31,517	31,517	-	-
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-
5106	Other Educational Consultants	(61,081)	26,498	40,793	25,185	14,216	23,512	18,199	19,077	26,481	23,925	8,364	9,382
5107	Instructional Services	110,443	110,443	120,447	120,447	120,447	120,447	120,447	120,447	120,447	120,447	120,447	-

Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals
49,362	153,596	192,756	177,148	166,179	175,475	170,163	171,040	178,444	175,888	160,328	161,346	-

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
-	-	-
331,822	413,800	81,978
-	-	-
-	-	-
-	-	-
174,550	858,500	683,950
1,425,353	1,502,402	77,050
1,931,724	2,774,703	842,979

Operations and Housekeeping

5201	Auto and Travel	18	-	317	317	317	317	317	317	317	317	-	-
5300	Dues & Memberships	-	1,130	-	-	-	-	-	-	-	-	-	-
5400	Insurance	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	-	-
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-
5516	Miscellaneous Expense	99	-	-	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	-	612	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	-
5901	Postage and Shipping	-	-	242	242	242	242	242	242	242	242	-	-

11,647	13,271	13,088	13,088	13,088	13,088	13,088	13,088	13,088	13,088	13,088	13,088	-	-
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3,185	3,800	615
1,130	-	(1,130)
138,359	91,500	(46,859)
-	-	-
-	-	-
99	6,700	6,601
-	-	-
10,612	13,100	2,488
2,417	3,200	783
155,802	118,300	(37,502)

Facilities, Repairs and Other Leases

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

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

Professional/Consulting Services

5801	IT	-	-	367	367	367	367	367	367	367	367	-	-
5802	Audit & Taxes	-	1,200	-	5,233	5,233	-	-	-	-	-	-	-
5803	Legal	-	242	3,983	3,983	3,983	3,983	3,983	3,983	3,983	3,983	-	-
5804	Professional Development	1,795	8,165	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	-	-
5805	General Consulting	-	750	417	417	417	417	417	417	417	417	-	-
5806	Special Activities/Field Trips	3,029	1,189	8,509	5,253	2,965	4,905	3,796	3,979	5,524	4,991	1,745	1,957
5807	Bank Charges	-	246	667	667	667	667	667	667	667	667	-	-
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-
5809	Other taxes and fees	-	-	567	567	567	567	567	567	567	567	-	-
5810	Payroll Service Fee	512	324	1,017	1,017	1,017	1,017	1,017	1,017	1,017	1,017	-	-
5811	Management Fee	20,867	20,867	20,074	20,074	20,074	20,074	20,074	20,074	20,074	20,074	-	-
5812	District Oversight Fee	-	16,896	17,443	32,451	30,778	30,778	32,451	30,778	33,828	35,123	33,450	34,222
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	-	4,125	7,425	7,425	7,425	7,425	7,190	7,190	7,190	13,947	-
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-

26,203	49,880	62,677	82,962	79,001	80,940	76,271	74,782	79,141	79,903	74,984	75,197	48,169	-
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3,667	4,800	1,133
16,900	16,700	(200)
40,075	52,300	12,225
65,043	70,000	4,957
4,917	5,000	83
47,843	14,270	(33,573)
6,913	8,700	1,787
-	-	-
5,667	7,400	1,733
11,003	13,400	2,397
242,478	250,400	7,922
361,648	375,641	13,993
-	-	-
83,955	91,849	7,894
-	-	-
890,109	910,460	20,351

Depreciation

6900	Depreciation Expense	4,027	4,027	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	-
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4,027	4,027	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	-	-
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45,794	45,288	(506)
45,794	45,288	(506)

Interest

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

Total Expenses

361,637	1,205,931	1,197,349	1,132,847	1,069,300	1,121,739	1,095,006	1,096,585	1,137,769	1,122,946	1,033,497	1,039,239	48,169	-
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12,662,015	13,632,802	970,787
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12,662,015	13,632,802	970,787
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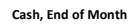
Monthly Surplus (Deficit)

(319,405)	(573,893)	(483,831)	41,651	49,436	175,941	150,418	22,151	123,280	208,627	171,388	208,250	1,329,304	-
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1,103,318	675,792	427,526
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1,103,318	675,792	427,526
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ADA = 1115.24



Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals
(319,405)	(573,893)	(483,831)	41,651	49,436	175,941	150,418	22,151	123,280	208,627	171,388	208,250	1,329,30
4,027	4,027	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	3,774	
181,476	1,031,446	-	-	536,420	356,351	-	-	-	536,420	356,351	-	(1,377,47
104,576	29,828	(198,813)	(221,890)	(193,035)	(334,203)	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	
(141,906)	(111,090)	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	
(145,315)	(86,146)	-	-	-	-	-	-	-	-	-	-	48,16
(233,147)	401,019	-	-	-	-	-	-	-	-	-	-	
195,357	(17,335)	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	-	-	-	
(5,208)	(5,208)	-	-	-	-	-	-	-	-	-	-	
(359,546)	672,648	(678,870)	(176,465)	396,595	201,863	154,192	25,925	127,054	748,821	531,513	212,024	
1,964,025	1,604,480	2,277,128	1,598,258	1,421,793	1,818,388	2,020,251	2,174,443	2,200,369	2,327,423	3,076,244	3,607,756	
1,604,480	2,277,128	1,598,258	1,421,793	1,818,388	2,020,251	2,174,443	2,200,369	2,327,423	3,076,244	3,607,756	3,819,781	

(10,417)

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Monarch River Academy

Budget vs Actual

For the period ended August 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 563,212	\$ 543,783	\$ 19,429	\$ 563,212	\$ 543,783	\$ 19,429	\$ 12,108,335
Education Protection Account	-	-	-	-	-	-	244,020
State Aid - Prior Year	(1)	-	(1)	(1)	-	(1)	-
In Lieu of Property Taxes	-	9,108	(9,108)	-	9,108	(9,108)	168,996
Total State Aid - Revenue Limit	563,211	552,891	10,321	563,211	552,891	10,321	12,521,351
Federal Revenue							
Special Education - Entitlement	-	6,630	(6,630)	-	6,630	(6,630)	147,632
Title I, Part A - Basic Low Income	-	-	-	-	-	-	137,144
Other Federal Revenue	12,009	-	12,009	12,009	-	12,009	174,297
Total Federal Revenue	12,009	6,630	5,379	12,009	6,630	5,379	459,073
Other State Revenue							
State Special Education	42,232	44,931	(2,699)	84,464	44,931	39,533	1,000,482
Mandated Cost	-	-	-	-	-	-	24,505
State Lottery	-	-	-	-	-	-	278,183
Other State Revenue	14,102	-	14,102	14,102	-	14,102	25,000
Total Other State Revenue	56,334	44,931	11,403	98,566	44,931	53,635	1,328,170
Other Local Revenue							
Interest Revenue	484	-	484	484	-	484	-
Total Other Local Revenue	484	-	484	484	-	484	-
Total Revenues	\$ 632,039	\$ 604,453	\$ 27,586	\$ 674,271	\$ 604,453	\$ 69,818	\$ 14,308,594
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 278,925	\$ 367,864	\$ 88,939	\$ 279,285	\$ 367,864	\$ 88,579	\$ 4,046,502
Teachers' Extra Duty/Stipends	50,976	-	(50,976)	61,676	-	(61,676)	592,237
Pupil Support Salaries	162,281	-	(162,281)	162,281	-	(162,281)	-
Administrators' Salaries	78,043	64,259	(13,784)	137,056	115,109	(21,947)	757,700
Other Certificated Salaries	17,052	53,497	36,445	17,052	106,993	89,941	641,959
Total Certificated Salaries	587,277	485,619	(101,657)	657,350	589,966	(67,384)	6,038,398
Classified Salaries							
Support Salaries	4,465	4,099	(365)	8,516	8,199	(317)	49,192
Clerical and Office Staff Salaries	-	-	-	378	-	(378)	-
Other Classified Salaries	9,761	7,491	(2,270)	17,108	14,983	(2,126)	89,897
Total Classified Salaries	14,226	11,591	(2,635)	26,002	23,182	(2,820)	139,089
Benefits							
State Teachers' Retirement System, certificated posit	109,053	92,753	(16,300)	120,726	112,684	(8,043)	1,153,334
OASDI/Medicare/Alternative, certificated positions	880	719	(161)	1,607	1,437	(170)	8,624
Medicare/Alternative, certificated positions	8,402	7,210	(1,193)	9,569	8,891	(679)	89,574
Health and Welfare Benefits, certificated positions	41,611	48,667	7,056	102,089	97,333	(4,756)	584,000
State Unemployment Insurance, certificated position:	4,664	1,628	(3,037)	4,944	3,255	(1,689)	32,550
Workers' Compensation Insurance, certificated positi	2,842	6,961	4,118	5,685	8,584	2,899	86,485
Total Benefits	167,453	157,937	(9,516)	244,622	232,184	(12,438)	1,954,566
Books & Supplies							
School Supplies	202,215	164,701	(37,514)	230,381	198,970	(31,411)	1,259,855
Software	3,590	12,042	8,451	81,537	24,083	(57,453)	144,500
Office Expense	10,373	1,658	(8,714)	15,641	3,317	(12,324)	19,900
Business Meals	25	-	(25)	25	-	(25)	-
Noncapitalized Equipment	-	29,773	29,773	-	35,968	35,968	227,743
Total Books & Supplies	216,203	208,174	(8,029)	327,584	262,338	(65,246)	1,651,998

Monarch River Academy

Budget vs Actual

For the period ended August 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Subagreement Services							
Special Education	16,655	34,483	17,828	16,655	68,967	52,312	413,800
Other Educational Consultants	26,498	112,232	85,734	(34,584)	135,584	170,168	858,500
Instructional Services	110,443	125,200	14,757	220,886	250,400	29,514	1,502,402
Total Subagreement Services	153,596	271,915	118,319	202,957	454,951	251,994	2,774,703
Operations & Housekeeping							
Auto and Travel	-	317	317	18	633	615	3,800
Dues & Memberships	1,130	-	(1,130)	1,130	-	(1,130)	-
Insurance	11,530	7,625	(3,905)	23,059	15,250	(7,809)	91,500
Miscellaneous Expense	-	558	558	99	1,117	1,018	6,700
Communications	612	1,092	480	612	2,183	1,572	13,100
Postage and Shipping	-	267	267	-	533	533	3,200
Total Operations & Housekeeping	13,271	9,858	(3,413)	24,918	19,717	(5,202)	118,300
Professional/Consulting Services							
IT	-	400	400	-	800	800	4,800
Audit & Taxes	1,200	-	(1,200)	1,200	-	(1,200)	16,700
Legal	242	4,358	4,116	242	8,717	8,475	52,300
Professional Development	8,165	5,833	(2,332)	9,960	11,667	1,707	70,000
General Consulting	750	417	(333)	750	833	83	5,000
Special Activities/Field Trips	1,189	1,865	677	4,217	2,254	(1,964)	14,270
Bank Charges	246	725	479	246	1,450	1,204	8,700
Other Taxes and Fees	-	617	617	-	1,233	1,233	7,400
Payroll Service Fee	324	1,117	792	836	2,233	1,397	13,400
Management Fee	20,867	20,867	(0)	41,734	41,733	(1)	250,400
District Oversight Fee	16,896	16,587	(310)	16,896	16,587	(310)	375,641
SPED Encroachment	-	4,125	4,125	-	4,125	4,125	91,849
Total Professional/Consulting Services	49,880	56,911	7,031	76,082	91,632	15,550	910,460
Depreciation							
Depreciation Expense	4,027	3,774	(253)	8,054	7,548	(506)	45,288
Total Depreciation	4,027	3,774	(253)	8,054	7,548	(506)	45,288
Total Expenses	\$ 1,205,931	\$ 1,205,778	\$ (153)	\$ 1,567,569	\$ 1,681,517	\$ 113,948	\$ 13,632,802
Change in Net Assets	(573,893)	(601,326)	27,433	(893,298)	(1,077,065)	183,767	675,792
Net Assets, Beginning of Period	2,827,648			3,147,053			
Net Assets, End of Period	\$ 2,253,755			\$ 2,253,755			

Monarch River Academy

Statement of Financial Position

August 31, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 1,740,956	\$ 1,964,025	\$ (223,070)	-11%
Restricted Cash	536,172	-	536,172	0%
Total Cash & Cash Equivalents	2,277,128	1,964,025	313,103	-11%
Public Funding Receivables	756,540	1,969,461	(1,212,921)	-62%
Grants & Contributions Receivable	6,890	141,294	(134,403)	-95%
Due To/From Related Parties	(250)	(250)	-	0%
Prepaid Expenses	279,106	26,110	252,995	969%
Total Current Assets	3,319,414	4,100,640	(781,227)	-19%
Long-Term Assets				
Property & Equipment, Net	187,763	195,817	(8,054)	-4%
Total Long Term Assets	187,763	195,817	(8,054)	-4%
Total Assets	\$ 3,507,177	\$ 4,296,457	\$ (789,280)	-18%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 75,696	\$ 307,156	\$ (231,460)	-75%
Accrued Liabilities	532,179	364,306	167,872	46%
Deferred Revenue	536,172	358,150	178,022	50%
Notes Payable, Current Portion	62,500	62,500	-	0%
Total Current Liabilities	1,206,547	1,092,113	114,434	10%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	46,875	57,292	(10,417)	-18%
Total Long-Term Liabilities	46,875	57,292	(10,417)	-18%
Total Liabilities	1,253,422	1,149,404	104,018	9%
Total Net Assets	2,253,755	3,147,053	(893,298)	-28%
Total Liabilities and Net Assets	\$ 3,507,177	\$ 4,296,457	\$ (789,280)	-18%

Monarch River Academy

Statement of Cash Flows

For the period ended August 31, 2022

	Month Ended 08/31/22	YTD Ended 08/31/22
Cash Flows from Operating Activities		
Changes in Net Assets	\$ (573,893)	\$ (893,298)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	4,027	8,054
Decrease/(Increase) in Operating Assets:	-	
Public Funding Receivables	1,031,446	1,212,921
Grants, Contributions & Pledges Receivable	29,828	134,403
Prepaid Expenses	(111,090)	(252,995)
Accounts Payable	(86,146)	(231,460)
Accrued Expenses	401,019	167,872
Deferred Revenue	(17,335)	178,022
Total Cash Flows from Operating Activities	677,856	323,519
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	(5,208)	(10,417)
Total Cash Flows from Financing Activities	(5,208)	(10,417)
Change in Cash & Cash Equivalents	672,648	313,103
Cash & Cash Equivalents, Beginning of Period	1,604,480	1,964,025
Cash and Cash Equivalents, End of Period	\$ 2,277,128	\$ 2,277,128

Monarch River Academy**Check Register**

For the period ended August 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
14518	Bridgeway Academy	8/2/2022	\$ 44.83
14519	Charter Impact, Inc.	8/2/2022	21,211.34
14520	Clarksville Charter School	8/2/2022	2,711.20
14521	Corey Engstrom	8/2/2022	15.80
14522	Deborah Cardoza	8/2/2022	583.27
14523	Feather River Charter School	8/2/2022	6,500.42
14524	Fireplace Inc	8/2/2022	797.68
14525	KiwiCo, Inc	8/2/2022	734.73
14526	Lighthouse Therapy LLC	8/2/2022	49,232.11
14527	Lindsay Hughes	8/2/2022	42.99
14528	Miriam Hofer	8/2/2022	183.11
14529	Rich Oliver Racing, Inc.	8/2/2022	1,250.00
14530	Robert Melendez	8/2/2022	27.00
14531	The Axia Group	8/2/2022	110,443.00
14532	The Talk Team	8/2/2022	2,147.50
14533	Thimble Sewciety	8/2/2022	315.00
14534	Transamerica	8/2/2022	370.88
14535	Verizon Wireless	8/2/2022	400.10
14536	Yosemite Valley Charter School	8/2/2022	26,829.15
14537	Activities for Learning Inc.	8/8/2022	114.32
14538	All About Learning Press, Inc.	8/8/2022	148.65
14539	America's Kids Inc.	8/8/2022	715.00
14540	Art of Problem Solving	8/8/2022	156.00
14541	Bakersfield Swim Academy	8/8/2022	514.00
14542	Beautiful Feet Books, Inc.	8/8/2022	504.31
14543	Big Little Ones, LLC	8/8/2022	227.00
14544	Bonnie Haskell	8/8/2022	560.00
14545	BookShark	8/8/2022	1,317.33
14546	Don Johnston Incorporated	8/8/2022	64.80
14547	Evan-Moor	8/8/2022	43.35
14548	Generation Genius, Inc	8/8/2022	425.00
14549	Goodfellow Occupational Therapy, Inc.	8/8/2022	220.00
14550	History Unboxed LLC	8/8/2022	131.86
14551	Institute for Excellence in Writing	8/8/2022	1,243.49
14552	Jacqueline Johnson	8/8/2022	5,256.50
14553	Lakeshore	8/8/2022	93.46
14554	Learning Without Tears	8/8/2022	46.02
14555	Linda Odom	8/8/2022	324.00
14556	Little Passports	8/8/2022	309.67
14557	Logic of English	8/8/2022	117.48
14558	Math-U-See Inc.	8/8/2022	58.00
14559	MEL Science U.S. LLC	8/8/2022	339.17
14560	Melissa Bogle	8/8/2022	180.00
14561	Moving Beyond the Page	8/8/2022	2,530.78
14562	Oak Meadow Inc.	8/8/2022	101.38
14563	Outschool, Inc.	8/8/2022	40.00
14565	Rainbow Resource Center	8/8/2022	4,166.98
14566	Sam Nofziger	8/8/2022	250.00
14567	School Health Corporation	8/8/2022	109.95
14568	School Pathways, LLC	8/8/2022	60,936.20
14569	Singapore Math, Inc.	8/8/2022	396.80
14570	Teacher Synergy, LLC	8/8/2022	155.94
14571	Teaching Textbooks	8/8/2022	141.24
14572	The Lampo Group, LLC	8/8/2022	29.99
14573	Thimble Sewciety	8/8/2022	35.00

Monarch River Academy**Check Register**

For the period ended August 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
14574	Thinkwell Corporation	8/8/2022	125.00
14575	Timberdoodle.com	8/8/2022	250.12
14576	Valerie Scott	8/8/2022	139.23
14577	Wieser Educational	8/8/2022	70.81
14578	Yosemite Valley Charter School	8/8/2022	503.52
14579	Association of California School Administrators	8/11/2022	112.50
14580	All About Learning Press, Inc.	8/17/2022	209.29
14581	America's Kids Inc.	8/17/2022	37.25
14582	Bitsbox	8/17/2022	86.85
14583	Brave Writer LLC	8/17/2022	14.95
14584	Brenda Myers	8/17/2022	100.00
14585	Bright Thinker	8/17/2022	124.49
14586	California Dental Network inc	8/17/2022	240.66
14587	Christy White Inc	8/17/2022	1,200.00
14588	Denise Nicholes	8/17/2022	170.00
14589	Educational Development Corporation	8/17/2022	54.11
14590	Effectual Educational Consulting Services	8/17/2022	16,655.00
14591	Generation Genius, Inc	8/17/2022	300.00
14592	InnovEd Inc.	8/17/2022	935.00
14593	Institute for Excellence in Writing	8/17/2022	509.23
14594	Jacqueline Johnson	8/17/2022	460.00
14595	Jennifer McQuarrie	8/17/2022	242.00
14596	KiwiCo, Inc	8/17/2022	355.29
14597	Lake View Charter School	8/17/2022	3,433.10
14598	Lakeshore	8/17/2022	176.59
14599	Learning Without Tears	8/17/2022	58.02
14600	Lighthouse Therapy LLC	8/17/2022	5,016.50
14601	Melanie Sweet	8/17/2022	235.00
14602	Miaplaza Inc.	8/17/2022	516.00
14603	Michele Lafferre	8/17/2022	660.00
14604	Moving Beyond the Page	8/17/2022	1,265.30
14605	Nicole the Math Lady, LLC	8/17/2022	99.00
14606	Rainbow Resource Center	8/17/2022	1,287.85
14607	Reading Horizons	8/17/2022	2,500.00
14608	Robert Melendez	8/17/2022	27.00
14609	SAM Academy	8/17/2022	20.00
14610	Studies Weekly	8/17/2022	161.56
14611	T-Mobile	8/17/2022	65.80
14612	T-Mobile	8/17/2022	80.00
14613	T-Mobile	8/17/2022	65.80
14614	Teacher Synergy, LLC	8/17/2022	217.10
14615	The Advantage Group	8/17/2022	3,510.94
14616	Timberdoodle.com	8/17/2022	370.37
14617	Transamerica	8/17/2022	397.11
14618	Yosemite Valley Charter School	8/17/2022	42,588.16
14619	VOYA Financial FBO CalSTRS Pension2	8/17/2022	1,000.00
14620	Academics in a Box Inc	8/22/2022	86.85
14621	Activities for Learning Inc.	8/22/2022	115.03
14622	All About Learning Press, Inc.	8/22/2022	282.34
14623	America's Kids Inc.	8/22/2022	1,008.78
14624	Andrew Carmona	8/22/2022	420.00
14625	Beautiful Feet Books, Inc.	8/22/2022	480.78
14626	BookShark	8/22/2022	4,654.83
14627	Brenda Myers	8/22/2022	250.00
14628	Brian Hammons Piano	8/22/2022	810.00
14629	Denise Nicholes	8/22/2022	205.00

Monarch River Academy

Check Register

For the period ended August 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
14630	Drew's Art Box LLC	8/22/2022	60.00
14631	Elemental Science	8/22/2022	328.91
14632	Evan-Moor	8/22/2022	1,880.10
14633	Generation Genius, Inc	8/22/2022	300.00
14634	GL Kenpo	8/22/2022	820.00
14635	Guido's Martial Arts Academy	8/22/2022	637.00
14636	HBCO LLC	8/22/2022	34.00
14637	Home Science Tools	8/22/2022	217.73
14638	Hooked on Phonics	8/22/2022	330.46
14639	Institute for Excellence in Writing	8/22/2022	2,132.32
14640	Jazz Fresno	8/22/2022	140.00
14641	Jessica Knutson	8/22/2022	700.00
14642	Kids Edition	8/22/2022	500.00
14643	Lakeshore	8/22/2022	773.24
14644	Learning Without Tears	8/22/2022	127.23
14645	LEGO Education	8/22/2022	233.22
14646	Math-U-See Inc.	8/22/2022	854.92
14647	Miaplaza Inc.	8/22/2022	258.00
14648	Moving Beyond the Page	8/22/2022	13,336.66
14649	Nicole the Math Lady, LLC	8/22/2022	59.00
14650	Oak Meadow Inc.	8/22/2022	123.35
14651	Oak Meadow Inc.	8/22/2022	338.50
14652	Ocean First Education	8/22/2022	19.95
14653	Pacific Martial Arts	8/22/2022	600.00
14654	Peace Hill Press, Inc. dba Well Trained Mind Press	8/22/2022	152.25
14655	Playground Training Academy, LLC	8/22/2022	2,963.50
14658	Rainbow Resource Center	8/22/2022	4,398.36
14659	Robert Melendez	8/22/2022	27.00
14660	Singapore Math Live LLC	8/22/2022	160.00
14661	Singapore Math, Inc.	8/22/2022	477.89
14662	Sona Atoyan	8/22/2022	200.00
14663	Starfall Education Foundation	8/22/2022	35.00
14664	Steinway Piano Gallery Of Fresno	8/22/2022	560.00
14667	Studies Weekly	8/22/2022	3,043.94
14668	Teacher Synergy, LLC	8/22/2022	80.20
14669	Teaching Textbooks	8/22/2022	467.54
14670	The Artnook	8/22/2022	125.00
14671	The Lampo Group, LLC	8/22/2022	166.07
14672	Thimble Sewciety	8/22/2022	385.00
14673	TouchMath Acquisition LLC	8/22/2022	300.48
14674	United Conservatory of Music	8/22/2022	760.00
14675	Unity Farms, Inc.	8/22/2022	1,080.00
14676	Yosemite Valley Charter School	8/22/2022	120.00
14677	The Artnook	8/30/2022	625.00
14678	Generation Genius, Inc	8/30/2022	300.00
14679	Institute for Excellence in Writing	8/30/2022	37.93
14680	Little Passports	8/30/2022	362.77
14681	Studies Weekly	8/30/2022	32.64
14682	Teacher Synergy, LLC	8/30/2022	29.90
14683	The Axia Group	8/30/2022	110,443.00
14684	The Lampo Group, LLC	8/30/2022	19.99
14685	Yosemite Valley Charter School	8/30/2022	14,937.69
EFT080322-01	Divvy Pay	8/3/2022	10,880.01
EFT081022-01	Divvy Pay	8/10/2022	21,920.14
EFT081122-01	Wells Fargo	8/11/2022	246.16
EFT081122-02	Employment Development Department (EDD)	8/11/2022	2,593.17

Monarch River Academy**Check Register**

For the period ended August 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
EFT081122-03	Internal Revenue Service	8/11/2022	5,874.37
EFT081722-01	Divvy Pay	8/17/2022	38,981.75
EFT082422-01	Divvy Pay	8/24/2022	34,380.12
EFT082622-01	Employment Development Department (EDD)	8/26/2022	2,541.43
EFT082622-02	Employment Development Department (EDD)	8/26/2022	14,480.36
EFT082622-03	Internal Revenue Service	8/26/2022	30,216.45
EFT083122-01	Divvy Pay	8/31/2022	26,109.92
MRA220822-01	AATK2, LLC	8/22/2022	<u>5,208.33</u>

Total Disbursements in August **\$ 761,331.84**

Monarch River Academy

Accounts Payable Aging

For the period ended August 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Accrediting Commission for Schools	1314610	7/29/2022	8/28/2022	\$ -	\$ 1,130	\$ -	\$ -	\$ -	\$ 1,130
Activities for Learning Inc.	386258	8/16/2022	9/15/2022	372	-	-	-	-	372
All About Learning Press, Inc.	912150	8/16/2022	9/15/2022	62	-	-	-	-	62
All About Learning Press, Inc.	912209	8/17/2022	9/16/2022	19	-	-	-	-	19
All About Learning Press, Inc.	912486	8/24/2022	9/23/2022	182	-	-	-	-	182
America's Kids Inc.	22-031350-01	8/17/2022	9/16/2022	203	-	-	-	-	203
America's Kids Inc.	22-032153-01	8/17/2022	9/16/2022	56	-	-	-	-	56
America's Kids Inc.	22-032170-01	8/17/2022	9/16/2022	75	-	-	-	-	75
America's Kids Inc.	22-034494-01	8/17/2022	9/16/2022	144	-	-	-	-	144
America's Kids Inc.	22-035118-01	8/23/2022	9/22/2022	84	-	-	-	-	84
America's Kids Inc.	22-035121-01	8/23/2022	9/22/2022	84	-	-	-	-	84
America's Kids Inc.	22-037304-01	8/23/2022	9/22/2022	20	-	-	-	-	20
America's Kids Inc.	22-037394-01	8/23/2022	9/22/2022	75	-	-	-	-	75
America's Kids Inc.	22-037506-01	8/17/2022	9/16/2022	91	-	-	-	-	91
America's Kids Inc.	22-040683-01	8/23/2022	9/22/2022	81	-	-	-	-	81
America's Kids Inc.	22-041241-01	8/23/2022	9/22/2022	25	-	-	-	-	25
American Kids Sports Center	22-034244-01	8/25/2022	9/24/2022	112	-	-	-	-	112
American Kids Sports Center	22-038789-01	8/25/2022	9/24/2022	112	-	-	-	-	112
American Kids Sports Center	22-039526-01	8/25/2022	9/24/2022	112	-	-	-	-	112
American Kids Sports Center	22-040522-01	8/25/2022	9/24/2022	112	-	-	-	-	112
Art of Problem Solving	INV226402	8/15/2022	9/14/2022	508	-	-	-	-	508
Art of Problem Solving	INV226403	8/15/2022	9/14/2022	168	-	-	-	-	168
Art of Problem Solving	INV226404	8/15/2022	9/14/2022	168	-	-	-	-	168
Art of Problem Solving	INV226948	8/24/2022	9/23/2022	96	-	-	-	-	96
Beautiful Feet Books, Inc.	17624	8/18/2022	9/17/2022	365	-	-	-	-	365
Beautiful Feet Books, Inc.	17671	8/18/2022	9/17/2022	259	-	-	-	-	259
Beautiful Feet Books, Inc.	17737	8/19/2022	9/18/2022	259	-	-	-	-	259
Beautiful Feet Books, Inc.	17745	8/19/2022	9/18/2022	259	-	-	-	-	259
Bitsbox	4837	8/17/2022	9/16/2022	87	-	-	-	-	87
BookShark	BI0010195	8/17/2022	9/16/2022	56	-	-	-	-	56
BookShark	BI0010363	8/18/2022	9/17/2022	368	-	-	-	-	368
BookShark	BI0010472	8/19/2022	9/18/2022	183	-	-	-	-	183

Monarch River Academy

Accounts Payable Aging

For the period ended August 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
BookShark	BI0010476	8/19/2022	9/18/2022	29	-	-	-	-	29
BookShark	BI0010585	8/19/2022	9/18/2022	275	-	-	-	-	275
BookShark	BI0010588	8/19/2022	9/18/2022	275	-	-	-	-	275
BookShark	BI0010610	8/22/2022	9/21/2022	338	-	-	-	-	338
BookShark	BI0010648	8/22/2022	9/21/2022	255	-	-	-	-	255
BookShark	BI0010652	8/22/2022	9/21/2022	226	-	-	-	-	226
BookShark	BI0010713	8/23/2022	9/22/2022	999	-	-	-	-	999
Brave Writer LLC	99477-P023	8/12/2022	8/12/2022	-	72	-	-	-	72
Brenda Myers	22-036697-01	8/24/2022	9/23/2022	125	-	-	-	-	125
Bright Thinker	SINV4873	8/15/2022	9/14/2022	249	-	-	-	-	249
Bright Thinker	SINV4908	8/16/2022	9/15/2022	357	-	-	-	-	357
Bright Thinker	SINV4909	8/16/2022	9/15/2022	249	-	-	-	-	249
Bright Thinker	SINV4910	8/16/2022	9/15/2022	249	-	-	-	-	249
Bright Thinker	SINV4912	8/16/2022	9/15/2022	357	-	-	-	-	357
Bullfrog Swim School Inc	22-033690-01	8/16/2022	9/15/2022	550	-	-	-	-	550
Bullfrog Swim School Inc	22-036567-01	8/16/2022	9/15/2022	550	-	-	-	-	550
Bullfrog Swim School Inc	22-036568-01	8/16/2022	9/15/2022	550	-	-	-	-	550
Colleen Snyder	22-031102-01	8/23/2022	9/22/2022	225	-	-	-	-	225
Colleen Snyder	22-032631-01	8/23/2022	9/22/2022	225	-	-	-	-	225
ComputerLand of Silicon Valley	282407	8/31/2022	9/15/2022	2,500	-	-	-	-	2,500
Dance Arts	22-035368-01	8/23/2022	9/22/2022	55	-	-	-	-	55
Dance Arts	22-035418-01	8/23/2022	9/22/2022	70	-	-	-	-	70
Dance Arts	22-037576-01	8/23/2022	9/22/2022	70	-	-	-	-	70
Dance Arts	22-037576-02	8/23/2022	9/22/2022	20	-	-	-	-	20
Dance Arts	22-037860-01	8/23/2022	9/22/2022	55	-	-	-	-	55
Dance Arts	22-038957-01	8/23/2022	9/22/2022	55	-	-	-	-	55
Denise Nicholes	22-040414-01	8/18/2022	9/17/2022	35	-	-	-	-	35
Denise Nicholes	22-040734-01	8/18/2022	9/17/2022	100	-	-	-	-	100
Don Johnston Incorporated	222	8/15/2022	9/15/2022	65	-	-	-	-	54
Don Johnston Incorporated	244	8/16/2022	9/16/2022	65	-	-	-	-	54
Don Johnston Incorporated	245	8/16/2022	9/16/2022	65	-	-	-	-	54
Elite Team Reedley LLC	22-031323-01	8/16/2022	9/15/2022	75	-	-	-	-	75
Elite Team Reedley LLC	22-031324-01	8/16/2022	9/15/2022	75	-	-	-	-	75
Elite Team Reedley LLC	22-031325-01	8/16/2022	9/15/2022	75	-	-	-	-	75
Elizabeth Wagner	WAGN082422	8/24/2022	8/24/2022	-	250	-	-	-	250
Evan-Moor	INV349757	8/2/2022	9/1/2022	113	-	-	-	-	113
Evan-Moor	INV351190	8/16/2022	9/15/2022	416	-	-	-	33.of 214	416

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Evan-Moor	INV351192	8/15/2022	9/14/2022	433	-	-	-	-	433
Evan-Moor	INV352332	8/24/2022	9/23/2022	100	-	-	-	-	100
Evan-Moor	INV352337	8/25/2022	9/24/2022	100	-	-	-	-	100
Generation Genius, Inc	GG129179-R1	8/25/2022	9/24/2022	125	-	-	-	-	125
Generation Genius, Inc	GG129284-R1	8/26/2022	9/25/2022	125	-	-	-	-	125
Generation Genius, Inc	GG131718	8/15/2022	9/14/2022	175	-	-	-	-	175
Generation Genius, Inc	GG131724	8/15/2022	9/14/2022	175	-	-	-	-	175
Generation Genius, Inc	GG132006	8/16/2022	9/15/2022	175	-	-	-	-	175
Generation Genius, Inc	GG132436	8/18/2022	9/17/2022	175	-	-	-	-	175
Generation Genius, Inc	GG132821	8/19/2022	9/18/2022	125	-	-	-	-	125
Generation Genius, Inc	GG132986	8/21/2022	9/20/2022	125	-	-	-	-	125
Generation Genius, Inc	GG133342	8/22/2022	9/21/2022	125	-	-	-	-	125
Generation Genius, Inc	GG134284	8/26/2022	9/25/2022	125	-	-	-	-	125
Generation Genius, Inc	GG134330	8/26/2022	9/25/2022	125	-	-	-	-	125
Generation Genius, Inc	GG134334-R1	8/26/2022	9/25/2022	175	-	-	-	-	175
GL Kenpo	22-033066-01	8/15/2022	9/14/2022	410	-	-	-	-	410
GL Kenpo	22-034782-01	8/15/2022	9/14/2022	410	-	-	-	-	410
HBCO LLC	1306933	8/17/2022	9/16/2022	69	-	-	-	-	69
History Unboxed LLC	wc-15159HU	8/19/2022	9/18/2022	127	-	-	-	-	127
Home Science Tools	000435745	8/15/2022	9/14/2022	113	-	-	-	-	113
Home Science Tools	000436712	8/17/2022	9/16/2022	34	-	-	-	-	34
Home Science Tools	000440029	8/25/2022	9/24/2022	230	-	-	-	-	230
Institute for Excellence in Writing	926927	8/17/2022	9/15/2022	44	-	-	-	-	44
Institute for Excellence in Writing	927172	8/17/2022	9/15/2022	27	-	-	-	-	27
Institute for Excellence in Writing	928280	8/19/2022	9/16/2022	130	-	-	-	-	130
Institute for Excellence in Writing	928356	8/19/2022	9/16/2022	69	-	-	-	-	69
Institute for Excellence in Writing	930557	8/22/2022	9/18/2022	203	-	-	-	-	203
Institute for Excellence in Writing	931092	8/22/2022	9/17/2022	106	-	-	-	-	106
Institute for Excellence in Writing	931214	8/22/2022	9/19/2022	218	-	-	-	-	218
Institute for Excellence in Writing	931471	8/22/2022	9/19/2022	69	-	-	-	-	69
Institute for Excellence in Writing	931475	8/22/2022	9/19/2022	27	-	-	-	-	27
Institute for Excellence in Writing	932751	8/24/2022	9/22/2022	194	-	-	-	-	194
Institute for Excellence in Writing	934861	8/24/2022	9/24/2022	94	-	-	-	-	94
Jazz Fresno	22-032667-01	8/18/2022	9/17/2022	35	-	-	-	-	35
Jazz Fresno	22-032667-02	8/29/2022	9/28/2022	35	-	-	-	-	35
Jessica Knutson	22-034171-01	8/18/2022	9/17/2022	100	-	-	-	-	100
Jessica Knutson	22-034174-01	8/18/2022	9/17/2022	100	-	-	-	34 of 214	100

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Kathleen Atchley Tutor	22-031855-01	8/17/2022	9/16/2022	280	-	-	-	-	280
Kathleen Atchley Tutor	22-035902-01	8/17/2022	9/16/2022	200	-	-	-	-	200
Kathleen Atchley Tutor	22-043378-01	8/26/2022	9/25/2022	120	-	-	-	-	120
Kitchen Stewardship LLC	465	8/19/2022	9/18/2022	150	-	-	-	-	150
KiwiCo, Inc	217	5/31/2022	7/15/2022	-	-	3,087	-	-	3,087
KiwiCo, Inc	INV427	8/15/2022	9/29/2022	6,030	-	-	-	-	6,030
Lakeshore	376575081522	8/15/2022	9/14/2022	113	-	-	-	-	113
Learning Without Tears	INV153871	8/15/2022	9/14/2022	23	-	-	-	-	23
Learning Without Tears	INV154523	8/17/2022	9/16/2022	41	-	-	-	-	41
Little Passports	IN-0000992496	8/12/2022	9/11/2022	169	-	-	-	-	169
Logic of English	SI-157418	8/15/2022	9/14/2022	117	-	-	-	-	117
Logic of English	SI-157862	8/17/2022	9/16/2022	204	-	-	-	-	204
Logic of English	SI-157864	8/17/2022	9/16/2022	232	-	-	-	-	232
Logic of English	SI-158258	8/19/2022	9/18/2022	35	-	-	-	-	35
Math Crazy	22-041594-01	8/23/2022	9/22/2022	130	-	-	-	-	130
Math Crazy	22-041595-01	8/23/2022	9/22/2022	130	-	-	-	-	130
Math-U-See Inc.	0786433-IN	8/19/2022	10/18/2022	155	-	-	-	-	155
Math-U-See Inc.	0787488-IN	8/23/2022	10/22/2022	175	-	-	-	-	175
Math-U-See Inc.	0787490-IN	8/23/2022	10/22/2022	139	-	-	-	-	139
Math-U-See Inc.	0787491-IN	8/23/2022	10/22/2022	67	-	-	-	-	67
Math-U-See Inc.	0787494-IN	8/23/2022	10/22/2022	191	-	-	-	-	191
Math-U-See Inc.	0787768-IN	8/23/2022	10/22/2022	63	-	-	-	-	63
Math-U-See Inc.	0787786-IN	8/23/2022	10/22/2022	247	-	-	-	-	247
McRuffy Press LLC	6944	8/15/2022	9/14/2022	395	-	-	-	-	395
McRuffy Press LLC	6947	8/16/2022	9/15/2022	320	-	-	-	-	320
McRuffy Press LLC	6961	8/17/2022	9/16/2022	258	-	-	-	-	258
Michele Lafferre	22-042021-01	8/23/2022	9/22/2022	175	-	-	-	-	175
Michele Lafferre	22-043063-01	8/27/2022	9/26/2022	175	-	-	-	-	175
Michele Lafferre	22-043064-01	8/27/2022	9/26/2022	100	-	-	-	-	100
Moving Beyond the Page	271212	8/18/2022	9/17/2022	414	-	-	-	-	414
Moving Beyond the Page	271223	8/18/2022	9/17/2022	15	-	-	-	-	15
Moving Beyond the Page	271370	8/18/2022	9/17/2022	948	-	-	-	-	948
Moving Beyond the Page	271404	8/19/2022	9/18/2022	443	-	-	-	-	443
Moving Beyond the Page	271410	8/19/2022	9/18/2022	944	-	-	-	-	944
Moving Beyond the Page	271414	8/19/2022	9/18/2022	955	-	-	-	-	955
Moving Beyond the Page	271421	8/19/2022	9/18/2022	78	-	-	-	-	78
Moving Beyond the Page	271422	8/19/2022	9/18/2022	122	-	-	-	35.of 214	122

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Moving Beyond the Page	271423	8/19/2022	9/18/2022	85	-	-	-	-	85
Moving Beyond the Page	271424	8/19/2022	9/18/2022	45	-	-	-	-	45
Moving Beyond the Page	271430	8/19/2022	9/18/2022	760	-	-	-	-	760
Moving Beyond the Page	271453	8/19/2022	9/18/2022	511	-	-	-	-	511
Moving Beyond the Page	271458	8/19/2022	9/18/2022	652	-	-	-	-	652
Moving Beyond the Page	271459	8/19/2022	9/18/2022	652	-	-	-	-	652
Moving Beyond the Page	271463	8/19/2022	9/18/2022	1,119	-	-	-	-	1,119
Moving Beyond the Page	271465	8/19/2022	9/18/2022	979	-	-	-	-	979
Moving Beyond the Page	271467	8/19/2022	9/18/2022	979	-	-	-	-	979
Moving Beyond the Page	271468	8/19/2022	9/18/2022	340	-	-	-	-	340
Moving Beyond the Page	271469	8/19/2022	9/18/2022	1,182	-	-	-	-	1,182
Moving Beyond the Page	272053	8/25/2022	9/24/2022	507	-	-	-	-	507
MoxieBox Art	9006	8/24/2022	9/23/2022	191	-	-	-	-	191
N2Y, LLC	INV-1054280	8/23/2022	9/22/2022	7,787	-	-	-	-	7,787
N2Y, LLC	INV-1054444	8/24/2022	9/23/2022	789	-	-	-	-	658
Nicole the Math Lady, LLC	4872	8/18/2022	9/17/2022	79	-	-	-	-	79
Nicole the Math Lady, LLC	4979	8/20/2022	9/19/2022	79	-	-	-	-	79
Nicole the Math Lady, LLC	5073	8/25/2022	9/24/2022	59	-	-	-	-	59
Nicole the Math Lady, LLC	5074	8/25/2022	9/24/2022	59	-	-	-	-	59
Nicole the Math Lady, LLC	5075	8/25/2022	9/24/2022	59	-	-	-	-	59
Oak Meadow Inc.	133627	8/22/2022	9/21/2022	1,000	-	-	-	-	1,000
Oak Meadow Inc.	133679	8/22/2022	9/21/2022	101	-	-	-	-	101
Pacific Martial Arts	22-033152-01	8/25/2022	9/24/2022	200	-	-	-	-	200
Pacific Martial Arts	22-036067-01	8/25/2022	9/24/2022	200	-	-	-	-	200
Peace Hill Press, Inc. dba Well Trained N	55608	8/18/2022	9/17/2022	20	-	-	-	-	20
Peace Hill Press, Inc. dba Well Trained N	55671	8/23/2022	9/22/2022	9	-	-	-	-	9
Peace Hill Press, Inc. dba Well Trained N	55705	8/26/2022	9/25/2022	53	-	-	-	-	53
Peace Hill Press, Inc. dba Well Trained N	55715	8/26/2022	9/25/2022	10	-	-	-	-	10
Playground Training Academy, LLC	22-041068-01	8/22/2022	9/21/2022	99	-	-	-	-	99
Playground Training Academy, LLC	22-041069-01	8/22/2022	9/21/2022	99	-	-	-	-	99
Rainbow Resource Center	3836469	8/16/2022	9/15/2022	67	-	-	-	-	67
Rainbow Resource Center	3836472	8/16/2022	9/15/2022	78	-	-	-	-	78
Rainbow Resource Center	3836483	8/16/2022	9/15/2022	51	-	-	-	-	51
Rainbow Resource Center	3836496	8/16/2022	9/15/2022	187	-	-	-	-	187
Rainbow Resource Center	3838267	8/17/2022	9/16/2022	68	-	-	-	-	68
Rainbow Resource Center	3841365	8/18/2022	9/17/2022	189	-	-	-	-	189
Rainbow Resource Center	3841752	8/18/2022	9/17/2022	22	-	-	-	36.of 214	22

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Rainbow Resource Center	3842237	8/18/2022	9/17/2022	57	-	-	-	-	57
Rainbow Resource Center	3842242	8/18/2022	9/17/2022	119	-	-	-	-	119
Rainbow Resource Center	3842244	8/18/2022	9/17/2022	61	-	-	-	-	61
Rainbow Resource Center	3842250	8/18/2022	9/17/2022	481	-	-	-	-	481
Rainbow Resource Center	3844172	8/19/2022	9/18/2022	107	-	-	-	-	107
Rainbow Resource Center	3846090	8/22/2022	9/21/2022	78	-	-	-	-	78
Rainbow Resource Center	3846103	8/22/2022	9/21/2022	126	-	-	-	-	126
Rainbow Resource Center	3846114	8/22/2022	9/21/2022	78	-	-	-	-	78
Rainbow Resource Center	3846133	8/22/2022	9/21/2022	259	-	-	-	-	259
Rainbow Resource Center	3846135	8/22/2022	9/21/2022	22	-	-	-	-	22
Rainbow Resource Center	3846141	8/22/2022	9/21/2022	111	-	-	-	-	111
Rainbow Resource Center	3846145	8/22/2022	9/21/2022	125	-	-	-	-	125
Rainbow Resource Center	3846149	8/22/2022	9/21/2022	149	-	-	-	-	149
Rainbow Resource Center	3846153	8/22/2022	9/21/2022	61	-	-	-	-	61
Rainbow Resource Center	3846185	8/22/2022	9/21/2022	148	-	-	-	-	148
Rainbow Resource Center	3849015	8/23/2022	9/22/2022	62	-	-	-	-	62
Rainbow Resource Center	3849971	8/24/2022	9/23/2022	42	-	-	-	-	42
Rainbow Resource Center	3849973	8/24/2022	9/23/2022	80	-	-	-	-	80
Rainbow Resource Center	3852624	8/25/2022	9/24/2022	74	-	-	-	-	74
Rainbow Resource Center	3852630	8/25/2022	9/24/2022	81	-	-	-	-	81
Rainbow Resource Center	3852632	8/25/2022	9/24/2022	57	-	-	-	-	57
Rainbow Resource Center	3852633	8/25/2022	9/24/2022	164	-	-	-	-	164
Rainbow Resource Center	3852635	8/25/2022	9/24/2022	164	-	-	-	-	164
Rainbow Resource Center	3852636	8/25/2022	9/24/2022	164	-	-	-	-	164
Rainbow Resource Center	3852637	8/25/2022	9/24/2022	35	-	-	-	-	35
Rainbow Resource Center	3854858	8/26/2022	9/25/2022	111	-	-	-	-	111
Rainbow Resource Center	3854861	8/26/2022	9/25/2022	111	-	-	-	-	111
Rainbow Resource Center	3854864	8/26/2022	9/25/2022	22	-	-	-	-	22
Rainbow Resource Center	3854871	8/26/2022	9/25/2022	34	-	-	-	-	34
Rainbow Resource Center	3854895	8/26/2022	9/25/2022	99	-	-	-	-	99
Rainbow Resource Center	3854902	8/26/2022	9/25/2022	113	-	-	-	-	113
Rainbow Resource Center	3854917	8/26/2022	9/25/2022	122	-	-	-	-	122
Rainbow Resource Center	3854969	8/26/2022	9/25/2022	20	-	-	-	-	20
Rainbow Resource Center	3855229	8/26/2022	9/25/2022	104	-	-	-	-	104
Rainbow Resource Center	3855255	8/26/2022	9/25/2022	224	-	-	-	-	224
Rainbow Resource Center	3855272	8/26/2022	9/25/2022	122	-	-	-	-	122
Rainbow Resource Center	3855282	8/26/2022	9/25/2022	238	-	-	-	37 of 214	238

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Rainbow Resource Center	3855287	8/26/2022	9/25/2022	104	-	-	-	-	104
Rainbow Resource Center	3855358	8/26/2022	9/25/2022	481	-	-	-	-	481
Sam Nofziger	NOFZ082422	8/24/2022	8/24/2022	-	250	-	-	-	250
Shirley Winters Ballet	22-015926-02	8/22/2022	9/21/2022	209	-	-	-	-	209
Shirley Winters Ballet	22-015928-02	8/22/2022	9/21/2022	125	-	-	-	-	125
Shirley Winters Ballet	22-015929-02	8/22/2022	9/21/2022	125	-	-	-	-	125
Shirley Winters Ballet	22-022358-01	8/22/2022	9/21/2022	33	-	-	-	-	33
Shirley Winters Ballet	22-022545-01	8/22/2022	9/21/2022	415	-	-	-	-	415
Shirley Winters Ballet	22-022822-01	8/22/2022	9/21/2022	238	-	-	-	-	238
Shirley Winters Ballet	22-035298-01	8/18/2022	9/17/2022	125	-	-	-	-	125
Singapore Math, Inc.	S238348	8/15/2022	9/14/2022	29	-	-	-	-	29
Singapore Math, Inc.	S238360	8/15/2022	9/14/2022	29	-	-	-	-	29
Singapore Math, Inc.	S239468	8/18/2022	9/17/2022	40	-	-	-	-	40
Singapore Math, Inc.	S239690	8/18/2022	9/17/2022	29	-	-	-	-	29
Singapore Math, Inc.	S239693	8/18/2022	9/17/2022	29	-	-	-	-	29
Singapore Math, Inc.	S240082	8/22/2022	9/21/2022	163	-	-	-	-	163
Singapore Math, Inc.	S240730	8/23/2022	9/22/2022	198	-	-	-	-	198
Singapore Math, Inc.	S240897	8/23/2022	9/22/2022	175	-	-	-	-	175
Sona Atoyan	22-037763-01	8/20/2022	9/19/2022	50	-	-	-	-	50
Sona Atoyan	22-037764-01	8/20/2022	9/19/2022	50	-	-	-	-	50
Steinway Piano Gallery Of Fresno	22-040008-01	8/16/2022	9/15/2022	280	-	-	-	-	280
Steinway Piano Gallery Of Fresno	22-040013-01	8/16/2022	9/15/2022	280	-	-	-	-	280
Steinway Piano Gallery Of Fresno	22-040014-01	8/16/2022	9/15/2022	280	-	-	-	-	280
Studies Weekly	451994	8/19/2022	9/17/2022	32	-	-	-	-	32
Studies Weekly	451995	8/19/2022	9/17/2022	32	-	-	-	-	32
Studies Weekly	451996	8/19/2022	9/17/2022	32	-	-	-	-	32
Studies Weekly	451997	8/19/2022	9/17/2022	64	-	-	-	-	64
Studies Weekly	451998	8/19/2022	9/17/2022	32	-	-	-	-	32
Studies Weekly	451999	8/19/2022	9/17/2022	32	-	-	-	-	32
Studies Weekly	452000	8/19/2022	9/17/2022	65	-	-	-	-	65
Studies Weekly	452001	8/19/2022	9/17/2022	65	-	-	-	-	65
Studies Weekly	452002	8/19/2022	9/17/2022	65	-	-	-	-	65
Studies Weekly	452003	8/19/2022	9/17/2022	33	-	-	-	-	33
Studies Weekly	452004	8/19/2022	9/17/2022	33	-	-	-	-	33
Studies Weekly	452005	8/19/2022	9/17/2022	32	-	-	-	-	32
Studies Weekly	452006	8/19/2022	9/17/2022	32	-	-	-	-	32
Studies Weekly	452007	8/19/2022	9/17/2022	65	-	-	-	38.of 214	65

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Studies Weekly	452008	8/19/2022	9/17/2022	65	-	-	-	-	65
Studies Weekly	452009	8/19/2022	9/17/2022	33	-	-	-	-	33
Studies Weekly	452010	8/19/2022	9/17/2022	65	-	-	-	-	65
Studies Weekly	452011	8/19/2022	9/17/2022	32	-	-	-	-	32
Studies Weekly	452012	8/19/2022	9/17/2022	32	-	-	-	-	32
Studies Weekly	452013	8/19/2022	9/17/2022	64	-	-	-	-	64
Studies Weekly	452014	8/19/2022	9/17/2022	64	-	-	-	-	64
Studies Weekly	452015	8/19/2022	9/17/2022	65	-	-	-	-	65
Studies Weekly	452016	8/19/2022	9/17/2022	32	-	-	-	-	32
Studies Weekly	452017	8/19/2022	9/17/2022	65	-	-	-	-	65
Studies Weekly	452018	8/19/2022	9/17/2022	32	-	-	-	-	32
Studies Weekly	452019	8/19/2022	9/17/2022	65	-	-	-	-	65
Studies Weekly	452020	8/19/2022	9/17/2022	32	-	-	-	-	32
Studies Weekly	452021	8/19/2022	9/17/2022	32	-	-	-	-	32
Studies Weekly	452022	8/19/2022	9/17/2022	65	-	-	-	-	65
Studies Weekly	452023	8/19/2022	9/17/2022	33	-	-	-	-	33
Studies Weekly	452024	8/19/2022	9/17/2022	32	-	-	-	-	32
Studies Weekly	452025	8/19/2022	9/17/2022	65	-	-	-	-	65
Studies Weekly	452026	8/19/2022	9/17/2022	65	-	-	-	-	65
Studies Weekly	452027	8/19/2022	9/17/2022	65	-	-	-	-	65
Studies Weekly	453969	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	453970	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	453971	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	453972	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	453973	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	453974	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	453975	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	453976	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	453977	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	453978	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	453981	8/25/2022	9/23/2022	65	-	-	-	-	65
Studies Weekly	453982	8/25/2022	9/23/2022	65	-	-	-	-	65
Studies Weekly	453983	8/25/2022	9/23/2022	65	-	-	-	-	65
Studies Weekly	453984	8/25/2022	9/23/2022	65	-	-	-	-	65
Studies Weekly	453985	8/25/2022	9/23/2022	65	-	-	-	-	65
Studies Weekly	453986	8/25/2022	9/23/2022	64	-	-	-	-	64
Studies Weekly	453987	8/25/2022	9/23/2022	33	-	-	-	39.of 214	33

Monarch River Academy

Accounts Payable Aging

For the period ended August 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Studies Weekly	453988	8/25/2022	9/23/2022	33	-	-	-	-	33
Studies Weekly	453989	8/25/2022	9/23/2022	33	-	-	-	-	33
Studies Weekly	453990	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	453991	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	453992	8/25/2022	9/23/2022	33	-	-	-	-	33
Studies Weekly	454336	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454337	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454338	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454339	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454340	8/25/2022	9/23/2022	65	-	-	-	-	65
Studies Weekly	454341	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454342	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454343	8/25/2022	9/23/2022	65	-	-	-	-	65
Studies Weekly	454344	8/25/2022	9/23/2022	65	-	-	-	-	65
Studies Weekly	454345	8/25/2022	9/23/2022	65	-	-	-	-	65
Studies Weekly	454346	8/25/2022	9/23/2022	65	-	-	-	-	65
Studies Weekly	454347	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454348	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454349	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454350	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454351	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454352	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454353	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454354	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454355	8/25/2022	9/23/2022	65	-	-	-	-	65
Studies Weekly	454356	8/25/2022	9/23/2022	33	-	-	-	-	33
Studies Weekly	454357	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454358	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454359	8/25/2022	9/23/2022	33	-	-	-	-	33
Studies Weekly	454360	8/25/2022	9/23/2022	32	-	-	-	-	32
Studies Weekly	454361	8/25/2022	9/23/2022	33	-	-	-	-	33
Studies Weekly	454362	8/25/2022	9/23/2022	65	-	-	-	-	65
Studies Weekly	454363	8/25/2022	9/23/2022	65	-	-	-	-	65
Susan Hancock	22-041310-01	8/18/2022	9/17/2022	270	-	-	-	-	270
Teacher Synergy, LLC	201416778	8/26/2022	9/16/2022	18	-	-	-	-	18
Teaching Textbooks	44546	8/18/2022	9/17/2022	67	-	-	-	-	67
Teaching Textbooks	44548	8/18/2022	9/17/2022	67	-	-	-	40.of 214	67

Monarch River Academy

Accounts Payable Aging

For the period ended August 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Teaching Textbooks	44747	8/19/2022	9/18/2022	55	-	-	-	-	55
Teaching Textbooks	44748	8/19/2022	9/18/2022	67	-	-	-	-	67
Teaching Textbooks	44784	8/22/2022	9/21/2022	43	-	-	-	-	43
Teaching Textbooks	44802	8/22/2022	9/21/2022	43	-	-	-	-	43
Teaching Textbooks	44873	8/23/2022	9/22/2022	43	-	-	-	-	43
Teaching Textbooks	44874	8/23/2022	9/22/2022	43	-	-	-	-	43
Teaching Textbooks	44878	8/23/2022	9/22/2022	43	-	-	-	-	43
Teaching Textbooks	44880	8/23/2022	9/22/2022	43	-	-	-	-	43
Teaching Textbooks	44900	8/23/2022	9/22/2022	67	-	-	-	-	67
The Dance Studio 2	22-040827-01	8/20/2022	9/19/2022	64	-	-	-	-	64
The Dance Studio 2	22-040828-01	8/20/2022	9/19/2022	64	-	-	-	-	64
Thimble Sewciety	22-037792-01	8/19/2022	9/18/2022	35	-	-	-	-	35
Thimble Sewciety	22-037793-01	8/19/2022	9/18/2022	35	-	-	-	-	35
Thimble Sewciety	22-037794-01	8/19/2022	9/18/2022	35	-	-	-	-	35
United Conservatory of Music	22-032861-01	8/18/2022	9/17/2022	160	-	-	-	-	160
Verizon Wireless	9912738763	8/5/2022	8/28/2022	-	400	-	-	-	400
VOYA Financial FBO CalSTRS Pension2	VOYA083022	8/30/2022	8/30/2022	-	3,653	-	-	-	3,653
Zaner-Bloser	10357659	8/17/2022	9/16/2022	19	-	-	-	-	19
Zoe Rebekah Pettitt	22-018281-01	8/16/2022	9/15/2022	240	-	-	-	-	240
Zoe Rebekah Pettitt	22-028041-01	8/16/2022	9/15/2022	180	-	-	-	-	180
Zoe Rebekah Pettitt	22-028041-02	8/16/2022	9/15/2022	180	-	-	-	-	180
Total Outstanding Payables in August				\$ 67,019	\$ 5,755	\$ 3,087	\$ -	\$ -	\$ 75,696

Cover Sheet

Executive Director & Deputy Director Divvy Expenses

Section:	II. Finance
Item:	B. Executive Director & Deputy Director Divvy Expenses
Purpose:	Discussion & Potential Action
Related Material:	Executive Divvy Transactions - September 2022

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.
- There were no Divvy transactions during the month of September.

Monarch River Academy

Divvy Register (Steph Johnson and Laurie Goodman)

For the period ended September 30, 2022

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

Cover Sheet

Updated Compensation Policy & Annual Office Supply Stipend

Board Policy No. 4151

Section:	II Finance
Item:	C. Updated Compensation Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	4151- Compensation Policy - MR

BACKGROUND:

- Changes include:
 - Under Supplemental Duty Stipends, bullet point 9 added Certificated employees who work from a home office will receive an Office Supplies stipend of \$100 per school year.
 - Added language: Classified employees who work from a home office will receive a Utility stipend of \$75.00 per month. Classified 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. Classified employees who work from a home office will receive an Office Supply stipend of \$100 per school year.
 - Updated stipend chart with Office Supply stipend.

RECOMMENDATION:

- Consider the approval of the updated Compensation Policy to include the annual Office Supply stipend for qualifying staff.



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 may be approved by the Executive Director for candidates 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 work from a home office will receive an Office Supplies stipend of \\$100 per school year.](#)
- Certificated employees who are required to travel to the office or other work-related destinations will be compensated per mile based on the IRS current mileage reimbursement rate. Mileage reimbursement forms with supporting documentation will be due by the 15th of the following month of which they are incurred. As an alternative to the mileage reimbursement process, certificated employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.

Additional Supplement Bonus ("Supplement"):

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

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

- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage, Extra Student Pay and Enrollment Milestones.
- To qualify for an extended duty supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - 1. The Executive Director must first agree with the teacher on the terms
 - 2. The supplemental work must be separate from the normal job responsibilities.
 - 3. The work must be completed or in the progress of being completed.

Part-time Teachers:

For all part-time teachers.

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

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

CLASSIFIED COMPENSATION

Experience and Placement

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

- The percentage of days worked
- Position held
- Type of the organization and accreditation
- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total years of experience is a fraction of a whole, it will be rounded up.
 - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- The Executive Director shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.
- Classified employees who work from a home office will receive a Utility stipend of \$75.00 per month. Classified 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. Classified employees who work from a home office will receive an Office Supply stipend of \$100 per school year.~~Classified employees who work from a home office will receive a Utility stipend of \$75.00. Employees who have a school provided cell phone or Hotspot or who work in the office on a part-time basis will have the stipend adjusted accordingly.~~
- Classified employees who are required to travel to the office or other work-related destinations will be compensated per mile based on the IRS current mileage reimbursement rate. Mileage reimbursement forms with supporting documentation will be due by the 15th of the following month of which they are incurred. As an alternative to the mileage reimbursement process, classified employees who hold an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.

Role/Salary Placements

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

Advancements on Pay Scale

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

Lateral Transfer

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

Partial Assignments

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

Reassignments

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

Rehires

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

Experience – Nonexempt Employees

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

Additional Supplement Bonus ("Supplement"):

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

- An Executive Director, in his or her sole discretion, shall determine what duties shall be supplemented based upon the operational needs of the school.
- A supplement is not automatic, and can be provided at the discretion and approval of the Executive Director, based on additional work beyond the regular work responsibilities.
- A supplement will be paid to the employee in accordance with the schedule provided by the School at the time of supplement award.
- The supplemental award shall not exceed \$35,000 or 50% of annual salary.
- All supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.
- Classified staff member's supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Executive Director prior to performing the supplemental duties.
- Supplements will be paid in installments or one lump sum if less than \$1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.
- To qualify for an extended duty supplement, the following criteria must be met as requested and assigned by the Executive Director:
 - 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	Provided to each teacher that agrees to	\$100/month/	up to	Becomes eligible once their	Paid biweekly over 10.5 months; August 16 -

Student Stipend	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	student over required roster limit (40) max up to \$12,000	40-50	rosters surpass required roster limits, with directors approval.	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 an administrative level position and are required to travel to the office or other work-related destinations may be compensated with a mileage stipend of \$350.00 per month, subject to approval by the Executive Director.	\$4,200		Eligibility starts at the beginning of the school year.	Paid throughout the year

Utility Stipend	All remote staff are eligible for a Utility Stipend of \$75 per month. Remote staff that hold a specialty 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
Office Supply Stipend	All remote staff are eligible for an Office Supply Stipend of \$100 per school year.	\$100/School Year	N/A	Eligibility starts at the beginning of the school year.	Paid as one lump sum during the first quarter of the school 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/day \$78/Half day	N/A	Eligibility is earned after service has been completed from start date to end date.	Paid as earned throughout the year
Additional Virtual Academy Class Teacher	Virtual Academy Teachers can make a \$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 mtg, missing attendance, missing work samples
- Encourage, Assist, and Support families
- Ensure that all items such as POR, Media Release, Handbook Signature, etc. are submitted and accurate
- Monitor multiple trackers and surveys
- Maintains homeschool heart
- Sends compliance letters and documents in School Pathways
- Reconcile and make necessary corrections to data and or reports
- Support teachers by troubleshooting compliance processes and procedures
- Navigate through School Pathways
- Conduct internal, mock audits
- Attend team meetings
- Participate in trainings and professional development
- Provide excellent customer service
- Multi-task, take initiative, and work effectively in teams as well as independently
- Be detail oriented with the ability to maintain professionalism under pressure
- Show maturity and integrity to handle sensitive or confidential tasks
- Be sensitive to deadlines and due dates
- Other duties as assigned

Receptionist

Job Summary:

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

Duties and Responsibilities:

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

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

Virtual Independent Study Teacher

Job Summary:

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

Duties and Responsibilities:

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

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

K-2 Early Literacy Enrichment Teacher

Job Summary:

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

Responsibilities:

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

SPED Assistant Director

Job Summary:

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

Duties and Responsibilities

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

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

Speech-Language Pathologist

Job Summary:

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

Duties and Responsibilities:

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

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

Assistant Director of Accountability and Monitoring

Job Summary:

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

Duties and Responsibilities:

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

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

High School Guidance Technician

Job Summary:

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

Duties and Responsibilities:

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

Secondary Independent Study Teacher

Job Summary:

The Secondary Independent Study Teacher provides an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, and psychological growth. The teacher will deliver content in live online class sessions, and will also adapt, differentiate, and scaffold curriculum for students with different learning abilities. The teacher will organize and implement an instructional program that results in student

academic success in accordance with school policies, state policies, and law. The Secondary Independent Study Teacher will be placed on the Highly Qualified Teacher Salary Schedule.

Duties and Responsibilities:

- Meet professional obligations
- Work each school day from 8:00 AM to 5:00 PM, Monday through Friday
- Attend all staff meetings
- Maintain professional, positive, ethical, cooperative relationships with students, parents, other staff, administration, and other community members.
- Meet specific course and school-wide student performance goals
- Maintain effective and efficient record keeping procedures for grades and attendance
- Ensure all procedures and policies are followed
- Monitor student progress
- Input grades and collect work for compliance monitoring
- Assist in proctoring exams and state testing
- Participate in all required teacher training and professional development activities, as well as all training and certification maintenance requirements mandated by state law
- Plan, prepare, and implement instructional activities that contribute to an engaging learning environment
- Hold virtual live class sessions, office hours, and informational meetings.
- Maintain a student accessible recording database of all direct instruction
- Whenever necessary, provide 1-on-1 support when help is sought
- Grade and return student work and assessments within three school days
- Provide timely, thoughtful, and thorough feedback for teacher graded work
- Monitor student progress and use data to improve curriculum
- Provide intervention opportunities whenever needed
- Collaborate with 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 work flow and simplifies reporting procedures.
- Arranges meetings and conferences and makes necessary reservations.
- Coordinates with various school departments and learning programs.
- Works closely with the enrichment department to lead the restitution process.
- Works as the School Representative to approve vendors with the guidance of the Vendor Department.

Early Education Coordinator

Job Summary:

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

Duties and responsibilities:

- Help develop and run programming for TK/K students
- Ensure students have access to creative activities, opportunities to play and practice skills in the classroom.
- Meet with kindergarten teachers/directors on a regular basis to gather input on student progress in the classroom and receive recommendations on additional skills to practice with students.
- Communicate with parents regarding programming, skill-development, behavioral support, etc.

- Communicate with staff, parents, students, and community to resolve issues or concerns as needed
- Liaison between the other TK/K site coordinator, parents, students, staff, community
- Participate in staff development, as appropriate
- In-office duties include but are not limited to the following:
- Mailing, printing, copying, faxing, organizing of materials, etc.

Tutor

Job Summary:

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

Duties and responsibilities:

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

Senior Director of Special Education

Job Summary:

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

Duties and responsibilities:

- Attend Instructional, Finance, and Operational meetings as requested by the Executive Director to ensure special education interests are considered.
- Collaborate, interface, and attend to Special Education Local Plan Area (SELPA) relationships and meeting participation.
- Be attentive to statewide trends in special education by attending State Board of Education (SBE), Advisory Commission on Charter Schools (ACCS), Advisory Commission on Special Education (ACSE) board meetings.
- Interpret law, regulations, and policy/procedures to determine best course of
 - action; advise/direct school personnel and parents.
- Oversee Office of Civil Rights (OCR) and Office of Administrative Hearings (OAH); maintain communication with attorneys and advocates.
- Evaluate and recommend programs, policies, and goals across regional special education departments.
- Develop and maintain liaison with appropriate governmental agencies and relevant community

- groups.
- Oversee Special Education Information System (SEIS) and CASEMIS reporting
 - compliance for both schools education agencies.
- Support SPED Administrators and SPED Classified personnel

Director of Transition and Social Emotional Learning

Job Summary:

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

Duties and responsibilities:

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

Student Support Specialist

Job Summary:

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

Duties and responsibilities:

- Composes documents from electronic recordings, etc., (e.g. letters, records, reports, memoranda, agenda, forms, minutes etc.) for the purpose of communicating information to appropriate

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

SEIS Coordinator

Job Summary:

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

Duties and responsibilities:

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

Nurse

Job Summary:

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

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

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, Highschool, 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
Revised: October 12, 2022

Cover Sheet

Revised Coordinator & Counselor Salary Schedule

Section:	II Finance
Item:	D. Revised Coordinator & Counselor Salary Schedule
Purpose:	Discussion & Potential Action - Vote
Related Material:	Coordinator Salary Schedule - MR - 2022-2023; Counselor Salary Schedule - MR - 2022-2023; Comparison Data for Coordinators

BACKGROUND:

- The Board requested comparative salary data for the proposed Coordinator Salary increase.
- Most other staff positions have received a 3% salary increase retroactively for the 2022-2023 school year.

RECOMMENDATION:

- Consider the approval of the updated Coordinator and Counselor Salary Schedules to be approved retroactively to July 1, 2022.



Coordinator Salary Schedule

Current Salary Schedule:

	1	2	3	4	5	6	7	8	9	10
Coordinator 1 196 Day Calendar	\$72,400	\$74,400	\$76,400	\$78,400	\$80,400	\$82,400	\$84,400	\$86,400	\$88,400	\$90,400
Coordinator 2 201 Day Calendar	\$78,500	\$80,500	\$82,500	\$84,500	\$86,500	\$88,500	\$90,500	\$92,500	\$94,500	\$96,500
Coordinator 3 201 Day Calendar	\$84,400	\$86,400	\$88,400	\$90,400	\$92,400	\$94,400	\$96,400	\$98,400	\$100,400	\$102,400

Proposed 2022-2023 Salary Schedule based on 3% increase

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Coordinator 1	\$74,572	\$76,809	\$79,113	\$81,487	\$83,931	\$86,449	\$89,738	\$92,430	\$95,203	\$98,059	\$101,001	\$104,031	\$107,152	\$110,366	\$113,677
Coordinator 2	\$80,855	\$83,281	\$85,779	\$88,352	\$91,003	\$93,733	\$96,545	\$99,441	\$102,425	\$105,497	\$108,662	\$111,922	\$115,280	\$118,738	\$122,300
Coordinator 3	\$86,932	\$89,540	\$92,226	\$94,993	\$97,843	\$100,778	\$103,801	\$106,915	\$110,123	\$113,427	\$116,829	\$120,334	\$123,944	\$127,663	\$131,492

1. Coordinators:

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

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

2. Annual Stipend Additions:

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

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



Counselor Salary Schedule

Current 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

Proposed 2022-2023 Salary Schedule based on 3% increase:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Counselor	\$65,000	\$66,950	\$68,959	\$71,027	\$73,158	\$75,353	\$77,613	\$79,942	\$82,340	\$84,810	\$87,355	\$89,975	\$92,674	\$95,455	\$98,318

1. Annual Salary for Counselor is based on 201 workdays. The 201 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.

Coordinator Comparative Salaries from Fresno, Clovis, & Sanger

Fresno Unified Vice Principal Middle School - 201 work days

Steps	1	2	3	4	5
11 months	\$8,188.43	\$8,597.74	\$9,027.93	\$9,478.98	\$9,952.61
Annual	\$90,072.73	\$94,575.14	\$99,307.23	\$104,268.78	\$109,478.71

Bonus Additions to Placement

Annual \$500 for BA + 90

Annual \$1000 for M.A.

Annual \$1500 Doctorate

Career increment of .75% each year from 11th to 20th year to a total of 7.5% at the 20th year and thereafter

Can earn an additional 5% or 10% for mentoring and challenging assignment based on approval of Superintendent or Chief of HR

Clovis Unified Calls Middle School Assistant Principals Learning Director - 205 work days

Steps	1	2	3	4	5	6	7	8
Annual	\$86,321	\$90,635	\$95,168	\$99,926	\$104,921	\$110,169	\$115,676	\$121,461

Doctorate Stipend \$2,390

20 Year Longevity Increment \$2,330

25 Year Longevity Increment \$6836

Sanger Unified - 205 work days

Steps	1	2	3	4	5	6
Annual	\$101,897	\$104,952	\$108,097	\$111,338	\$114,674	\$118,111

Masters Stipend \$2500

Doctorate Stipend \$1500

Longevity Stipend

15	\$2,120
18	\$4,240
20	\$6,360
22	\$8,480
24	\$10,600

Cover Sheet

PUBLIC HEARING:

Educator Effectiveness Grant

Section:	III. Academic Excellence
Item:	A. PUBLIC HEARING: Educator Effectiveness Grant
Purpose:	Public Hearing
Related Material:	2021 Educator Effectiveness Block Grant Plan - MR

BACKGROUND:

- The school seeks input from the public on the Educator Effectiveness Grant.

Educator Effectiveness Block Grant 2021

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

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in [Assembly Bill 130, Chapter 44, Section 22](#) and [Assembly Bill 167, Chapter 252, Section 9](#) and mentioned below in the “Planned Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
\$145,504.00

The following table provides the LEA’s expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations	<ul style="list-style-type: none">Administrator Induction Program-VCOEBeginning Teacher InductionIntern Mentorship ProgramNew and Veteran Teacher System Support	\$55,504

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.		
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.	<ul style="list-style-type: none"> • PLC Focused on Curriculum Resources • PD Focused on Research Based Practices • Development of Courses Guides K-12 	\$12,000
3. Practices and strategies that reengage pupils and lead to accelerated learning.	<ul style="list-style-type: none"> • Daily Office Hours for Engagement • Clubs and mentorship Programs for HS • High School Tutors for Student Support 	\$19,000
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.	<ul style="list-style-type: none"> • Cornerstone Support Group for Services • Course Development for SEL Parent and Staff • Website Support of SEL and Crisis Alert 	\$16,000
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.	<ul style="list-style-type: none"> • Parent and Community Liaison • Website and Newsletter Communication • Development of Clubs and Events/Field Trips • Theme-based District Wide Culture focus 	\$4,000

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.	<ul style="list-style-type: none"> • PLC with Gen Ed and Special Ed • System to Co-teach and Co-monitor • PD Regarding Instructional Practices 	\$13,000
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.	<ul style="list-style-type: none"> • Dataworks Content Lessons • English Learner Group PD • High School Support Courses and Mentor 	\$10,000
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).	<ul style="list-style-type: none"> • Professional Network for Research Practices • Professional Network for Parents - Strategies • Professional Network for IS Charters 	\$3,000
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.	<ul style="list-style-type: none"> • Aligned of courses with Community Colleges • Expansion of Courses for High School VA • PD of Culture Responsive Ethnic Studies 	\$7,000
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.	<ul style="list-style-type: none"> • Virtual Academy Course for Teachers • Virtual Academy Course for Parents • PLC and course development for "Launch Pad" • Behavior Management for TK- K 	\$6,000
Subtotal		145,504.00

Educator Effectiveness Block Grant Plan Instructions

Introduction

A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at <https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp>.

Purpose and Requirements

As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
 - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
 - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

- (1) **Coaching** and **mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
- (2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
- (3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.
- (4) Strategies to implement **social-emotional learning**, **trauma-informed practices**, **suicide prevention**, access to **mental health** services, and other approaches that improve pupil well-being.

(5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve **inclusive practices**, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing **effective language acquisition** programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c)*.

(9) Instruction, education, and strategies to incorporate **ethnic studies** curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in **early childhood education**, or **childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA

Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table

The table is in three parts, **Allowable Use of Funds**, **Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds

The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

(2) Planned Use of Funds (Actions)

- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.
- On or before **September 30, 2026**, report detailed expenditure information to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.

Cover Sheet

Dashboard Indicators

Section:	III. Academic Excellence
Item:	B. Dashboard Indicators
Purpose:	Informational
Related Material:	Local Performance Indicators

BACKGROUND:

- California's accountability system is based on a multiple measures system that assesses how schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).
- The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA).
- Those LCFF priorities for which there is no state level data collected are referred to as local indicators. The seven local indicators are:
 - Basic Services and Conditions (Priority 1)
 - Implementation of State Academic Standards (Priority 2)
 - Parent and Family Engagement (Priority 3)
 - School Climate (Priority 6)
 - Access to a Broad Course of Study (Priority 7)
- In addition to being a public record of progress on the Dashboard, the local indicator process serves to inform process and planning within the Local Control and Accountability Plan (LCAP).

RECOMMENDATION:

- Provide any feedback and or guidance to school leadership.

Local Performance Indicators

Recently Adopted Academic Standards and/or Curriculum Frameworks

- 1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science				4	

- 2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

- 3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science				4	

Other Adopted Academic Standards

- 4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts					5
World Language				4	

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social-emotional learning, etc.).

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Relationships are the backbone of our school. It begins with the teacher working one on one with the parent, learning coach, and students to determine the student's strengths, areas of need, learning goals, and interests. The school provides a variety of curricular options, SEL support, community opportunities, and student support to ensure the student and family feel well supported and connected.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The focus currently is to recover learning loss that has occurred due to the pandemic by offering multi-tiered layers of support, virtual academies, professional development for staff, and community adventure days.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The school continues to broaden support for underrepresented families in the ways of technology, communication, access to instruction, and social-emotional learning. We provide virtual English language development classes, interpretive services and translation of documents, internet hotspots at no cost to the family, and access to educational resources for free in our lending library.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Partnerships are what we do best. Every decision made on the behalf of the student is done in partnership with the parent at our learning period meetings, IEP meetings, SST meetings, and parent/ teacher/ admin conferences. The independent study teacher works with the parent or learning coach to develop an Educational Plan that is standard-aligned and individualized to meet the learning needs and goals of the student.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Our focus is ensuring good teaching is occurring in the home and in our virtual settings that are aligned with research-based best practices and standard aligned. We provide parent education opportunities, parent workshops, and professional development to teachers focused on teaching and learning.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve engagement of underrepresented families we have worked to hire highly qualified teachers living in the communities of the students they serve, as well as paraprofessional support. We are also planning events and engagement opportunities throughout the counties where our students reside so all have access to our school staff and resources.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Last school year we developed a School Site Council and we continue supporting our English Language Advisory Committee as well as our Parent Advocacy Team. We also survey staff and families several times a year to gather feedback on the success of the school in meeting student needs and accomplishing the school's mission and vision.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

This year we have sought to grow our School Site Council and encourage more support from our parents. We have nominated additional members and have messaged to the school community the opportunity to be a part of the decision making process. Our goal is to continue to grow parent involvement and honor the requests and concerns they bring, we want our families to know we hear them and that their feedback matters.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To improve engagement of underrepresented families, our school initiated a New Student Onboarding process. The new process involves personalized phone calls, newsletters, and orientations where all families had access and opportunities to ask questions and find out how and where to get support. We have a foster and homeless youth liaison that provides free resources, SEL support and access to the students curriculum. Our ELD coordinator ensures all students are engaged in ELD education and that our teachers are providing research based instruction.

Cover Sheet

Local Control and Accountability Plan (LCAP) Addendum

Section: III. Academic Excellence
Item: C. LCAP Addendum
Purpose: Discussion & Potential Action - Vote
Related Material:

BACKGROUND:

- The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.
- The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.
- Schools are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

RECOMMENDATION:

- Consider the approval of the LCAP Addendum.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Monarch River Academy

CDS code:

54 71811 0139477

Link to the LCAP:

(optional)

[LCAP Link](#)

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Monarch River Academy will use Title I funds to supplement and enhance local priorities and initiatives funded with state funds, as reflected in the Charter School's LCAP. Specifically, Title I funding is used to provide more intensive support in an effort to close the achievement gap for the 44% of the Charter School students who are considered unduplicated high need students, 44% Socioeconomically disadvantaged, .01% English Learners, and .01% homeless). Based on the CA Dashboard, socioeconomically disadvantaged students, English learners and homeless youth are not making adequate progress towards achieving grade-level academic standards. The Charter School believes that providing these students with targeted supports will help these students meet academic goals. Targeted intensive supports include academic intervention and support, social-emotional intervention and support and parent and community engagement.

Local Priorities:

Academic support is provided in the form of intervention classes and programs, academic support and instructional materials, technology, virtual academy classes, curriculum development, professional development, academic incentive programs, Career & Technical Education (CTE) Pathways, college and career preparation, and staffing (Intervention Specialists, Virtual Academy Instructors, Compliance Coordinator.)

Parent and Community Engagement is provided in the form of parent education meetings, workshops, classes, and recordings, multiple methods of communication, incentives for engagement, and staffing (Community Connections Coordinator.)

Social Emotional Learning (SEL) is provided in the form of SEL classes for students, curriculum development, professional development, parent meetings and trainings, a Transition Program staffed by 2 transition teachers, and staffing (counselors, SEL Specialist, etc.)

The Charter School believes that these efforts will lead to increased academic achievement on state and local assessments for unduplicated students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Charter School will use federal funds to supplement LCAP goals and priorities funded with state funds. Through the LCAP drafting process, The Charter School is careful to align the use of federal funds with activities funded by state and local funds to enhance the educational experience for students. Activities funded with Title I are based on the needs of our students and community. In the LCAP the Charter School outlines all of the schools strategies, actions, services, goals and measurable outcomes. In order to ensure alignment, the Charter School's LEA Federal Addendum to the LCAP discusses strategies and activities that are based on federal funding which are in addition to our overall approach outlined in the LCAP.

The following are examples of supplemental services that will be offered in an effort to support students in meeting challenging academic standards:

- Intervention services to students identified as low performing or at risk of failing. An example is the development of targeted intervention online classes using intervention specialist teachers for our lowest performing students in English Language Arts and math.

- Professional learning opportunities to support teachers and parents with standards implementation and instruction. For example, we contracted with Tulare County office of Education to provide learning coaches to teach a series of math workshops to our intervention teachers, gen ed teachers with lowest performing students, parents of low performing students, and on occasion the students. These workshops involved all stakeholders in teaching and learning best math practices that are research based and standards aligned.

Using these funds together will allow us to intensify our change efforts, to work on academic, parent engagement, and socio-emotional areas simultaneously, and to support instructional improvements.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter School

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

N/A. We have no schools identified for CSI or TSI.

Development of the parent and family engagement policy [ESSA Section 1116(a)]

Describe the LEA parent and family engagement policy, how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

The Charter School involves parents of Title I students in an organized, ongoing, and timely way. Additionally, parents will be involved in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. The policy will be annually distributed in the Parent

Student Handbook and be included in board policy. It will be available on the school website with hardcopies available as needed from the school office. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It will be updated annually based on recommended changes from our legal team at the Law Office of Jennifer McQuarrie and Procopio and through feedback received from our parent advisory group and School Site Council.

Parents are involved in the governing of the school through participation in surveys, School Site Council, and our parent advocacy group. Parent groups may assist the director with community outreach, resource development, extracurricular programs, and community service projects.

Assistance to parents [ESSA Section 1116(e)(1)]

Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Weekly parent newsletters are emailed informing parents of important events and ways to support their children at home.

Parents and students meet with their teacher at least once every 20 school days in Learning Period Meetings to discuss and review the completed body of work, make assignments for the following Learning Period, and assess student progress towards mastery of the standards through the use of course outlines and state standards pacing guides. An individualized Learning Plan is created for each student in the meeting with the parent, student and teacher. These Learning Period meetings provide teachers with an opportunity to review with the parent the student's progress towards the academic standards through a review of the body of work. Teachers use assessments to discuss curriculum options and to make adjustments to the student's individualized learning plan, such as an addition of an intervention program. For high school students, teachers review the student's graduation plan regularly throughout the semester with the parents to ensure the student is on pace to meet their post-graduation goals. The teacher uses information gathered during these meetings to help the student and their parent plan goals for the following Learning Period. Student learning and goals are recorded on the Monthly Learning Plan document, which is shared with students and parents and reviewed during the following Learning Period meeting. The Learning Period meetings also build relationships with students and their parents to provide consistency. Finally, during Learning Period meetings, teachers are able to provide families with resources and connect them to local services if needed.

Parent Information Sessions such as Back to School take place two to three times per year to allow families to make decisions about curriculum options, elective options, vendors, and support resources.

Training and materials for parents to improve achievement [ESSA Section 1116(e)(2)]

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement

Within monthly Learning Period meetings, teachers offer resources, materials, and training to help parents improve their children's achievement. Students and their parents work with the teacher to select curricular materials and instructional methods to meet each child's learning styles, needs, and

goals. They create a Personalized Learning Plan together. Teachers also offer parent training in best practices of teaching skills during the Learning Period meetings.

Throughout the year, parents are offered opportunities for training such as workshops in teaching math through Tulare County Office of Education, and free online workshops posted in our monthly newsletter. Online parent workshops are offered both by our teachers through “Parent University” and through outsourcing free webinars. All opportunities are posted in our newsletter and through invitations from their student’s teacher. These workshops cover a range of topics, including curriculum options, literacy, math instruction, college preparation, career planning, technology usage, internet safety, and topics related to testing and assessment. They are research based, standards aligned and make use of best teaching practices.

The Charter School has created an intervention website for parents which lists resources in teaching reading fluency, writing, and math instruction.

We also provide all of our students with online curriculum so that students and parents can work with standards based curriculum from anywhere. This was a step to level the playing field to ensure that students with all income levels have access to standards aligned digital learning tools.

Teachers at all grade levels, from Kindergarten through high school, provide individual training to parents about how to use the parent portal system to access real time attendance and assessment information.

Staff education on working with parents [ESSA Section 1116(e)(3)]

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Our teachers and staff value parent participation. High attendance at parent Learning Period meetings, online student clubs, and parent online workshops demonstrate effectiveness in this area. This year our parents have given strong feedback that they wish to attend community events and field trips which were formerly strongly attended but canceled this year due to COVID 19. These were managed by Community Connections Coordinators who built connections and ties in our school community. We plan to continue community events when school is able to reopen.

The Charter School provides training and technical assistance to teachers and staff in developing effective parent engagement strategies and activities in each monthly staff meeting and in weekly staff newsletters. Staff are also supported in parent engagement strategies by a regional coordinator who oversees their family engagement and gives training as needed.

Special Education staff and teachers receive both training and coaching on how to work with parents through the IEP process. Our program specialists model this work with staff, demonstrating how to provide extensive, clear explanations that are free of jargon, especially when students are initially qualifying and parents are not familiar with the IEP process.

Parent involvement programs and activities [ESSA Section 1116(e)(4)]

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Our current math instruction workshops offered to parents and teachers through Tulare County Office of Education are an example of how the district supports parent requested involvement by contracting with a neighboring district. We offer educational service vendors that parents and students can use to support education. These include tutoring centers and other educational enrichment opportunities.

Communication with parents in format and language parents can understand [ESSA Section 1116(e)(5)]

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

When communicating with parents, we do not assume they have access to the internet or speak English at home, therefore, our communication strategies include multiple avenues such as surveys, email, social media, school websites, telephone calls, and text messages. We also have identified families who do not speak English at home (based on Language Surveys) and translated communications in a language accessible to them. Administrators and regional coordinators also call parents of children who would benefit from services, tutoring, or other programs if initial outreach through standard communication channels is not effective. Often a friendly conversation with the parent is all that is needed to get them enrolled in programs and activities that would benefit the student.

Support for parental involvement activities requested by parents [ESSA Section 1116(e)(14)]

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.

Parent consultation, both for the LCAP and during Title I meetings, has impacted the LCAP and our plans for the use of Title I funds. For example, Parents have expressed through surveys, conversations with their teachers, and through the parent advocacy group that they would like support in social-emotional learning. Therefore we have started offering SEL lessons every month to parents in learning period meetings, resources in the weekly newsletter, and will be offering classes and curriculum to our TK-12 students in SEL. In another example, parents also expressed a need in supporting their students in language arts and math instruction. Therefore, we started optional online intervention classes in language arts and math and required a parent orientation before they signed up their children. Parents requested more affordable tutoring options, so we hired high school tutors to be peer tutors to the students in our school which has become a popular tutoring option for our students. Parents have also expressed an interest in weekly virtual classes for elementary and middle school which is in the early stages of school planning. Parents expressed frustration with the multitudes of websites and pages, so we have started using the platform Beehively which houses all school and teacher communication, newsletters, and web pages on one easy platform for parents to use. We are building intense Parent Professional Developments in the areas of workshops, classes, and courses in which parents can be empowered to help their children learn through research based, standards aligned, and best practices.

Informed parent participation [ESSA Section 1116(f)]

Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Consultation with parents and families, supplemented by input from our teachers, who have extensive communication with families, drives parent participation planning. First, we heard from parents that our communications did not meet their needs because it was only through teachers who communicated at different times and news went out inconsistently. In response, we transitioned to Beehively, which provides targeted or mass communication via e-mail and through the website platform for easy retrieval.

Due to the nature of all online learning and communication this year, families were able to check out chromebooks and hotspots from our local office if they did not have the technology they needed during this time. Monarch River Academy also provided shipping of these items to families as needed.

Although we have a small number of English learners, we have 36 students whose families speak a language other than English in the home. We offer translation and a bilingual teacher or translator when feasible.

We also offer the use of assistive communication technology where needed, including at Board meetings and board meetings are available via teleconferencing and remote participation via Zoom.

In response to parent requests made during the LCAP process, we are in the process of revising our TK-8 learning plans, course outlines, and work records, which were formerly overwhelming, and very cumbersome. We want to provide information that is more meaningful to parents in tracking student learning through the standards. We are transitioning to easier-to-follow, at-a-glance course outlines for TK-8 where parents can easily map out the learning for the year with their teacher and track progress on core focus standards with simplified wording and built in resources for parent use.

Alignment required in Section 1116 to LCAP stakeholder engagement process

Also include how the LEA will align parent involvement required in Section 1116 with the LCAP stakeholder engagement process.

We consult with a broad range of stakeholders about their priorities in a series of meetings and surveys throughout the year, supplemented with additional information gathering, communication, and focus groups. For parents and family members specifically, we hold meetings where families provide input on their priorities for the LCAP. Principals discuss the LCAP in School Site Council meetings and in other parent meetings, gatherings, and trainings. These comments/suggestions, along with the student achievement and school climate data informed the drafting of the LCAP goals, actions, and services.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I funds are utilized to supplement funds used to support students in meeting challenging academic standards. Monarch River Academy receives Title I funds for Targeted Support programs. A comprehensive needs assessment that is based on State and local data is utilized to determine the appropriate use of Title I funds. Each year, the Charter School conducts a comprehensive data analysis of student achievement, including multiple measures of student performance. At the end of the year, the Charter School will use California Assessment of Student Performance and Progress (CAASPP) data to analyze student achievement. To assess student achievement needs on an ongoing, formative basis, the administrators and teachers at the Charter School will use benchmark common core standards-based assessments and teacher diagnostics to assess students' mastery of the Common Core Content Standards taught. The needs assessment is included in Monarch River Academy's process for the cycle of continuous improvement. This process includes the following elements:

Analyzing data from the California Dashboard, benchmark, and local assessments

Identification of a problem of practice

Identifying a root cause to resolve the problem of practice

Identifying evidence-based highest priority actions/strategies to impact student outcomes

Operationalizing the identified actions/strategies in the WASC Schoolwide Action Plan

Identifying measurable outcomes as a means to evaluate progress toward accomplishing the goal.

It is important to differentiate support for our students. As a result, Monarch River Academy's expectation is that school plans identify the gaps in performance across student groups, allowing for the narrowing of gaps and to accelerate academic performance. Strategies are targeted intensive supports which include academic intervention and support, parent and community engagement and social-emotional intervention and support.

Academic Support includes opportunities for low performing students to meet academic standards, such as tutoring services, personalized educational plans, personalized curriculum selections, intervention specialists, virtual academy instructors, compliance coordinator, online academic support and instructional materials, technology, curriculum development, professional development, academic incentive programs, Career & Technical Education (CTE) Pathways, and college and career preparation, and other evidence-based intervention programs.

Parent engagement strategies meet the needs of all students in the school with a specific focus on the lowest achieving students and student groups who are at risk of not meeting grade level proficiency. Parent and Community Engagement is provided in the form of a community connections coordinator, parent education meetings, workshops and classes, multiple methods of communication,

and incentives for engagement. These strategies may include counseling, additional teacher Professional Development, parent engagement opportunities and supplemental curricular materials.

Social Emotional Learning (SEL) is provided in the form of classes for students, curriculum development, professional development, parent meetings and trainings, Transition Programs (2 transition teachers), SEL specialists and psychologists.

All school site plans are:

Developed in collaboration with stakeholder groups

Based on the needs of students and analysis of the prior year's goals and strategies.

Reviewed by the district twice a year for Title I allowability, the use of effective evidence-based strategies and effective analysis of student outcomes.

Developed to ensure effective and timely interventions to students and student groups who are identified as low performing

Written in language that all stakeholders can understand

Title I funding is used to provide more intensive targeted support in an effort to close the achievement gap for the 44% of Monarch River Academy's students who are considered unduplicated, high need students. (44% Socioeconomically disadvantaged, .01% English Learners, and .01% Foster Youth/Homeless). Based on the CA Dashboard, California Longitudinal Pupil Achievement Data System (CALPADS), Home Language Surveys (HLS), Household Data Collection (HDC) forms, and Housing Questionnaires, We can identify students in the greatest need of support. Our identified socioeconomically disadvantaged, English Learners, and Foster youth students are not making adequate progress towards achieving grade-level academic standards. Monarch River Academy believes that providing these students with targeted supports will help these students meet academic goals. Targeted intensive supports include academic intervention and support, social-emotional intervention and support and parent and community engagement.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter School recognizes the right of all students residing within the school's boundaries, including those who are homeless, the opportunity to enroll in, and participate in the Charter School's educational and support programs. The Charter School will adhere to the provisions of the McKinney-Vento Homeless Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other

children and youths. The Charter School will include specific information in outreach materials, websites, and at community meetings notifying parents that the school is open to enroll and provide services to all students, which shall include a district standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition of enrollment.

School Homeless Liaison

The school leader will designate a member of the leadership team as the School Homeless Liaison ("Homeless Liaison") for homeless students attending a school or program. The Homeless Liaison receives annual training in appropriate enrollment practices and techniques for homeless students and families. Training includes informing families about immediate enrollment, regardless of documentation, guiding families through filling out registration documents and providing families with a list of pamphlet designed to inform them of the services provided for them. The pamphlet also includes the contact information our homeless liaison so that parents and students know who they can contact for help.

The Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed in, its schools and programs. Enrollment disputes are mediated in accordance with law, Board policy, and procedure.
3. Homeless families and students receive all educational services for which they are eligible.

Parents/guardians are informed of the educational services and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Homeless students are provided with technology, supplies and counseling in order to support them academically as well as social-emotionally. These needs could include academic, attendance, or social emotional support. The Charter School helps support the needs of our homeless students as well as offering counseling services to students in need. Graduation requirements are adjusted for homeless students as necessary and our enrollment practices are in alignment with the McKinney-Vento Homeless Assistance Act.

Other services provided to homeless students include:

Educational Planning

Tutoring or other instructional support

Expedited Evaluations

Staff development/awareness

Referrals for Medical, Dental, and other services

Assistance with Participation in School Programs

Counseling

Coordination between Schools and Agencies

Obtaining or Transferring Records for easy Enrollment

Referrals to other programs or services including housing

Finally, our middle and high school students who are homeless are provided materials and workshops in an overview of the college entry programs and services available to homeless students and transition to college and career.

Student Rights

Homeless students who are enrolled in the Charter School have the right to:

- Equal access to all educational programs and services, including transportation and school nutrition programs;
- Continue to attend the Charter School for the duration of homelessness or the current school year, whichever ends first;
- Receive all educational services for which they are eligible.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Monarch River Academy provides extensive transitional programs.

Transition into Our School Model

Through school-provided videos and information during the enrollment process, families are provided the details of our school's educational model. Once enrolled, an initial meeting with their assigned teacher serves to inform parents and students about our school policies and expectations. Together, and with guidance from school leaders and the high school counselor as appropriate, the teacher and the parent develop an Individual Learning Plan (ILP) for each student; this facilitates a smooth transition from the students' previous school programs to the flexible, rigorous academic curriculum of the Charter's instructional program. Students who struggle with the transition are identified early through diagnostic assessments, standards based assessments and teacher observations, and are then given extra support as appropriately deemed through our multi-tiered system of support, to include our intervention program.

Supporting All Transitions through Social Emotional Learning (SEL)

Transitions of all kinds are supported at our school through our Social Emotional Learning (SEL) program. These transitions can include grade level changes, personal changes in the home, medical changes, and societal changes. Our SEL team has developed comprehensive trainings to provide to our staff. Additionally, on a monthly basis, the SEL team offers slide show presentations (with optional voiceover recordings) and corresponding supplemental resources as tools for teachers to use with each of their students. These SEL lessons complement a monthly webinar offered to high school students on the given theme (such as Anger Management, Relationship Skills, etc). A Padlet with SEL resources has been added to our Students in Crisis Website, Families in Crisis Website, and SPED Transition Website. A Synchronous online SEL class has been created and offered to high school students in grades 9-12 for elective credit. We plan to implement a Transition Project to further support all of our students in need. These changes will include the adoption of SEL curriculum for all grade levels, professional development delivered to all staff on how to support our students in greatest need through transitions, parents trainings/workshops, and incentives for teachers to obtain a SEL certification through a university.

Stakeholder engagement in SEL program will include: Input from school leaders, input from a teacher focus group, survey sent to families, parent focus group, and communications through our school newsletter, emails, and meetings.

Middle school to high school

So that they can guide their students, teachers are trained in pertinent topics such as: graduation requirements, curriculum options, Career & Technical Education (CTE) programs, A-G College entrance requirements, concurrent enrollments, etc. While students are in 8th grade, teachers meet with students and parents to discuss high school options and requirements. Together, they consider student goals and create an individualized graduation plan. These plans are all reviewed by our counseling department. Once the plan is completed, the teacher and student select classes and order the necessary curriculum before the summer break. Eighth grade students can take a summer course for high school credit if they want to get ahead. Families are also invited to meet with counselors as desired.

We offer high school orientation meetings to all of our new high school students and their families. A career planning course is mandatory for all incoming high school students to learn necessary study and organizational skills. This course also allows the students to begin to explore career options to work towards. As the year progresses, high school support specialists can recommend curriculum and adjust the graduation plan if it isn't in alignment with their most up-to-date life goals.

For our Special Education (SPED) students, we offer the Transition Bridge Program. It is designed to provide support to students and their families as they embark on the high school journey. In order to have an effective, meaningful transition to high school, students and families need to be given tools for academic and social success. Our highly qualified transition team will guide, mentor, and support students throughout the process.

High school to college and career

The Charter supports students who are credit deficient in meeting graduation requirements. Additionally, we offer our students concurrent enrollment opportunities so that they can get a head start on college or to learn job skills, such as welding or child development. The Charter is currently planning a dual enrollment collaboration with local colleges to make options such as these even more accessible to our students who most need it. Career & Technical Education (CTE) pathways are made known to our students as course options during the school year as well as over the summer. Next year we enhance student access and success with CTE pathways by staffing several CTE teachers in-house

The Charter checks in on progress towards goals and adjusts the IGP along the way as needed. Then, we launch them into the road for their chosen future. During the senior year, our counseling department offers Free Application for Federal Student Aid (FAFSA) workshops. Scholarship opportunities are posted weekly in the school newsletter to families. We also communicate California State University (CSU) and University of California (UC) application deadlines.

Our Charter offers our Special Education (SPED) students SPED Transition Services that include: Transition SAI (Specialized Academic Instruction), Transition Workshops (getting a driver's license, workplace social skills), transition speaker series, job coaching (ATP), job placement (ATP), agency linkage (DOR, RC). We also have a SPED Adult Transition Program (ATP). The Adult Transition Program serves our special education students from age 18-22 as mandated under state guidelines and insured by the IDEA laws.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter does not use federal funding for serving gifted and talented students.
The Charter does not use federal funds to develop effective school library programs.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Cover Sheet

Revised English Learner (EL) Master Plan

Section:	III. Academic Excellence
Item:	D. Revised English Learner (EL) Master Plan
Purpose:	Discussion & Potential Action - Vote
Related Material:	Monarch River EL Master Plan - 2022

BACKGROUND:

- Changes include:
 - Additions to the curriculum section
 - Updated forms in the Appendix
 - Adjustments to the criteria #4 of the reclassification process, including new cut scores that correlate with the state benchmarks and included new Star CBM assessment and basic skills assessment that shows proficiency relative to English Only (EO)
 - Updated school terminology (HST to IST and AWR to Education Plan)

RECOMMENDATION:

- Consider the approval of the updated EL Master Plan.



MONARCH RIVER ACADEMY

ENGLISH LEARNER MASTER PLAN
2022-2023

Monarch River Academy

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Master Plan for Services to English Learners

Monarch River aims for outstanding programs for all our students. English Learners have enormous challenges but also have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language.

To make sure we reach optimal results for English Learners we developed this Master Plan to ensure that they learn English, have full access to a challenging academic curriculum, and that they build the multicultural proficiency that is necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school. We are all expected to follow the plan, and it provides specific ways for us to hold ourselves accountable for obtaining optimal results.

This plan describes how we identify, serve and support students who initially enroll in our school with limited proficiency in the English language. The plan sets forth five goals for this work:

1. English Learner (EL) programs will be fully implemented.
2. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. English Learners will master the English language as efficiently and effectively as possible.
4. English Learners will achieve academic success comparable to English Only (EO) students.
5. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.

Identification Tools

- Home Language Survey upon enrollment
- Additionally, look in CALPADS and cumulative folders

Step 1: Registration, including Completion of the Home Language Survey

Upon enrollment, parents complete a Home Language Survey (HLS) as required by state law. This survey is completed the first time the parent enrolls the child in Monarch River Academy and the results are maintained thereafter in the charter school's student information system and the English Learner folder in the child's cumulative record (CUM).

If the answers to Items 1, 2, 3 on the HLS are "English", the child is classified as English Only or EO. The parent is notified of the result and is given an explanation of the placement options open to the student. The default option is Mainstream English.

If Item 1, 2, or 3 on the Home Language Survey is answered with a language other than English or ASL, the child is tested for English proficiency. (Continue to Step 2)

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE: When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the initial ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to initial ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in CALPADS.

Assessment

- Initial ELPAC, within 30 days of enrollment-- July 1- May 30
- Initial ELPAC score report and Notification Letter will be mailed, after testing. See Appendix 1(generic sample letter)
- Summative ELPAC, for current ELs-- Feb. 1-May 30

Step 2: English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home in Item 1, 2, or 3, the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment.

The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading and Writing. The child receives a score for each part of the test that is taken (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types include scale scores and proficiency levels.

School staff use the official results in determining the default program and placement options. These results, including proficiency level results for each subtest, are communicated to the parent on the Initial ELPAC Notification Letter (See Appendix 1). The official results are sent to the parent within 30 days of receipt by the school. ELPAC results are maintained in the student's English Learner folder inside the cumulative folder, and in the school's student information system for future use in the monitoring of student progress and in the program evaluation.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the ELPAC, the student may be given a California Department of Education (CDE) approved alternative assessment.

On the basis of the English language assessment, students are classified as either English Learner (EL) or Initially Fluent English Proficient (IFEP).

Level	Description
Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the

	“Bridging” proficiency level as described in the 2012 <i>California English Language Development Standards, Kindergarten Through Grade Twelve</i> (2012 <i>ELD Standards</i>).
Intermediate English Learner	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 <i>ELD Standards</i> .
Novice English Learner	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 <i>ELD Standards</i> .

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for Native-English and Fluent-English speakers.

IFEP Students - The parents of IFEP students are informed of the results and given the same program options as those given EO students: the default program is Mainstream English. Placement is made on the same basis as for EOs.

English Learners – The parents of ELs will be notified of the results and instructional support program placement based on the results. Parents of ELs will be notified each year of their child’s current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Step 3: Parent Notification of Results

Parent Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **initial** ELPAC will receive official notification informing them of their child’s:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program. This information shall include the Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP

- Expected rate of graduation for ELs

Parent Notification of Annual Assessment Results and Program Placement

Parents of EL students who do not reclassify to Fluent English Proficient will receive annual notification of their child's continued identification as an English Learner. The parent will receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program. This information shall include the Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Step 4: Program Placement

Program Placement

The following process is used to identify the most appropriate program for English Learners at our school. ELPAC results indicate whether the student is *reasonably fluent in English* or not. The criteria for reasonable fluency in English include:

1. Student's *overall* proficiency level is Level 3 or higher.
2. Student's Oral Language and Written Language scores are Level 3 or higher, with each skills area or domain is Somewhat/Moderately or higher. The skill areas or domains are Listening, Speaking, Reading, and Writing.

Instructional Programs

Our instructional programs to support English Learners are based on the 2012 CA English Language Development (ELD) Standards. Because our school allows for wide differences in student learning styles, abilities, and interests, independent study teachers will work with parents to tailor the learning plan to the individual needs of each student. The ELD curriculum is based on the CA ELD Standards and may include state-adopted programs, as well as supplemental ELD materials. All EL students will receive both Designated ELD instruction and Integrated ELD instruction in each program.

- Core Content Instruction in English with Integrated ELD instruction.
- Designated ELD virtual synchronous instruction for 60 minutes weekly. 120 minutes asynchronous instruction completed at home with teacher progress monitoring.
- SDAIE strategies/vocabulary development will be embedded in curriculum and enhanced with teacher support in person or online sessions.
- Participation in Benchmark, Strategic, or Intensive interventions in variety of setting based on student need
- Monitor student progress and evaluate program regularly.

The following is the curriculum our credentialed teachers utilized in the virtual synchronous English Language Development classes:

Dataworks Educational Research:	Dataworks offers a Designated ELD Curriculum broken down into levels based on a student's English proficiency. The complete curriculum has an intensive online component, as well as a number of resources for students to extend their learning in independent practice.
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Launch to Literacy:	Launch to Literacy (Levels A, B, C) is for the beginning English Proficiency levels. English Learners learn phonemic awareness, phonics, spelling, fluency, vocabulary, reading comprehension, and writing.
Link to Literacy:	Link to Literacy (Levels D, E, F) are for your English Learners who are at the emerging, expanding, and bridging English proficiency. The students receive intensive instruction in language, vocabulary, reading comprehension, and writing.

The following is a listing of some of the supplemental curriculum used to support EL students at our school:

BrainPOP ELL	Brain Pop is a web-based, comprehensive English language learning program for teachers and students. Using meaningful content, it teaches English to speakers of other languages by incorporating four essential language skills: listening, speaking, reading, and writing.
<i>Wonders for English Learners:</i> A K-6 ELL Program by McGraw-Hill	<i>Wonders for English Learners</i> offers instruction specifically designed to create learning experiences that increase student engagement, build language skills, and inspire confidence. Lessons emphasize the building of speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom.
<i>StudySync 6-12 ELA Curriculum:</i> Support for English Learners by McGraw-Hill	<i>StudySync</i> supports literacy and skills development for all 6–12 students, including beginner, intermediate, and advanced English Learners. All lessons include resources, such as sentence frames, graphic organizers, glossaries, and tools for use in whole group, small group, and one-on-one instruction.
Reading Eggs or Reading Eggspress	Comprehensive learn to read program to help children become fluent and proficient readers. It supports core literacy based on the five essential pillars of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency), explicitly teaches letters and sounds, and includes online reading games and activities that are easy to follow, self-paced, and highly engaging for grades students.
<i>Language for Learning</i> McGraw-Hill PreK-5	<i>Language for Learning</i> provides young learners with the knowledge and understanding of language they need to achieve proficiency and reading comprehension. This oral language program teaches children the words, concepts, and statements important to both oral and written language, and helps enable them to extend this knowledge to other areas of their development.

Our instructional programs to support EL students include:

- **Structured English Immersion (SEI)**—An instructional program for English learners with less than reasonable fluency in English in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with integrated ELD.
- **English Language Mainstream (ELM)**—An instructional language for English learners who have acquired reasonable fluency in English, as defined by the school, or at the request of the parent or guardian.

In addition to ELD instruction, English learners continue to receive additional and appropriate services and support in order to meet the requirements to be reclassified as Fluent English Proficient.

Should the parents or guardians of 30 or more students or the parents or guardians of 20 or more students in any grade request an alternative language acquisition program, the school will make every effort to provide an alternative program that would be better suited for the overall educational development of the students.

Parents may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan.

Professional Development for Staff and Administrators on Initial Identification, Placement, and Related Parental Rights/Informed Consent

Our school provides ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and school procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively
- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

Those who must participate in the training include but are not limited to: administrators, teaching staff, counselors, staff members who work with ELs' student records, office staff members responsible for registration, special education teachers, paraprofessionals and specialists, and other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their child.

Initial ELPAC-ELAS Correction Policy and Process

Local Educational Agencies are allowed to make one correction per student per lifetime to an English Language status. This process can be used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC. Typically, the process will be used if a parent/guardian or certificated employee can provide evidence that a student who was classified as English Learner (EL) after taking the Initial ELPAC should be classified as Initially Fluent English Proficient (IFEP). This process must occur before the first administration of the Summative ELPAC starting in February.

If a student was tested with the initial ELPAC and was designated EL but, based on evidence and observation, you feel that they are proficient in English, the IST can request a status correction to IFEP (Initially Fluent English Proficient).

1. IST submits the Google Survey--ELAS Correction Request for Initial ELPAC; found in the EL Resources Folder.
2. If the request is approved for further review, IST will receive an Evidence Form and info sheet. See Appendix 2.
3. IST and family review the examples of possible evidence for student's grade span.
4. IST and family gather appropriate, grade-level evidence in all domains to illustrate student's English Language Proficiency
5. Complete the Evidence Form, signed by IST and Parent, then email, along with evidence, to the school's EL Designee or coordinator.

Reclassification

Our school reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in their educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, Scores from Smarter Balanced Assessments (SBA) in English-Language Arts, Star Reading, or Star Early Literacy, teacher evaluation, and parent consultation. Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of four years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency. A full description of the reclassification process is detailed below.

The ELPAC and grade-level basic skills assessments are examined to determine if the student is able to function at a level commensurate with their English Proficient peers.

Reclassification Policy, Criteria, and Process

The EL Coordinator, in conjunction with teacher input, will specifically evaluate students who are potentially qualified for reclassification. This will occur upon release of ELPAC scores by the state.

Per California Department of Education recommendations and requirements, EL Reclassification will be based on the following four criteria:

1. **English Language Proficiency Assessment for California (ELPAC)**

The student must achieve an Overall Performance Level (PL) 4 on the Summative ELPAC for grades K-12.

2. **Teacher Evaluation**

The student must receive English Language Arts progress report card mark of Meets Expectations or higher or English grade of C or higher. The teacher may provide additional data including student work or Ed Plan completion in ELA to support reclassification recommendation.

3. **Parent Opinion and Consultation**

Parent is consulted via the Parent Notification Letter of Reclassification. See Appendix 4.

4. **Grade-level Basic Skills Assessment**

EL student's performance level in basic skills assessment will be compared with that of English Proficient peers. The Star Reading (K-12) or Star Early Literacy (grades K-1 only) or the ELA Smarter Balanced Assessment (3-8, 11) will be used to determine whether EL students meet academic measures and are ready to be reclassified. The minimum requirements for criterion 4 are indicated in the chart below.

Criterion 4				
Grade	SBA (ELA) Performance Level	Star Reading (Star Enterprise Scale Score)		Star Early Literacy (Star Enterprise Scale Score)
TK/K	N/A	N/A	or	752
1	N/A	835	or	852
2	N/A	919	N/A	
3	Standard Nearly Met	or	967	N/A

4	Standard Nearly Met	or	1003	N/A
5	Standard Nearly Met	or	1024	N/A
6	Standard Nearly Met	or	1039	N/A
7	Standard Nearly Met	or	1059	N/A
8	Standard Nearly Met	or	1069	N/A
9	N/A		1075	N/A
10	N/A		1081	N/A
11	Standard Nearly Met	or	1090	N/A
12	N/A		1110	N/A

**For Grades K-6 Star CBMs can be used as an additional measure of reading ability. Star CBM Reading begins by assessing students' understanding of letters and their sounds, moves on to basic phonological awareness and early decoding, and progresses to passage reading.

Reclassification Process

1. The EL Coordinator will complete the Reclassification Form for students who meet the first criteria. See Appendix 3.
2. Form will then be sent to the teacher for further input and completion of grades, test scores, etc.
3. If a student meets criteria 1, 2, and 4, a Parent Notification Letter of Reclassification will be sent to the parents, inviting them to consult with the EL Coordinator and/or teacher. See Appendix 4.
4. At this point, if everyone is in agreement, the student is then redesignated RFEP.
5. If a student has not met criteria 1, 2, or 4, they will remain EL and will be reevaluated the next school year.

Reclassifying English Learners with Disabilities

The reclassification criteria and process are the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason for why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the EL Coordinator to consider alternative reclassification criteria and form. The IEP team, including parent and the EL Coordinator, will discuss and complete the form. If the student is found to meet the alternative criteria, they will then be reclassified to RFEP and four-year monitoring will commence, as with all other RFEP students. See Appendix 5.

RFEP Monitoring

Per California Department of Education requirements, once a student is reclassified as RFEP, they are no longer required to take the summative ELPAC, but there is a requirement for four years of continued monitoring of that student.

Our school will monitor RFEPs once per year over the course of the four years, using the Reclassification Monitoring form. Below is the RFEP Monitoring Schedule, based on student last name:

RFEP Monitoring Schedule

Student's Last Name	Monitoring Month, Annually for Four Years
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A-C	October
D-F	November
G-H	December
I-L	January
M-O	February
P-R	March
S-V	April
W-Z	May

If at any point the student is scoring below grade level, intervention measures will be put in place, so as to ensure that the student is receiving as much support as possible, toward maintaining English language proficiency and academic growth. See Appendix 6.

Monarch River Academy

INITIAL ELPAC NOTIFICATION LETTER FOR STUDENT IDENTIFIED AS ENGLISH LEARNER

To the parent(s)/guardian(s) of: <Last_Name>, <First_Name> Date: <Date_Testing_Completed>

SSID: <SSID> Date of Birth: <Date_of_Birth> Grade: <Tested_Grade>

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options available from which you may choose the one that best suits your child (California Ed Code [EC] Section 310). This letter also explains the criteria for a student to exit, or reclassify out of, the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Language Assessment Results (20 U.S.C Section 6312[e][3][A][ii])

See enclosed Student Score Report

Based on the results of the English language proficiency assessment, your child has been identified as an **English Learner** student.

Your child will be assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Instructional support is added by your child's teacher as needed, according to the ELPAC results. Please note, that this does not change your student's independent study teacher.

Your child is participating in an Individualized Education Program (IEP), which is on file. A description of how your child's program and placement will be determined by the IEP team. [\(only include if applicable\)](#)

Choosing a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (*EC* Section 306[c]). Our instructional programs to support EL students include:

Structured English Immersion (SEI)—An instructional program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with integrated ELD.

English Language Mainstream (ELM)—An instructional language for English learners who have acquired reasonable fluency in English, as defined by the school. In addition to ELD instruction, English learners continue to receive additional services and support needed for them to be reclassified as Fluent English Proficient.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (*EC* Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (*EC* Section 52062). If interested in a different program from those listed above, please contact our school to ask about the process.

Parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. However, the school remains obligated to provide the student with meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 CCR Section 11302)

Exit (Reclassification) Criteria (20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This school's exit (reclassification) criteria are listed below:

Required Criteria (California <i>Education Code [EC]</i> Section 313[f])	LEA Criteria Monarch River Academy EL Master Plan
English Language Proficiency Assessment	The student must achieve an Overall Performance Level (PL) 4 on the Summative ELPAC for grades K-12.
Teacher Evaluation	The student must receive English Language Arts progress report card mark of Meets Expectations or higher or English grade of C or higher. The teacher may provide additional data including student work or Educational Plan Completion in ELA to support reclassification recommendation.
Parental Opinion and Consultation	Parent will be consulted via Parent Notification Letter of Reclassification.
Comparison of Performance in Basic Skills	EL student's performance level in basic skills assessment will be compared with that of English Proficient peers. The Star Reading or Star Early Literacy (grades K-1 only) or the ELA Smarter Balanced Assessment (SBA) will be used to determine whether EL students meet academic measures

	and are ready to be reclassified. The minimum requirements for criterion 4 are indicated in the chart below.
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Graduation Rate for English Learners
(20 U.S.C. Section 6312[e][3][A][vi])

The expected rate of graduation for students in this program is [Graduation_Rate] percent. The graduation rate displayed on the Graduate Data report, is available on the California Department of Education DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

Should you have questions regarding these programs, test results, or your child's instructional placement, please contact your child's teacher, or me, at the email listed below.

Sincerely,

Evidence Form

Initial ELPAC Correction: Correcting ELAS from EL to IFEP

Complete all information below and email along with evidence documentation to the EL Coordinator of your school.

IST Name: _____

Student Name: _____

SSID: _____ Scope: _____

List of evidence attached:

1. Reading:

2. Writing:

3. Listening:

4. Speaking:

Additional teacher comments and observations:

Teacher Signature:_____

Date:_____

Parent Signature:_____

Date:_____

Final Outcome: Student ELAS will be corrected to IFEP: Yes No

EL Coordinator:_____

Date:_____

English Language Learner Reclassification Form



Student Information			
Student Name:		Grade Level:	
Teacher Name:		Date:	
ELPAC Scores		English Language Arts Basic Skills/ Academic Performance	
Overall Score:		Comparison Data	Scores
Subscores: Reading		ELA Grades/Progress Report Card Mark	
Writing		ELA Smarter Balanced Assessment (SBA)	
Listening		Star Reading (K-12) or Star Early Literacy (K-1)	
Speaking		Other:	
Teacher Evaluation			
Comments: _____ _____ _____ _____			
Parent Opinion/Consultation			
<p>*to be completed by the EL Coordinator/HST/designee conducting parent conference</p> <p>_____ I have received an explanation of my child's performance and progress in learning English.</p> <p>_____ I have received an explanation about my child's performance and progress in class work or other state tests.</p> <p>_____ I have received an explanation of the redesignation process and understand the school will continue to follow my child's progress if he/she is reclassified.</p> <p>_____ I understand and agree my child no longer needs support services as an English Learner.</p> <p>Check one of the following:</p> <p>_____ I support the school's plan and recommendation.</p> <p>_____ I do not agree with the school's plan and recommendation.</p>			
Final Outcome			
Student will be reclassified: Yes No			
Teacher Signature:		EL Coordinator:	
Parent Signature:		Official RFEP date:	



Monarch River Academy

3610 E. Ashlan Avenue, Fresno, CA 93726

Ph (559) 316-0157 | Fax (626) 631-6040

Parent Notification Letter of Reclassification

<Date>

Dear Parents or Guardians of _____:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English Learner. In California, the name of this test is the English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the ELPAC for this year and we have received those scores. We reviewed your child's performance on this test and took into consideration the following criteria: an evaluation of your child's academic performance by the teacher, your child's performance on a basic skills assessment as measured by the Smarter Balanced Assessment for English Language Arts, Star Reading, or Star Early Literacy, and your opinion as the parents or guardians about your child's proficiency in English and readiness to be reclassified. Based on all of this data, your child qualifies for reclassification out of the program. We will reclassify your child as Fluent English proficient (RFEP).

We thank you for your input and involvement in this process and congratulate your family on this achievement. If you have questions about the ELPAC or this letter, you can ask your IST, or they can also be directed to me as well.

Sincerely,

<Name of EL Coordinator>

EL Coordinator

Monarch River Academy

<Phone Number>

<Email>

Reclassification Form For English Learners with Disabilities



RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and process is the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason for why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the EL Coordinator to consider the alternative reclassification criteria and form. The IEP team, including parent and the EL Coordinator, will discuss and complete the form. If the student is found to meet the alternative criteria, they will then be reclassified to RFEP and four year monitoring will commence, as with all other RFEP students.



Student Name:	Grade: SSID:
Teacher Name:	Today's Date:
Case Manager:	
Primary Disability:	Date of last IEP:
Secondary Disability:	

Alternate ELPAC Scores		English Language Arts Basic Skills/ Academic Performance	
Overall Score:		Comparison Data	Scores
		ELA Grades/Progress Report Card Mark	
ELA California Alternate Assessment			Other:

Indicate which assessment the student took: ELPAC ____ Alternate version ____

Has the student met language proficiency criteria as assessed by ELPAC? Yes ____ No ____

Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency on the ELPAC? Yes ____ No ____

If so, in which domains? Reading ____ Writing ____ Listening ____ Speaking ____

Provide an explanation below by using the following criteria to help determine if factors other than English language proficiency are responsible for limited achievement on ELPAC and/or ELA:

- ☐ Student's performance is commensurate with his/her ability, due to his/her disability.
☐ Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English Learners.
☐ Student's errors are indicative of a student with his/her disability versus a language barrier.
☐ Other/also:

Was an English proficiency goal written into the student's IEP? Yes ☐ No ☐

Did the student meet the English proficiency goal? Yes ☐ No ☐

Is it the belief of the IEP/reclassification team that the student has reached an appropriate level of English proficiency and should be reclassified? Yes ☐ No ☐

Teacher Evaluation

Comments:

Parent Opinion/Consultation

***to** be completed by the EL Coordinator/HST/designee conducting parent conference

- ☐ I have received an explanation of my child's performance and progress in learning English.
☐ I have received an explanation about my child's performance and progress in class work or other state tests.
☐ I have received an explanation of the redesignation process and understand the school will continue to follow my child's progress if he/she is reclassified.
☐ I understand and agree my child no longer needs support services as an English Learner.

Check one of the following:

- ☐ I support the school's plan and recommendation.
☐ I do not agree with the school's plan and recommendation.

Final Outcome (will be completed by EL Coordinator)

Student will be reclassified: Yes ☐ No ☐

Teacher Signature:

EL Coordinator:

Parent Signature:

Official RFEP date:

Case Manager:

IEP Team Member:

IEP Team Member:

IEP Team Member:

English Language Learner RFEP Monitoring Form



Student Name	Grade	Evaluation Interval
		Year: 1 2 3 4
Teacher Name	Date	RFEP Date

Current Academic Achievement							
If not applicable write N/A							
ELA Grade		STAR 360		CAASPP		Other	

HST Evaluation of Student's Progress		
The student is meeting grade Level ELA standards	True	False
The student's current academic performance is satisfactory	True	False
Intervention Strategies are not necessary at this time.	True	False

Targeted Intervention (if required)		
Specific Academic Need	Description of Intervention	Performance Target (Goal)

Additional Comments/Information

Teacher Signature	Date	Parent Signature	Date
EL Coordinator Signature		Date	

Cover Sheet

High School Course Work & Graduation Credits Policy

Board Policy No. 6147

Section:	III. Academic Excellence
Item:	E. Updated Compensation Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	6147 - Course Work & Graduation Credits - Monarch River

BACKGROUND:

- New policy outlines how high school courses and credits are accepted and applied to graduation requirements.

RECOMMENDATION:

- Consider the approval of the new High School Course Work and Graduation Credits Policy.



Monarch River Academy

Instruction | Instructional Program COURSE WORK & GRADUATION CREDITS

Definitions:

- “Former juvenile court school student” means a student who, upon completion of the student’s second year of high school or transfers to a charter school from a juvenile court school.
- “Student in foster care” has the same meaning as “foster child” as that term is defined in Education Code § 48853.5(a).
- “Student who is a child of a military family” means a student who meets the definition of “children of military families” under Education Code § 49701.
- “Student who is a homeless child or youth” means a pupil who meets the definition of “homeless children and youths” in 42 U.S.C. § 11434a(2)
- “Student who is a migratory child” means a student who meets the definition of “currently migratory child” under Education Code § 54441(a).

The Charter School will accept coursework satisfactorily completed by a former juvenile court school student, a student in foster care, a student who is a child of a military family, a student who is a homeless child or youth or a student who is a migratory child (collectively, the “Students”) while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that pupil full or partial credit for coursework completed.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school. The Charter School will not require the Students to retake a course if the Students have satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the Students did not complete the entire course, the Charter School shall not require the pupil to retake the portion of the course the Students completed unless the Charter School, in consultation with the holder of educational rights for the pupil, finds that the Students are reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Students shall be admitted in the same or equivalent course, if applicable, so that the Students may continue and complete the entire course.

Students shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California. The Charter School shall exempt Students who transfer between schools any time after the completion of the Students’ second year of high school and who are in the third or fourth year of

high school, from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the Students are reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the Students' fourth year of high school.

If the School determines that the Students are reasonably able to complete the School's graduation requirements within the Students' fifth year of high school, the School shall do all of the following: 1) Inform the Students of the Students' option to remain in school for a fifth year to complete the School's graduation requirements; 2) Inform the Students, and the Students' educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the Students' ability to gain admission to a postsecondary educational institution; 3) Provide information to the Students about transfer opportunities available through the California Community Colleges; 4) Permit the Students to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the Students, if the Students are 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the Students.

To determine whether Students are in the third or fourth year of high school, either the number of credits the Students have earned to the date of transfer or the length of the Students' school admission may be used, whichever will qualify the Students for the exemption.

Within 30 calendar days of the date that Students who may qualify for the exemption from local graduation requirements transfer into a school, the School shall notify the Students, the educational rights holder, and the School's liaison (as applicable) of the availability of the exemption and whether the Students qualify for an exemption. If the School fails to provide timely notice, the Students shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the Students are no longer within the definitions of Students, if the Students otherwise qualify for the exemption.

Students that have been exempted from local graduation requirements in accordance with Education Code section 51225.1 and complete the statewide coursework requirements specified in Education Code section 51225.3 before the end of the Students' fourth year of high school and those Students would otherwise be entitled to remain in attendance at the School, the School shall not require or request that the Students graduate before the end of the Students' fourth year of high school.

If Students are exempted from local graduation requirements pursuant to Education Code section 51225.1, the School shall notify the Students and the person holding the right to make educational decisions for the Students how any of the requirements that are waived will affect the Students' ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

If Students who are eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the Students are otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements. If

Students are not exempted from local graduation requirements or have previously declined the exemption, the School shall exempt the Students at any time if an exemption is required by the Students and the Students qualify for the exemption.

If Students are exempted from local graduation requirements, the School shall not revoke the exemption.

If Students are exempted from local graduation requirements, the exemption shall continue to apply after the Students no longer fit into the relevant definition of “Students” while the Students are admitted in the School or if Students who are exempt from local graduation requirements transfers to the School from another school.

The School shall not require or request Students to transfer schools in order to qualify the Students for an exemption.

A complaint for noncompliance with this section may be filed with the School under the School’s Uniform Complaint Procedures.

Adopted: October 18, 2022

Cover Sheet

Revised Grade Level Promotion & Acceleration Policy & Retention Criteria

Board Policy No. 5200

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

BACKGROUND:

- The school has added language with regard to grade level acceleration.

RECOMMENDATION:

- Consider the approval of the revised grade Level Promotion & Acceleration Policy & Retention Criteria.



Monarch River Academy

Students | Grade Level

GRADE LEVEL PROMOTION & ACCELERATION POLICY & RETENTION CRITERIA

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

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

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

1. Promotion Policy:

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

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



Required Courses for All High School Grade Levels*:

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

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

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

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

2. Acceleration Policy:

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

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

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

Acceleration Policy: If a parent/guardian requests an accelerated promotion for a student in grades Kindergarten through 7th, a determination will be made only after careful consideration has been given with regard to serving the best interest of the student. This determination is made by the Promotion & Retention Committee with input from the

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

Independent Study Teacher, Learning Coach, and Student Study Team. All accelerated promotion requests must be submitted by the last day of the first semester. Accelerated promotions are approved or denied at the end of the current school year to take effect in the following school year. Parents have the right to appeal the denial of accelerated promotion through an appeal process.

A child who is *not age-eligible* for kindergarten (that is, the child turned five after September 1) and who attended a California private school kindergarten for a year is viewed by the CDE as *not legally enrolled* in kindergarten, pursuant to *EC* Section 48000 requirements. Therefore, this child, upon enrollment in public school, is enrolled in kindergarten, assessed, and may (but is not required to) be immediately promoted to first grade if the child meets the following State Board of Education criteria, pursuant to Title 5, Section 200:

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

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

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

Parent/Guardian:

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

Teacher:

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

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

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

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

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

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

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

Kindergarten Retention Criteria:

Students can be retained in grade Kindergarten based upon current law. Kindergarten students who have completed one year of Kindergarten shall be admitted to First Grade unless the parent/guardian and the School agree that the student shall continue in Kindergarten for not more than one additional school year. Students who attended both Transitional Kindergarten

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and Kindergarten cannot be retained. The decision to retain will be based on the student's progress on the Desired Results Developmental Profile for Kindergarten, as well as on indicators of academic achievement in reading, English Language Arts, and Mathematics after intervention has been implemented. (Ed Code 48011)

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

4. Appeals and Parent Rights:

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

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

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

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

Adopted: August 23, 2022
Revised: September 18, 2022

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

Cover Sheet

Board Metrics Report

Section:	III. Academic Excellence
Item:	G. Board Metrics Report
Purpose:	Presentation & Potential Discussion - Informational
Related Material:	Board Metrics Report - MR

BACKGROUND:

- This month's report includes briefings from the following departments:
 - Program Enrollment
 - Parent Fall Feedback Survey Results
 - 2021-2022 State Testing Results
 - Fall Star Benchmark Test Results
 - ELPAC & Reclassification Report
 - SPED Services Team Report

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.



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

BOARD METRICS REPORT

October

Program Enrollment

Current Enrollment by Grade:

Grade	Totals
TK	33
KN	134
1	119
2	133
3	113
4	109
5	104
6	88
7	93
8	77
9	37
10	49
11	23
12	25
Totals	1137

- 232 withdrawals were processed since 8/1, 11 pending.
- 15 SPED students have withdrawn, 2 pending.

Virtual Academy Program Enrollment:

Category	Student Number	Percentage of Schools' Population	Notes
All Students	3,749	100%	
All TK-5	2,396	64%	
All 6-8	780	21%	
All 9-12	573	15%	
All SPED	411	11%	
ESVA	279	7.5%	*Percentage of Primary students participating: 12% *25% of these students have an IEP *8% of these students are in the inclusion program
MSVA	209	5.5%	*Percentage of Middle school students participating: 27% *19% of these students have an IEP *13% of these students are in the inclusion program
HSVA	319	8.5%	*Percentage of HS students participating: 56% *15% of these students have an IEP *13% of these students are in the inclusion program



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TK Enrollment:

Number of TK students in our programs:

Yosemite Valley: TK Academy: 22 General TK: 50

Monarch River: TK Academy: 13 General TK: 22

Number of TK teachers with a roster of 24 students: 5

Amanda Perkins: supporting TK Academy students

Michelle Hill

Megan Liang

Taylor Sanchez

Kara Allen

Qualifications: Teachers have 24 units or a BA in Early Childhood. One teacher has experience equivalency in TK/preschool.

Paraprofessionals: 5 - one to support each TK teacher daily.

*Paras also support VA push-in, High School tutoring, Adventure Days, and various other admin with duties to fulfill their work day hours.

Parent Survey Results

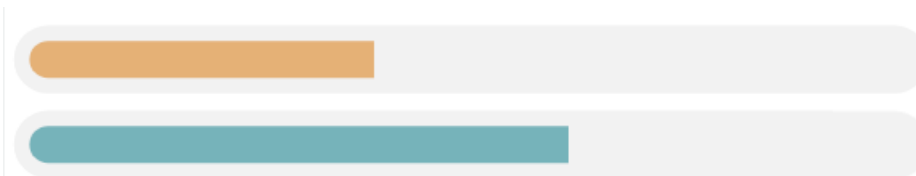
Denise Voth, Jenny Plumb, Maria Thoeni, & Lorraine Riffel

Fall Feedback Survey Data Analysis

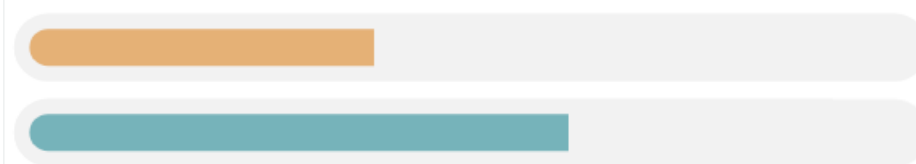
Number of respondents - 135

Is this your first year with Monarch River Academy or Yosemite Valley Charter School?

Yes - 39%



No - 61%

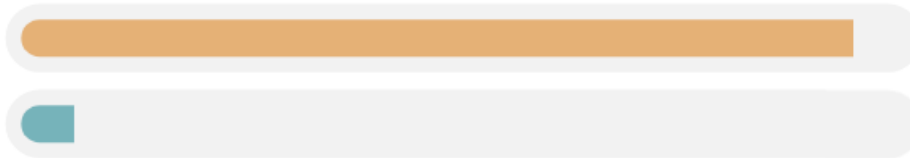


Did you receive a welcome call and/or participate in the New Family Online Orientation?

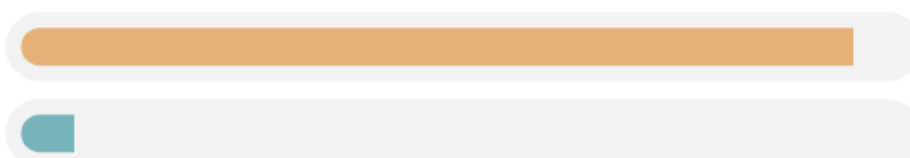


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Yes -
94%



No - 6%



Please rate your Welcome and Introduction experience.

From a scale of 1-5
the average rating was **4.37**.

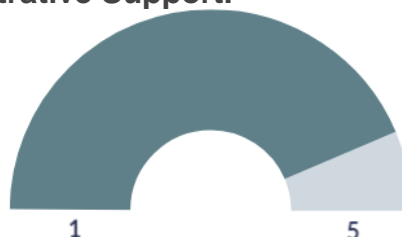


What can we do better to make new families feel welcome and informed?

The most common requests for what we can do better relate to helping new families with ordering and choosing curriculum. Twenty-nine percent of the respondents had only positive things to say with no suggestions on how to improve.

Please rate Administrative Support.

From a scale of 1-5
the average rating was **4.27**.



Administrative Support - What could we do to improve?

The most common request for what we can do to improve related to so much communication in the beginning of the year and how it felt a bit overwhelming. Ninety-four percent of the responses had only positive things to say with no suggestions on how to improve.

Please rate your experience with Adventure/Park Days.

From a scale of 1-5

the average rating was **3.8**.



Adventure/Park Days - What could we do to improve?

The vast majority of the responses related to having more events at a wider range of locations.

Please rate your experience with Curriculum Ordering.

From a scale of 1-5
the average rating was **4.31**.



Curriculum Ordering - What could we do to improve?

The top two most common responses were that the system is complicated and overwhelming, and that the system is user-friendly and easy to use. Upon closer examination the respondents who stated the system was overwhelming were all parents who answered the question, "Is this your first year" in the affirmative which suggests that many new families are at the beginning of a learning curve, and that as a school we need to focus our efforts on helping new families.

Please rate your experience with the Elementary School Virtual Academy/Middle School Virtual Academy.

From a scale of 1-5
the average rating was **3.81**.



Elementary School Virtual Academy/Middle School Virtual Academy -

What could we do to improve? The most common request for what we can do to improve related to workload, or communication of workload. For some, it was clear that there was a misunderstanding of the workload. This was summarized by one parent who stated, *"The communication on what virtual academy is vs what it isn't could be better communicated with families i.e. this is a virtual school model where the teacher will assign all work for the given subject, 5 days a week with 2 days of live instruction. All students must do all assignments just like traditional school. There is no parent differentiation or room for parent modification in the curriculum/assignments."*

From a scale of 1-5
the average rating was **4.19**.



Enrichment Academy Online - What could we do to improve?

The most common request for what we can do to improve is related to having an in-person option for enrichment. Forty-six percent of the respondents had only positive things to say with no suggestions on how to improve.

Please rate your experience with Enrichment/Tech Ordering.

From a scale of 1-5
the average rating was **4.22**.



Enrichment/Tech Ordering - What could we do to improve?

The most common request for what we can do to improve related to the variety of vendors and sites, and how some are slower or more difficult to work with than others.

Please rate your experience with the High School Virtual Academy.

From a scale of 1-5
the average rating was **4.09**.



High School Virtual Academy - What could we do to improve?

No two suggestions on how to improve were the same. Sixty-seven percent of the respondents had only positive things to say with no suggestions to improve. One suggestion was to have each HSVA teacher meet with each of their students during the semester.

From a scale of 1-5
the average rating was **3.53**.



Intervention - What could we do to improve?

Intervention had the lowest scaled score in this survey, but only 10 parents filled out the portion on what we could do to improve. Out of these ten responses, seven were thankful or expressed gratitude. The other three responses individually stated that the class was of no benefit, too many classes were canceled, and a desire to have more intervention at different days and times.

Please rate your experience with the Lending Library.

From a scale of 1-5
the average rating was **4.17**.



Lending Library - What could we do to improve?

The most common request for what we can do to improve related to the Lending Library being open for more hours. This suggestion comprised more than a third of the responses. Some other suggestions mentioned more than once related to having more staff, having a better website, and having more options for those who live far away.

Please rate your experience with School Communication

From a scale of 1-5
the average rating was **4.23**.



School Communication - What could we do to improve?

The most common words or phrases in describing ways school communication can be improved were, "too much", "overwhelming", and "excessive". There were even more comments saying that communication has improved from last year or is clear and timely, but this will need to be an area of focused improvement.

Please rate your experience with Social Emotional Learning (SEL) Support.

From a scale of 1-5
the average rating was **4.29**.



Social Emotional Learning (SEL) - What could we do to improve?

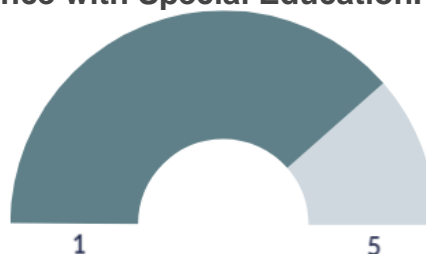
In this section, there were no suggestions to improve. More than any other section of this survey respondents mentioned their child's teacher by name thanking them for their teaching. These are portions of statements made by families in this section,
"(student) loves SEL and Kara. She is an amazing super sweet teacher. She makes class so fun and (student) looks forward to class. She's one of those teachers that impacts a child's life. Kudos to her!!"

"She is an excellent psychologist! Really helping (student) make better choices and set boundaries."

"This is her first year joining SEL and Mrs. Riffle is so great! (student) received mail from her today and was so excited. (student) looks forward to her days with Mrs. Riffle."

Please rate your experience with Special Education.

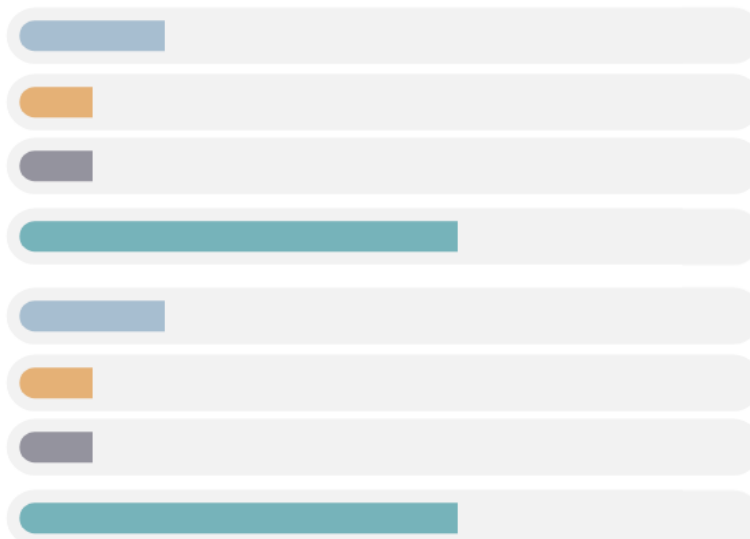
From a scale of 1-5
the average rating was **3.79**.



Please rate your experience with >> SAI (Specialized Academic Instruction)

Not Satisfied - 20%

Somewhat - 10%





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Satisfied - 10%

Very Satisfied - 60%

Please rate your experience with >> VA Inclusion

Not Satisfied - 20%

Somewhat - 20%

Satisfied - 10%

Very Satisfied - 50%

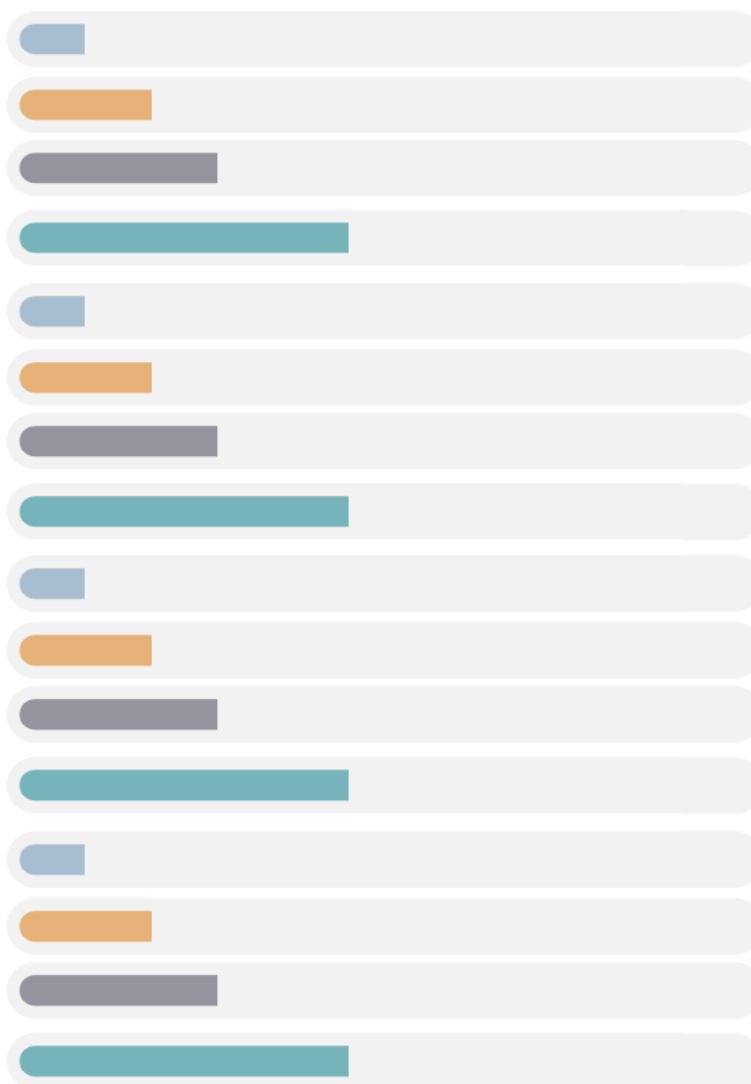
Please rate your experience with >> Case Management

Not Satisfied - 9%

Somewhat - 18%

Satisfied - 27%

Very Satisfied - 45%



Special Education - What could we do to improve?

The most common request for what we can do to improve is related to how students are grouped in SAI.

Please rate your experience with your Teacher (IST) Support and Communication.

From a scale of 1-5
the average rating was **4.81**.



IST Support and Communication - What could we do to improve?

No two suggestions on how to improve were the same. Eighty-six percent of the responses had only positive things to say with no suggestions on how to improve. Most of these responses mentioned their IST by name with positive things to say. Some of these statements were:

"Our IST Mrs. Beal works very hard to make sure the children are getting the needed help."

"I couldn't ask for a better IST. She is wonderful on all levels and I honestly think she must be some kind of secret super hero as she is always available 100% of the time. We are so lucky to have her."

"Our teacher, Jacquelyn Anderson is amazing. She answers questions and gets things figured out extremely fast. Super grateful for her and her knowledge."

"Our IST is AMAZING!!! Katie Torosian is always available by email or text to help us out. We love her, and so do our girls!"

"Allyson is the best! She is a great support for all of our school related needs. She is such an encourager to our student and family. She responds in a timely manner. It is because of her that we have enjoyed our experience as much as we have."

"Brooklyn Vanderven is a perfect fit for my family. She has gone above and beyond for my family in such a short amount of time. She, I feel, works very hard for us and wants to make sure we are met with all the things not only I need, but the girls. They have support and all the things that will guide them to have a successful school year but also a successful homeschool journey to see them through life. We love her and appreciate all her hard work."

How likely are you to recommend Central Valley Charter Schools to your friends and family?

From a scale of 1-5
the average rating was **4.64**.



Do you have any general questions or feedback?

The most common response to this question is parents saying they recommend our schools to others in their community. The next most common response related to having more in-person activities.

**What other feedback would you like to provide?
How are we doing and/or what might we do to Improve?**

There were not many common threads in this section, which is typical with the vagueness of the question. Some items brought up were, students with an IEP having more equipment, forums for parents, concerns about the schools policy towards skipping grades, more field trip options, difficulty with turning in work samples, tech department hours and increased availability, issues with STAR, and even more field trip options.

2021-2022 Statewide Assessment Results

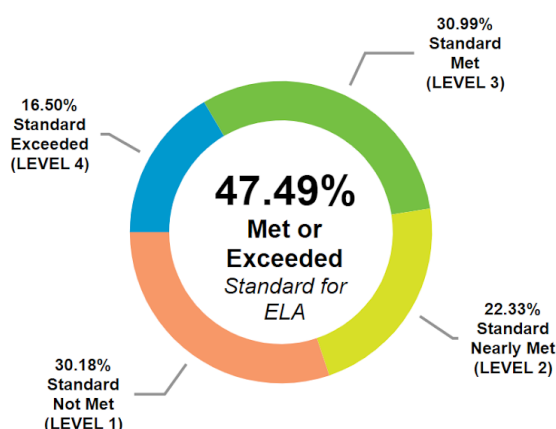
Becky Bennett, Dr. Damien Phillips Maria Thoeni, Jenny Plumb

English Language Arts/Literacy & Mathematics
Smarter Balanced Summative Assessments

****The state-level results have not yet been released.***

ELA

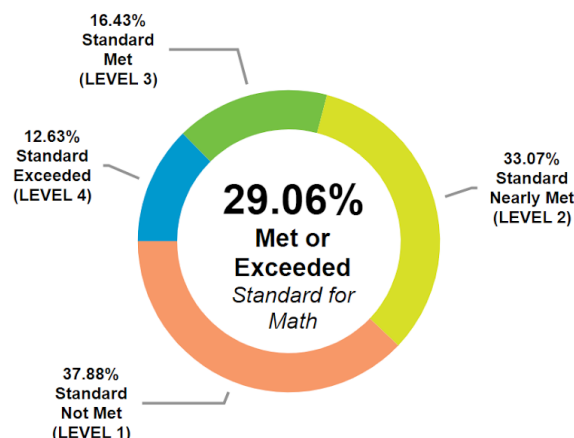
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



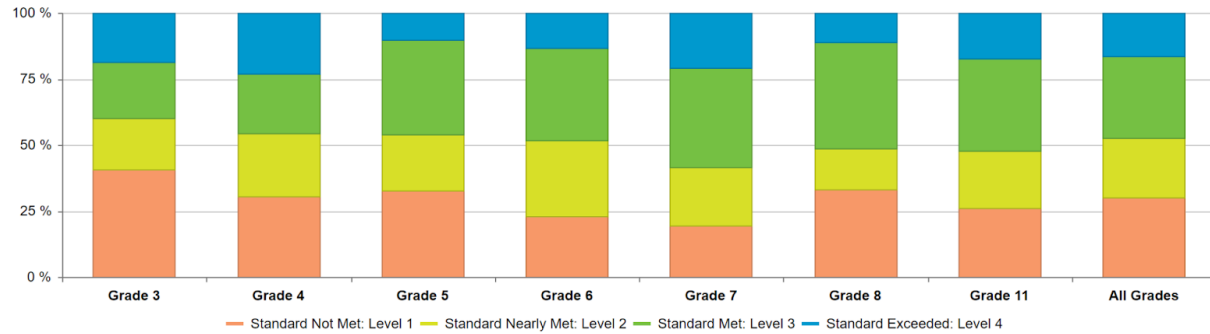
[VIEW MATH DETAILED TEST RESULTS](#)



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English Language Arts

Achievement Level Distribution



Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	100	100	96	87	67	49	25	524
Number of Students Tested ⁽ⁱ⁾	98	92	89	83	67	45	23	497
Number of Students With Scores ⁽ⁱ⁾	98	92	89	83	67	45	23	497
Mean Scale Score	2399.4	2461.0	2476.1	2518.9	2569.9	2548.9	2596.6	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	18.37 %	22.83 %	10.11 %	13.25 %	20.90 %	11.11 %	17.39 %	16.50 %
Standard Met: Level 3 ⁽ⁱ⁾	21.43 %	22.83 %	35.96 %	34.94 %	37.31 %	40.00 %	34.78 %	30.99 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	19.39 %	23.91 %	21.35 %	28.92 %	22.39 %	15.56 %	21.74 %	22.33 %
Standard Not Met: Level 1 ⁽ⁱ⁾	40.82 %	30.43 %	32.58 %	22.89 %	19.40 %	33.33 %	26.09 %	30.18 %



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READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	13.27 %	18.48 %	13.48 %	24.10 %	22.39 %	26.67 %	*	19.32 %
Near Standard ⁽ⁱ⁾	59.18 %	63.04 %	68.54 %	57.83 %	67.16 %	42.22 %	*	60.97 %
Below Standard ⁽ⁱ⁾	27.55 %	18.48 %	17.98 %	18.07 %	10.45 %	31.11 %	*	19.72 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	11.22 %	13.04 %	6.82 %	13.25 %	28.36 %	13.33 %	*	14.72 %
Near Standard ⁽ⁱ⁾	50.00 %	55.43 %	46.59 %	45.78 %	46.27 %	53.33 %	*	48.99 %
Below Standard ⁽ⁱ⁾	38.78 %	31.52 %	46.59 %	40.96 %	25.37 %	33.33 %	*	36.29 %

LISTENING: How well do students understand spoken information?

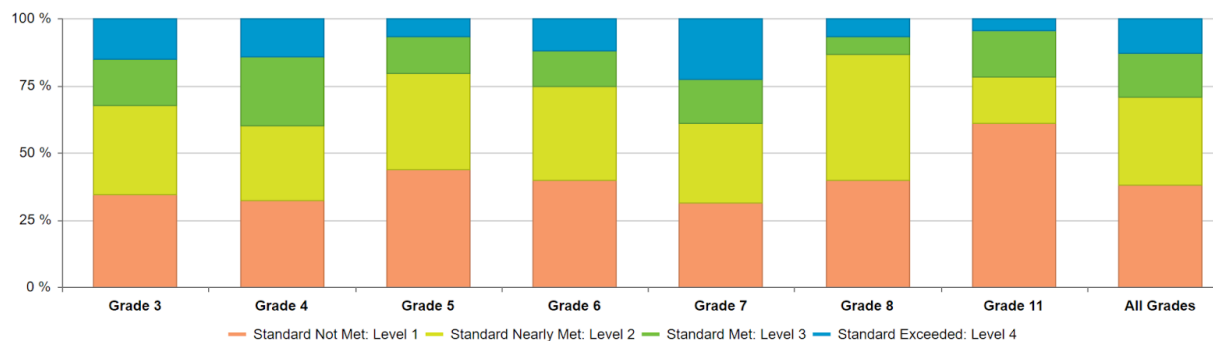
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	11.22 %	10.87 %	8.99 %	16.87 %	16.42 %	11.11 %	*	12.27 %
Near Standard ⁽ⁱ⁾	70.41 %	72.83 %	75.28 %	74.70 %	74.63 %	82.22 %	*	74.04 %
Below Standard ⁽ⁱ⁾	18.37 %	16.30 %	15.73 %	8.43 %	8.96 %	6.67 %	*	13.68 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	12.24 %	11.96 %	10.11 %	9.64 %	17.91 %	17.78 %	*	13.28 %
Near Standard ⁽ⁱ⁾	64.29 %	71.74 %	67.42 %	73.49 %	73.13 %	62.22 %	*	68.41 %
Below Standard ⁽ⁱ⁾	23.47 %	16.30 %	22.47 %	16.87 %	8.96 %	20.00 %	*	18.31 %

Mathematics

Achievement Level Distribution





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Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	100	100	96	87	67	49	25	524
Number of Students Tested ⁽ⁱ⁾	99	93	89	84	67	45	23	500
Number of Students With Scores ⁽ⁱ⁾	99	93	89	83	67	45	23	499
Mean Scale Score	2399.9	2455.4	2455.2	2490.2	2537.2	2517.3	2508.3	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	15.15 %	13.98 %	6.74 %	12.05 %	22.39 %	6.67 %	4.35 %	12.63 %
Standard Met: Level 3 ⁽ⁱ⁾	17.17 %	25.81 %	13.48 %	13.25 %	16.42 %	6.67 %	17.39 %	16.43 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	33.33 %	27.96 %	35.96 %	34.94 %	29.85 %	46.67 %	17.39 %	33.07 %
Standard Not Met: Level 1 ⁽ⁱ⁾	34.34 %	32.26 %	43.82 %	39.76 %	31.34 %	40.00 %	60.87 %	37.88 %

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	11.11 %	15.05 %	7.87 %	14.46 %	17.91 %	8.89 %	*	12.42 %
Near Standard ⁽ⁱ⁾	50.51 %	45.16 %	41.57 %	37.35 %	50.75 %	51.11 %	*	44.69 %
Below Standard ⁽ⁱ⁾	38.38 %	39.78 %	50.56 %	48.19 %	31.34 %	40.00 %	*	42.89 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	17.17 %	20.43 %	6.74 %	15.66 %	22.39 %	2.22 %	*	14.23 %
Near Standard ⁽ⁱ⁾	50.51 %	46.24 %	56.18 %	51.81 %	55.22 %	75.56 %	*	54.91 %
Below Standard ⁽ⁱ⁾	32.32 %	33.33 %	37.08 %	32.53 %	22.39 %	22.22 %	*	30.86 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

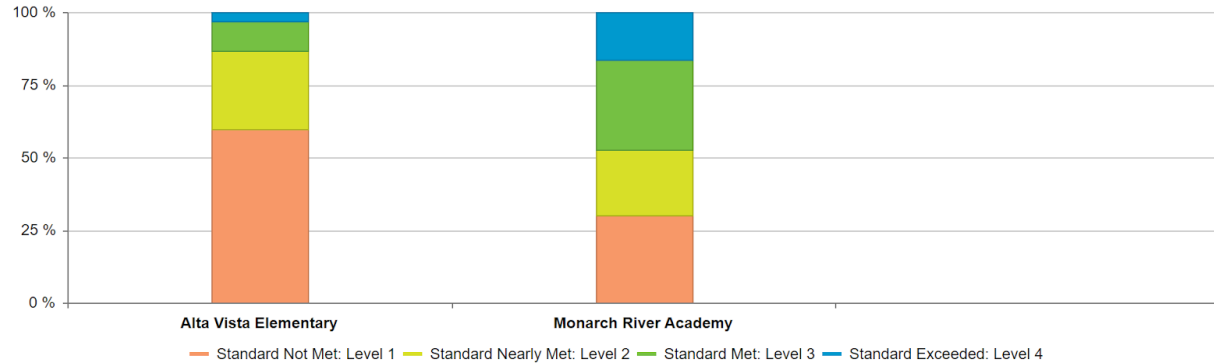
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	13.13 %	17.20 %	5.62 %	4.82 %	17.91 %	2.22 %	*	10.62 %
Near Standard ⁽ⁱ⁾	65.66 %	56.99 %	57.30 %	71.08 %	71.64 %	71.11 %	*	64.53 %
Below Standard ⁽ⁱ⁾	21.21 %	25.81 %	37.08 %	24.10 %	10.45 %	26.67 %	*	24.85 %

Authorizing District Comparison Data





Caution should be used in interpreting overall achievement level percentages for a school or district. The proportion of students in each grade can cause variation in the meaning of the achievement level percentages. The achievement level percentages in one grade from one school or district may be compared with the achievement level percentages in that same grade from another school or district.

English Language Arts

2021–22 Achievement Level Distribution - All Grades

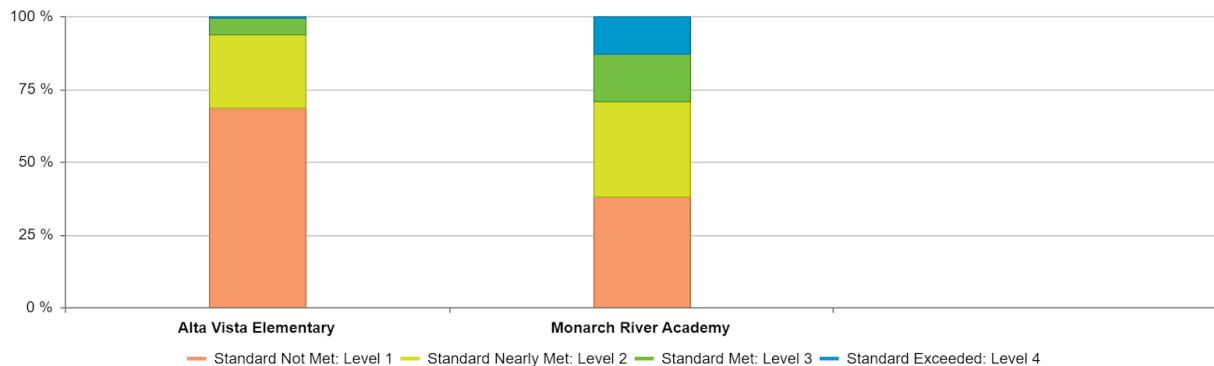


Overall Achievement

Achievement Level	Alta Vista Elementary	Monarch River Academy
Mean Scale Score	N/A	N/A
 Standard Exceeded: Level 4 i	3.22 %	16.50 %
 Standard Met: Level 3 i	10.23 %	30.99 %
 Standard Nearly Met: Level 2 i	26.90 %	22.33 %
 Standard Not Met: Level 1 i	59.65 %	30.18 %

Mathematics





2021–22 Achievement Level Distribution - All Grades





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Overall Achievement

Achievement Level	Alta Vista Elementary	Monarch River Academy
Mean Scale Score	N/A	N/A
 Standard Exceeded: Level 4 ⓘ	0.58 %	12.63 %
 Standard Met: Level 3 ⓘ	5.81 %	16.43 %
 Standard Nearly Met: Level 2 ⓘ	25.00 %	33.07 %
 Standard Not Met: Level 1 ⓘ	68.60 %	37.88 %

Star Assessments

STAR 360

Dr. Damien Phillips & Becky Bennett

School-wide Local Assessment Results

Fall Star 360 Assessment Participation Rates

9/14/2022 Enrollment: 1,119 Students			
Star Math		Star Reading	
Number Tested	Percent Tested	Number Tested	Percent Tested
1182	97%	1079	97%

Benchmark Measures by State Category

Assessment	Level 1	Level 2	Level 3	Level 4
Star Reading	18%	18%	29%	35%
Star Math	31%	26%	23%	21%

Percent proficient CVCS compared to 2021-2022

Proficiency Rate Comparison			
Star Math		Star Reading	
Fall 2021	Fall 2022	Fall 2021	Fall 2022
20.1% (621)	21.3% (662)	37.2% (1039)	36.8% (1062)
27% (834)	24.8% (771)	30.1% (842)	28.2% (813)



EL Reclassification & ELPAC Data

Becky Bennett

Current EL Enrollment Numbers

- 8 EL students

English Learner Reclassification

- 2021-2022 Reclassification Rates
 - 3 total students tested in the Spring 22 Summative ELPAC
 - 0 Reclassified since the 22 Spring Summative ELPAC
 - 8 Currently enrolled EL students. All enrolled in ELD classes

EL Annual Growth on ELPAC

Our 3 students either maintained or improved their proficiency level in the Spring 22 ELPAC. In order to protect student privacy, due to the limited number of students, data is not presented in specificity.

SLP, OT, & Nurse Report

Dr. Steven James

Brief Progress Report

The Central Valley Charter Schools hired three Speech Language Pathologists (SLPs) and one Occupational Therapist (OT) to provide virtual services for the students in both of our schools. When we did our original research, it was found that 50 students per SLP and OT provider would be an appropriate caseload for each. Currently our case load numbers for our three SLPs are 26, 27, and 30 and for OT they are 23.



Barriers

When we performed our research, the following barriers were not yet identified:

- The majority of our students have individual speech 2, or 3 times weekly, not once a week.
- We have very few students receiving group speech
- An excessive amount of individual parent consult time, from 30 to 120 minutes a month for our SLPs and our OT has nearly one full day of consult a week
- Our IEPs and Triennials consistently take more than one meeting to complete and in some cases these we meet 3 or more times to get an IEP signed by a parent. The families are requiring all IEP meeting member required and not required members to be in attendance for the entirety of the meeting and will not sign excusals.
- There are other required meetings where they need to be in attendance.

Program Directives

These directives are based on data that would indicate a change in service time and/or program setting and would be changed in an IEP meeting.

- The SLPs and OT are identifying students who are showing progress that would start the process to reduce service minutes.
- Our SLPs are identifying students with similar goals by grade level to move some of these students to a group setting. Again, the data will indicate a change is appropriate.
- The SLPS and OT are identifying students who meet the requirements to exit special education. For this to occur there must be an assessment to confirm that the student no longer requires this service.

Conclusion

A final point of clarification is our SLPs, and OTs schedules are nearly full as we have had some recent withdrawals and we are filling their caseloads with our new students and those students we have just recently qualified for special education. We are doing this to avoid removing a student from an NPA at this time of year. We will make these changes, if necessary, at the semester.

Cover Sheet

Uniform Complaint Procedure (UCP)

Board Policy No. 1312

Section:	IV. Operations
Item:	A. Uniform Complaint Procedure (UCP)
Purpose:	Discussion & Potential Action - Vote
Related Material:	1312 - Uniform Complaint Procedure - Monarch River

BACKGROUND:

- Revised Uniform Complaint (UCP) has been updated with a new point of contact.

RECOMMENDATION:

- Consider approval of the updated Uniform Complaint Procedure (UCP).



Monarch River Academy

Community Relations Uniform Complaint Procedures

Monarch River Academy may otherwise specifically provide in other policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the Universal Complaint Board Policy.

The purpose of the Monarch River Academy Governing Board approving this Universal Complaint Administrative Regulation is to accomplish the following:

1. Identify the Compliance Officers
 2. Outline the Notification Process of the Universal Complaint Process
 3. Outline the Cost for Copies of the Charter School's UCP
 4. Outline the Charter School's Responsibilities
 5. Outline the Procedures for Filing of Complaints
 6. Outline the Procedures for Mediation
 7. Outline the Procedures for Investigating a Complaint
 8. Outline the Procedures for the Report of Findings
 9. Outline the Procedures for Notice of the Final Written Decision
 10. Outline the Corrective Actions
 11. Outline the Process for Appeals to the California Department of Education
1. Compliance Officers: The Charter School designates the individual(s) identified below as the employee(s) responsible for coordinating the Charter School's response to complaints and for complying with state and federal civil rights laws. The individual(s) are also listed in the Whistleblower Policy as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure compliance with law.

Damien Phillips
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 (559) 258-1109
damien.phillips@centralvcs.org

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Executive Director or designee who shall determine how the complaint will be investigated.

The Executive Director or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Executive Director or designee.

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Executive Director, the Executive Director's designee, or, if appropriate, the regional or department director to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the Charter School issues its final written decision, whichever occurs first.

2. **Notifications:** The Charter School's UCP policy and administrative regulation shall be posted in all school offices, including staff lounges. (Education Code 234.1)

The Executive Director or designee shall annually provide written notification of the Charter School's UCP to students, employees, parents/guardians of students, advisory committee members, appropriate school officials or representatives, and other interested parties. The notification shall include information regarding the prohibition of discrimination, harassment, intimidation, and bullying; unlawful student fees; local control and accountability plan (LCAP) requirements; and requirements related to the educational rights of foster youth, homeless students, former juvenile court school students, and children of military families. (Education Code 262.3, 48853, 48853.5, 49010-49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

The notice shall:

- Identify the person(s), position(s), or unit(s) responsible for receiving complaints
- Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
- Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
- Include statements that:
 - The Charter School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Executive Director or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
 - Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.
 - If a complaint is not filed in writing but the Charter School receives notice of any allegation that is subject to the UCP, the Charter School shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the Charter School will take

steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

- A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the Charter School's educational program, including curricular and extracurricular activities.

- The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.

- A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the Charter School liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the Charter School and another district.

- A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into a district high school or between district high schools as applicable shall be notified of the Charter School's responsibility to:

- Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed
 - Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency
 - If the student has completed his/her second year of high school before the transfer, provide the student information about the Charter School- adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1

- The complainant has a right to appeal the Charter School's decision to CDE by filing a written appeal within 15 calendar days of receiving the Charter School's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with CDE in the same manner as the complainant, if he/she is dissatisfied with the Charter School's decision.

- The appeal to CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

3. Cost for Copies of the Charter School's UCP: Copies of the Charter School's UCP are available free of charge.

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the Charter School website and may be provided through the Charter School-supported social media, if available.

The Executive Director or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the Charter School's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in the Charter School speak a single primary language other than English, the Charter School's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the Charter School shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

4. The Charter School's Responsibilities: All UCP-related complaints shall be investigated and resolved within 60 calendar days of the Charter School's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Charter School shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment,

intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

All complainants shall be protected from retaliation.

5. Filing of Complaints: The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

- A complaint alleging violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to the UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
- Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Executive Director or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
- A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful

discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Executive Director or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

- When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer

shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

- When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the Charter School's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the Charter School shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

6. Mediation: Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the Charter School shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the Charter School shall then continue with subsequent steps specified in this administrative regulation.

7. Investigation of Complaint: Within ten business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or

his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the Charter School shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the Charter School to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

8. Report of Findings:

- **OPTION 1:** Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, and respondent if there is one, a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the Charter School's receipt of the complaint. (5 CCR 4631)

- **OPTION 2:** Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the Charter School's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631).

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the Charter School's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

9. Final Written Decision: The Charter School's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

In consultation with the Charter School's legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the Charter School's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the Charter School shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

- The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:

- Statements made by any witnesses
- The relative credibility of the individuals involved
- How the complaining individual reacted to the incident
- Any documentary or other evidence relating to the alleged conduct
- Past instances of similar conduct by any alleged offenders
- Past false allegations made by the complainant
- The conclusion(s) of law
- Disposition of the complaint
- Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- The manner in which the misconduct affected one or more students' education
- The type, frequency, and duration of the misconduct
- The relationship between the alleged victim(s) and offender(s)
- The number of persons engaged in the conduct and at whom the conduct was directed
- The size of the school, location of the incidents, and context in which they occurred
- Other incidents at the school involving different individuals

Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600.

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- The corrective actions imposed on the respondent
- Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
- Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence

Notice of the complainant's and respondent's right to appeal the Charter School's decision to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal.

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

- He/she may pursue available civil law remedies outside of the Charter School's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
- The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
- Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

10. Corrective Actions: When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the Charter School's environment may include, but are not limited to, actions to reinforce the Charter School's policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

- Counseling
- Academic support
- Health services
- Assignment of an escort to allow the victim to move safely about campus
- Information regarding available resources and how to report similar incidents or retaliation
- Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
- Restorative justice
- Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
- Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

- Transfer from a class or school as permitted by law
- Parent/guardian conference
- Education regarding the impact of the conduct on others
- Positive behavior support
- Referral to a student success team
- Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
- Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Charter School shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The Charter School may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the Charter School does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the Charter School shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the Charter School shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

11. Appeals to the California Department of Education: Any complainant who is dissatisfied with the Charter School's final written decision of a complaint regarding any specified federal or state educational program subject to the UCP may file an appeal in writing with CDE within 15 calendar days of receiving the Charter School's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the Charter School's final written decision, he/she, in the same manner as the complainant, may file an appeal with CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and how the facts of the Charter School's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the Charter School's decision in that complaint. (5 CCR 4632)

Upon notification by CDE that the complainant or respondent has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to CDE: (5 CCR 4633)

- A copy of the original complaint
- A copy of the written decision
- A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision
- A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
- A report of any action taken to resolve the complaint
- A copy of the Charter School's uniform complaint procedures Other relevant information requested by CDE

Adopted: October 18, 2022

Cover Sheet

Executive Director Job Description to Change the Position Title to Superintendent

Section:	IV. Operations
Item:	B. Executive Director Job Description to Change the Position Title to Superintendent
Purpose:	Discussion & Potential Action - Vote
Related Material:	Job Description - Superintendent for Monarch River Academy

BACKGROUND:

- The school is requesting to change the current Executive Director position to Superintendent.

RECOMMENDATION:

- Consider approving the change of job title from Executive Director to Superintendent.



Job Description/Responsibilities Superintendent

GENERAL FUNCTIONS

The Superintendent 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 Superintendent 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 Superintendent will always uphold and promote the school's mission and vision. The Superintendent will be placed on the Admin Salary Schedule.

Duties and Responsibilities:

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

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

Ability To:

- Establish and maintain cooperative working relationships
- Understand and carry out oral and written instructions
- Communicate effectively in oral and written form
- Work with students as needed
- Interpersonal skills using tact, patience, and courtesy
- Knowledge of the Operation on a computer

WORKPLACE EXPECTATIONS:

- Work effectively with and respond to people from diverse cultures or backgrounds

EDUCATION/CREDENTIALING/LICENSING:

- High School Diploma
- Bachelors from an accredited College or University Institution
- Master's Degree from an accredited College or University Institution

Cover Sheet

Board Meeting Calendar

Section:	V. Governance
Item:	A. Board Meeting Calendar
Purpose:	Discussion & Potential Action (Vote)
Related Material:	None

BACKGROUND:

- School Leadership is proposing that the Board consider canceling the November Board Meeting.

RECOMMENDATION:

- Consider approving the cancellation of the November Board Meeting.

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Important Board Items

Sept 15	Unaudited Actuals Due
Nov 1	Dashboard Indicators due to State
Dec	Aproval of previous year's Audit
Dec 15	1st Interims Due to County

School Closed

Regular Board Meeting

* Important Board Dates

2022-2023 School Board Calendar



School Year Dates

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

School Holidays

Sep 5	Labor Day
Nov 11	Veteran's Day
Nov 18-25	Thanksgiving Break
Dec 19-Jan 3	Winter Break
Jan 16	Martin Luther King, Jr. Day
Feb 10	Lincoln Day
Feb 20	Washington Day
Apr 7-14	Spring Break
May 29	Memorial Day

Regular Board Meeting Dates

July 26	Board Meeting
Aug 23	Board Meeting
Sept 13	Board Meeting
Oct 18	Board Meeting
Nov 15	Board Meeting
Dec 13	Board Meeting
Jan 24	Board Meeting
Feb 28	Board Meeting
Mar 28	Board Meeting
Apr 25	Board Meeting
May 23	Board Meeting
Jun 20	Board Meeting

January 2023						
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Important Board Items

Feb 1	SARC Due to the State
Mar 1	Comprehensive School Safety Plan
Mar 15	2nd Interims Due to County
Mar 31	Auditor Selection Form Due to County
April 1	Form 700s Due to County Board of Supervisors
May	LCAP Public Hearing
June	Budget adoption & LCAP Approval

Cover Sheet

Brown Act Training

Section:	V. Governance
Item:	B. Brown Act Training
Purpose:	Discussion - Informational
Related Material:	None

BACKGROUND:

- Annual Brown Act Training is being planned for December 2022 in person at the Fresno Office.

Cover Sheet

Board Meeting Format

Section:	V. Governance
Item:	C. Board Meeting Format
Purpose:	Discussion & Potential Action (Vote)
Related Material:	None

BACKGROUND:

- It is recommended that the Board meets to determine health/safety risks of meeting in-person vs virtually. Reference: [Government Code Section 8625](#)
- If a state of emergency as declared by the governor continues to remain active, legislative bodies must “re-up” their decision to teleconference using this flexibility and making a determination every 30 days thereafter. Doing so, the Board must make the following findings, by majority vote:
 - The board has reconsidered the circumstances of the state of emergency.
 - Either of the following circumstances exist: (1) The state of emergency continues to directly impact the ability of the members to meet safely in person, and/or (2) state or local officials continue to impose or recommend measures to promote social distancing.
- The flexibility afforded under AB 361 sunsets on January 1, 2024 and the usual teleconferencing restrictions return to pre-COVID practices/guidelines.

RECOMMENDATION:

- Consider approval to hold the next meeting in a hybrid format, offering both in person and virtual options to attend the Board meeting.