



Board Meeting Agenda

DATE: Tue December 13, 2022

TIME: 6:00pm - 8:00pm PST

LOCATION: Tulare County Office of Education Redwood Conference Center A at the Mooney Building

GROUPS: Monarch River Academy

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

I. 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.

II. Opening Items

10 mins

A. **Record Attendance**

B. **Call the Meeting to Order**

DR. SAM NOFZIGER

C. **Flag Salute**

DR. SAM NOFZIGER

D. **Discussion & Potential Action on the Approval of the Agenda**

E. **Public Comment**

F. **Discussion & Potential Action to Approve the October 18, 2022 Board Meeting Minutes**

[10-18-2022 - Board Meeting Minutes - Draft - MR.pdf](#)

III. Finance

A. Discussion & Potential Action on the October 2022 Financial Report	JIM SURMEIAN	5 mins
Financial Package - MR.pdf		
Cover Sheet - Financial Report.pdf		
B. Discussion & Potential Action on the First Interim Report	JIM SURMEIAN	5 mins
Cover Sheet - First Interim.pdf		
C. Discussion & Potential Action on the November Executive Director & Deputy Director Divvy Expenses	DR. LAURIE GOODMAN STEPH JOHNSON	5 mins
Cover Sheet - Divvy.pdf		
D. Discussion & Potential Action on the 2021-2022 Audit	DR. LAURIE GOODMAN STEPH JOHNSON	5 mins
Cover Sheet - Audit Report.pdf		

IV. Academic Excellence

A. Discussion & Potential Action on the Updated Homeless Education Policy	DR. LAURIE GOODMAN STEPH JOHNSON	5 mins
Board Policy N. 6173		
6173 - Homeless Education Policy - MR.pdf		
Cover Sheet - Homeless Policy.pdf		
B. Presentation & Potential Discussion of the November Board Metrics Report	DR. LAURIE GOODMAN STEPH JOHNSON	5 mins
Board Metrics Report - November & December - MR.pdf		
Cover Sheet - Board Metrics Report.pdf		
C. Presentation and Potential Discussion of the Western Association of Schools and Colleges (WASC) Report	DR. LAURIE GOODMAN STEPH JOHNSON	5 mins
2022-23 MRA ACS WASC CDE Self-Study Report.pdf		
Cover Sheet - WASC.pdf		
D. Presentation and Potential Discussion of the New Ordering System Spend SummaryWidget	MARIA THOENI	5 mins
Ordering System - Spend Summary Widget.pdf		

V. Operations

- A. **Discussion & Potential Action on the Co-Director Job Descriptions to Change the Position Titles to Assistant Superintendent of Student Support & Services | Assistant Superintendent of Academic Programs & Instruction** DR. LAURIE GOODMAN
STEPH JOHNSON 5 mins

[Job Description - Assistant Superintendent Educational Services MRA.pdf](#)

[Job Description - Assistant Superintendent Student Support Services MRA.pdf](#)

[Cover Sheet - Assistant Superintendent.pdf](#)

- B. **Discussion & Potential Action on the Revised Compensation Policy** DR. LAURIE GOODMAN
STEPH JOHNSON 5 mins

[Compensation Policy - December 2022 - MR.pdf](#)

[Cover Sheet - Compensation Policy.pdf](#)

VI. Governance

- A. **Discussion & Potential Action on Teleconferencing Options & Future Board Meeting Format** DR. SAM NOFZIGER 5 mins

[Teleconferencing Options for Board Members.pdf](#)

[Cover Sheet - Teleconference.pdf](#)

VII. Closing Items 5 mins

- A. **Board of Director Comments & Request**
- B. **Announcement of the Next Scheduled Board Meeting** DR. SAM NOFZIGER
1. Regular: January 24, 2023 at 6:00 PM
- C. **Adjourn Meeting** DR. SAM NOFZIGER

VIII. Meeting Notes

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.

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.

Directors Present

Dr. Sam Nofziger (In Person), Elizabeth Wagner (In Person), Dr. Craig Wheaton (In person), & Dr. Monique Ouwinga-DeRuiter (Remote)

Directors Absent

Sarah Sanchez

Guests Present

Dr. Laurie Goodman (In person)

Joanna Fung, Maria Thoeni, Jenny Plumb, Dr. Damien Phillips, Denise Voth, Anna Wilkinson, 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, October 18, 2022 at 6:01 PM.
1.C. Flag Salute
Dr. Sam Nofziger led the Flag Salute.
1.D. Approval of the Agenda
Dr. Monique Ouwinga-DeRuiter made a motion to approve the agenda. Elizabeth Wagner 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 September 13, 2022 Board Meeting Minutes
Elizabeth Wagner made a motion to approve the minutes from the September 13, 2022 Board Meeting Minutes. Dr. Craig Wheaton seconded the motion. The board VOTED unanimously to approve the motion.
2. Finance
2.A. August 2022 Financial Report
<ul style="list-style-type: none"> Dr. Laurie Goodman shared the school's finances through August. <p>Dr. Craig Wheaton made a motion to approve the August Financials. Elizabeth Wagner seconded the motion. The board VOTED unanimously to approve the motion.</p>
2.B. Executive Director & Deputy Director Divvy Expenses - September 2022
<ul style="list-style-type: none"> Steph Johnson shared that there were no Executive Director or Deputy Director Divvy expenses from September.
2.C. Revised Compensation Policy & Annual Office Supply Stipend
<ul style="list-style-type: none"> Dr. Laurie Goodman shared that legal provided guidance that a stipend is the most cost efficient way to compensate school staff for office supplies instead of reimbursing for

mileage and collecting receipts.

- Dr. Craig Wheaton asked if the stipend was taxable income. Dr. Goodman confirmed it is.
- The school has not determined if the annual stipend will be cut in a separate check or included as part of a regular paycheck.

Dr. Craig Wheaton made a motion to approve the updated Compensation Policy and Office Supply Stipend.

Dr. Monique Ouwinga-DeRuiter seconded the motion.

The board VOTED unanimously to approve the motion.

2D. Revised Coordinator & Counselor Salary Schedule

- Steph Johnson provided an explanation of the reason for the Coordinator and Counselor Salary Schedules.

Elizabeth Wagner made a motion to approve the updated Compensation Policy and Office Supply Stipend retroactive to July 1, 2022.

Dr. Monique Ouwinga-DeRuiter seconded the motion.

The board VOTED unanimously to approve the motion.

3. Academic Excellence

3.A. PUBLIC HEARING: Educator Effectiveness Grant

- Dr. Laurie Goodman presented the reason for the public hearing.

Dr. Craig Wheaton made a motion to open the public hearing at 6:12 pm

Dr. Monique Ouwinga-DeRuiter seconded the motion.

The board VOTED unanimously to approve the motion.

Elizabeth Wagner, Board Member, provided comment about Professional Learning Communities and inquired if they will be made available to Parent/Guardian Learning Coaches. Dr. Laurie Goodman shared how the PLCs would run through staff and Parent/Guardian Learning Coaches.

Elizabeth Wagner, Board Member, encouraged that PLCs and Professional Development need to address differentiation of level, topics of interest, and dissemination of information and resources.

Dr. Craig Wheaton made a motion to close the public hearing at 6:23 pm.

Elizabeth Wagner seconded the motion.

The board VOTED unanimously to approve the motion.

3.B. Dashboard Indicators

- Dr. Laurie Goodman presented the school's "Report Card" with eight priorities that will be released to the public.
- The goal is a rating of 5 for each area.
- Dr. Sam Nofziger would like to hear from staff for all four areas with a self reflection score of a three in a future Board Meeting about the reflective process and what the plans for improvement look like.

3.C. LCAP Addendum

- Steph Johnson presented the LCAP Addendum and acknowledged Jenny Plumb's hard work.
- Jenny Plumb described how the school meets all students' needs whether that be through Outstanding Direct Instruction or with resources and supports based on individual student/parent needs.
- Dr. Sam Nofziger pondered whether some students/families are not interested in Explicit Direct Instruction because of the name for the supports and if perhaps more can be done to brand the program in a more approachable way.

Elizabeth Wagner made a motion to approve the LCAP Addendum.

Dr. Monique Ouwinga-DeRuiter seconded the motion.

The board VOTED unanimously to approve the motion.

3.D. Revised English Learner (EL) Master Plan

- Dr. Laurie Goodman presented the revised EL Master Plan highlighting the changes.
- Elizabeth Wagner asked if this document would be translated. Dr. Goodman assured everyone that upon request, any document would be translated.

Elizabeth Wagner made a motion to approve the revised EL Master Plan.

Dr. Monique Ouwinga-DeRuiter seconded the motion.

The board VOTED unanimously to approve the motion.

3.E. High School Course Work & Graduation Credits Policy - Board Policy No. 6147

- Steph Johnson presented the new policy and shared why it is needed.
- Dr. Sam Nofziger commented that this policy does not include dual enrollment and asked for confirmation this is intentional. Dr. Goodman confirmed this.

Dr. Monique Ouwinga-DeRuiter made a motion to approve the High School Course Work & Graduation Credits Policy.

Dr. Craig Wheaton seconded the motion.

The board VOTED unanimously to approve the motion.
3.F. Revised Grade Level Promotion & Acceleration Policy & Retention Criteria - Board Policy No. 5200
<ul style="list-style-type: none"> The school is bringing this policy back to the Board highlighting the new language about grade level acceleration. <p>Elizabeth Wagner made a motion to approve the Revised Grade Level Promotion & Acceleration Policy & Retention Criteria - Board Policy No. 5200. Dr. Monique Ouwinga-DeRuiter seconded the motion. The board VOTED unanimously to approve the motion.</p>
3.G. Board Metrics Report
<ul style="list-style-type: none"> Steph Johnson presented this month's Board Metrics Report. Dr. Monique Ouwinga-DeRuiter shared her appreciation for all the hard work from school staff as evidenced in the Fall Survey Results. Dr. Craig Wheaton requested that the published school Dashboard report be brought before the Board in November or December.
4. Operations
4.A. Uniform Complaint Procedure (UCP)
<ul style="list-style-type: none"> Dr. Laurie Goodman presented the school's updated UCP. Dr. Damien Phillips assured the Board he will follow the UCP with fidelity and care. Dr. Sam Nofizger reiterated that the Board is here to support whenever the need arises. <p>Dr. Craig Wheaton made a motion to approve the revised Uniform Complaint Procedure (UCP). Elizabeth Wagner seconded the motion. The board VOTED unanimously to approve the motion.</p>
4.B. Revised Executive Director Job Description to Change the Position Title to Superintendent
<ul style="list-style-type: none"> Dr. Laurie Goodman shared the reason for the title change. The change has been run past legal as well as the school's authorizer. Dr. Craig Wheaton supports the change and shared how such a seemingly small change can make a significant impact on the type of information that will be made accessible to this role.

<p>Dr. Craig Wheaton made a motion to approve the Revised Executive Director Job Description to Change the Position Title to Superintendent.</p> <p>Elizabeth Wagner seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
<p>5. Governance</p>
<p>5.A. Board Calendar - November Board Meeting</p>
<p>Elizabeth Wagner made a motion to cancel the November 15, 2022 Board Meeting.</p> <p>Dr. Craig Wheaton seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
<p>5.B. Brown Act Training Date in December 2022</p>
<ul style="list-style-type: none"> Dr. Laurie Goodman provided an update on the plan for this year's Brown Act Training.
<p>5.C. Meeting Format</p>
<p>Dr. Sam Nofziger made a motion to hold all future Board meetings in a hybrid format.</p> <p>Elizabeth Wagner seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p>
<p>6. Closing Items</p>
<p>6.A. Board of Director Comments & Requests</p>
<ul style="list-style-type: none"> LCAP Reports for the four areas that scored a 3 in the self-reflection.
<p>6.B. Announcement of the Next Scheduled Board Meetings</p>
<p>Regular: December 13, 2022 at 6:00 PM</p>
<p>6.C. Adjourn Meeting</p>
<p>Dr. Monique Ouwinga-DeRuiter made a motion to adjourn the Board Meeting at 7:13 PM.</p> <p>Dr. Craig Wheaton seconded the motion.</p> <p>The board VOTED unanimously to approve the motion.</p> <p>There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:13 PM</p>

Respectfully Submitted,
Dr. Sam Nofziger

Prepared by:
Rhonda Duerksen

Noted by:

Board Secretary

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

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

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

Cover Sheet

October 2022 Financial Report

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

BACKGROUND:

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

RECOMMENDATION:

- Consider the approval of October Financials.

Monarch River Academy

October 2022 Financial Presentation

1st Interim Report

MONARCH RIVER - Highlights

- Enrollment at 1137 through October vs. 1245 Budgeted
- Revenue and Expenses both lower than budget
- Year-end surplus projected at \$981.8K vs. Budgeted Surplus of \$675.8K
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio ✓

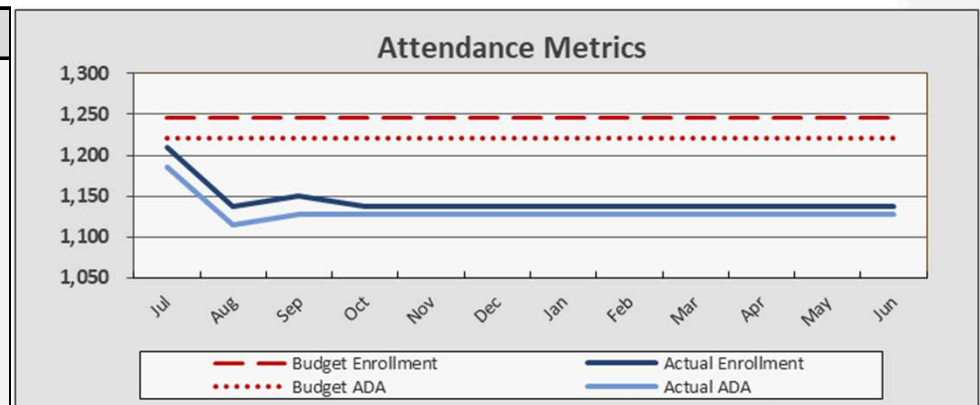
Cert.	Instr.
51.3%	85.3%
1,589,307	741,283

- 25:1 Pupil Teacher Ratio ✓

Pupil:Teacher Ratio
17.41 :1

Attendance & Data Metrics

Enrollment & Per Pupil Data			
	<u>Average</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	1144	1137	1245
ADA	1121	1114	1220
Attendance Rate	98.0%	98.0%	98.0%
Unduplicated %	43.4%	43.3%	43.3%
Revenue per ADA		\$12,610	\$11,727
Expenses per ADA		\$11,729	\$11,174



MONARCH RIVER - Revenue

- Lower overall revenue due to lower enrollment but more ESSER related Federal Revenue projected to be recognized this year.

Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 2,253,727	\$ 2,166,848
Federal Revenue	196,125	59,481
Other State Revenue	354,311	170,740
Other Local Revenue	484	-
Total Revenue	\$ 2,804,647	\$ 2,397,068

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 12,145,882	\$ 12,521,351	\$ (375,469)
618,274	459,073	159,201
1,286,673	1,328,170	(41,497)
484	-	484
\$ 14,051,314	\$ 14,308,594	\$ (257,280)

MONARCH RIVER - Expenses

- Lower expenses overall due to lower enrollment. Higher Operations Cost due to Higher General Insurance policy expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 1,849,115	\$ 1,679,653	\$ (169,463)	\$ 6,348,947	\$ 6,038,398	\$ (310,549)
Classified Salaries	64,794	46,363	(18,431)	160,302	139,089	(21,213)
Benefits	612,330	574,056	(38,274)	1,949,447	1,954,566	5,119
Books and Supplies	613,974	684,926	70,952	1,525,560	1,651,998	126,438
Subagreement Services	791,600	1,002,383	210,783	2,098,706	2,774,703	675,996
Operations	57,622	39,433	(18,189)	162,329	118,300	(44,029)
Facilities	-	-	-	-	-	-
Professional Services	189,576	229,625	40,049	775,868	910,460	134,592
Depreciation	16,107	15,096	(1,011)	48,323	45,288	(3,035)
Interest	-	-	-	-	-	-
Total Expenses	\$ 4,195,118	\$ 4,271,535	\$ 76,417	\$ 13,069,481	\$ 13,632,802	\$ 563,320

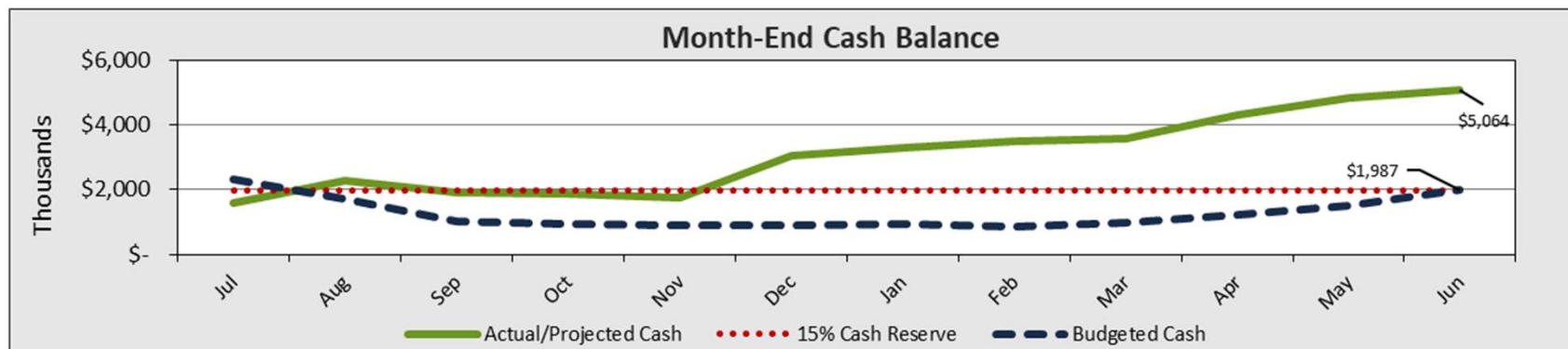
MONARCH RIVER - Fund Balance

- Projected current year-end surplus represents about 7.5% of annual expenses. ...
- Total Fund Surplus is projected to be 31.6% 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)	\$ (1,390,470)	\$ (1,874,467)	\$ 483,996	\$ 981,833	\$ 675,792	\$ 306,041
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>\$ 1,756,583</u>	<u>\$ 1,272,586</u>		<u>\$ 4,128,886</u>	<u>\$ 3,822,845</u>	
<i>As a % of Annual Expenses</i>	13.4%	9.3%		31.6%	28.0%	

MONARCH RIVER - Cash Balance

- No further factoring required
- 2 one-time Restricted Funds will be paid to school in full before end of year
- Year-end cash balance now projected to be \$5.06MM.



MONARCH RIVER – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Nov-15	Review and/or Update Non-Profit IRS Form 990 Policies - although not required, it is recommended to review these policies annually. 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
FINANCE	Dec-15	Annual Audit Review and Board Approval - Charter Schools are required to submit an independent audit report to the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by December 15 of each year.	Client with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/au/ag/submitaudittrpt.asp
DATA TEAM	Dec-16	CALPADS - Fall 1 Certification deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 1 data within CALPADS, which can impact a number of things, including LCFF funding, reclassified fluent-English proficient (RFEP) counts/rates, and A-G graduate counts.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/ds/sp/d/rptcalendar.asp
DATA TEAM	Set by Authorizer	Principal Apportionment P1 - The First Principal attendance period, designated P-1, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before December 31 of the FY, and is used by the CDE to compute the P-1 Apportionment. Attendance data collected within the P-1 reporting date range must be uploaded into the state's Principal Apportionment Data Collection portal.	Charter Impact with Client support	No	Yes	https://www.cde.ca.gov/fg/sf/pa/

MONARCH RIVER - Appendix

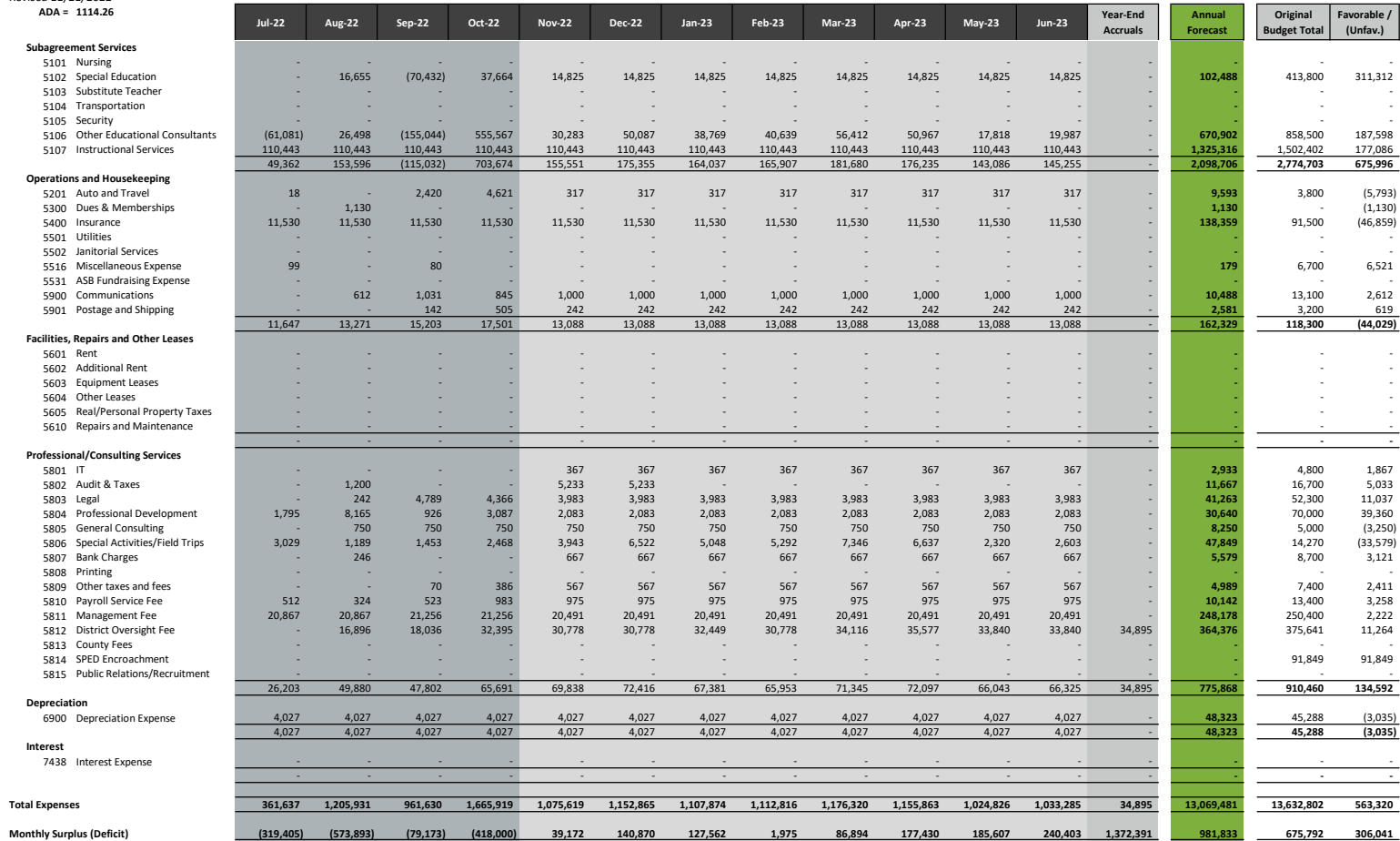
- Monthly Cash Flow / Forecast 22-23
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register – September & October 2022
- AP Aging – September & October 2022
- Compliance Report

Revised 11/21/2022
ADA = 1114.26

22 of 282

Revised 11/21/2022
ADA = 1114.26

ADA = 1114.26



Monthly Cash Flow/Forecast FY22-23

Revised 11/21/2022

ADA = 1114.26



Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Due To/From Related Parties

Prepaid Expenses

Other Assets

Accounts Payable

Accrued Expenses

Other Liabilities

Cash flows from investing activities

Purchases of Prop. And Equip.
Notes Receivable

Notes Receivable

Cash flows from financing activities

Proceeds from Factoring
Payments on Factoring

Payments on Factoring
Proceeds/(Payments) on Debt

Proceeds(Payments) on Debt

Total Change in Cash

Total Change in Cash

Cash, Beginning of Month

Cash, Beginning of Month

Cash, End of Month

Cash, End of Month

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)	(79,173)	(418,000)	39,172	140,870	127,562	1,975	86,894	177,430	185,607	240,403	1,372,39
4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	(1,407,28
181,476	1,031,446	(165,522)	75,096	-	536,420	356,351	-	536,420	356,351	-	-	-
104,576	29,828	(349,107)	149,106	(161,781)	605,379	(219,340)	193,039	-	-	-	-	-
(141,906)	(111,090)	119,983	44,012	-	-	-	-	-	-	-	-	-
(145,315)	(86,146)	103,280	114,577	-	-	-	-	-	-	-	-	-
(233,147)	401,019	20,606	33,509	-	-	-	-	-	-	-	-	34,89
195,357	(17,335)	(11,298)	(41,088)	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	(5,208)	-
(359,546)	672,648	(362,413)	(43,969)	(123,790)	1,281,488	263,392	193,833	85,713	712,669	540,777	239,222	-
1,964,025	1,604,480	2,277,128	1,914,715	1,870,746	1,746,956	3,028,444	3,291,836	3,485,669	3,571,382	4,284,051	4,824,828	-
1,604,480	2,277,128	1,914,715	1,870,746	1,746,956	3,028,444	3,291,836	3,485,669	3,571,382	4,284,051	4,824,828	5,064,050	-

Annual Forecast
981,833
48,323
1,500,752
351,699
-
(89,001)
-
21,292
221,987
125,637
-
-
-
(62,497)

Original Budget Total	Favorable / (Unfav.)
--------------------------	-------------------------

Cert.	Instr.
51.3%	85.3%
1,589,307	741,283

Pupil:Teacher Ratio
17.41

Monarch River Academy

Check Register

For the period ended September 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
14686	VOYA Financial FBO CalSTRS Pension2	9/1/2022	\$ 3,653.00
14687	Accrediting Commission for Schools	9/8/2022	1,130.00
14688	Activities for Learning Inc.	9/8/2022	372.22
14689	All About Learning Press, Inc.	9/8/2022	80.61
14690	America's Kids Inc.	9/8/2022	569.50
14691	Art of Problem Solving	9/8/2022	843.71
14692	Beautiful Feet Books, Inc.	9/8/2022	624.03
14693	Bitsbox	9/8/2022	86.85
14694	BookShark	9/8/2022	55.63
14695	Brave Writer LLC	9/8/2022	1,148.40
14696	Bright Thinker	9/8/2022	1,461.40
14697	Bullfrog Swim School Inc	9/8/2022	1,650.00
14698	ComputerLand of Silicon Valley	9/8/2022	2,500.00
14699	Don Johnston Incorporated	9/8/2022	194.40
14700	Elite Team Reedley LLC	9/8/2022	225.00
14701	Elizabeth Wagner	9/8/2022	250.00
14702	Evan-Moor	9/8/2022	962.18
14703	Generation Genius, Inc	9/8/2022	525.00
14704	GL Kenpo	9/8/2022	820.00
14705	HBCO LLC	9/8/2022	69.17
14706	Home Science Tools	9/8/2022	146.97
14707	Institute for Excellence in Writing	9/8/2022	270.24
14708	Jazz Fresno	9/8/2022	35.00
14709	Kathleen Atchley Tutor	9/8/2022	480.00
14710	KiwiCo, Inc	9/8/2022	3,086.56
14711	Lakeshore	9/8/2022	112.77
14712	Learning Without Tears	9/8/2022	64.32
14713	Little Passports	9/8/2022	168.93
14714	Logic of English	9/8/2022	553.01
14715	McRuffy Press LLC	9/8/2022	972.50
14716	Moving Beyond the Page	9/8/2022	429.49
14717	Peace Hill Press, Inc. dba Well Trained Mind Press	9/8/2022	20.20
14718	Rainbow Resource Center	9/8/2022	449.60
14719	Sam Nofziger	9/8/2022	250.00
14720	Singapore Math, Inc.	9/8/2022	57.96
14721	Steinway Piano Gallery Of Fresno	9/8/2022	840.00
14722	Studies Weekly	9/8/2022	194.81
14723	Teacher Synergy, LLC	9/8/2022	18.00
14724	Teaching Textbooks	9/8/2022	67.08
14725	Verizon Wireless	9/8/2022	400.10
14726	Yosemite Valley Charter School	9/8/2022	537.36
14727	Zaner-Bloser	9/8/2022	19.44
14728	Zoe Rebekah Pettitt	9/8/2022	600.00
14729	AT&T Mobility	9/13/2022	353.75
14730	Association of California School Administrators	9/14/2022	112.50
14731	Activities for Learning Inc.	9/15/2022	257.19
14732	All About Learning Press, Inc.	9/15/2022	486.04
14733	America's Kids Inc.	9/15/2022	368.75
14734	American Kids Sports Center	9/15/2022	448.00
14735	Art of Problem Solving	9/15/2022	192.00
14736	Beautiful Feet Books, Inc.	9/15/2022	518.38
14737	Boardable	9/15/2022	1,628.20
14739	BookShark	9/15/2022	10,274.15
14740	Brave Writer LLC	9/15/2022	456.95
14741	Brenda Myers	9/15/2022	125.00

Monarch River Academy

Check Register

For the period ended September 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
14742	Brian Hammons Piano	9/15/2022	240.00
14743	Bright Thinker	9/15/2022	357.23
14744	Central California Gymnastics Institute - CCGI	9/15/2022	660.75
14745	Colleen Snyder	9/15/2022	450.00
14746	Core Philosophy	9/15/2022	145.00
14747	Dance Arts	9/15/2022	325.00
14748	Denise Nicholes	9/15/2022	370.00
14749	Department of Justice	9/15/2022	32.00
14750	Discount School Supply	9/15/2022	259.94
14751	Evan-Moor	9/15/2022	310.42
14752	Generation Genius, Inc	9/15/2022	1,775.00
14753	History Unboxed LLC	9/15/2022	127.26
14754	Home Science Tools	9/15/2022	102.65
14755	Institute for Excellence in Writing	9/15/2022	1,439.87
14756	JackKris Publishing, LLC	9/15/2022	42.53
14757	Jazz Fresno	9/15/2022	35.00
14758	Jessica Knutson	9/15/2022	200.00
14759	Kathleen Atchley Tutor	9/15/2022	160.00
14760	Kids Edition	9/15/2022	215.00
14761	Kitchen Stewardship LLC	9/15/2022	149.95
14762	KiwiCo, Inc	9/15/2022	6,030.25
14763	Lakeshore	9/15/2022	214.72
14764	Learn Piano Live	9/15/2022	269.70
14765	Learning A-Z	9/15/2022	228.00
14766	Learning Without Tears	9/15/2022	93.38
14767	Little Passports	9/15/2022	168.12
14768	Logic of English	9/15/2022	239.59
14769	Math Crazy	9/15/2022	520.00
14770	McRuffy Press LLC	9/15/2022	789.40
14771	Michele Lafferre	9/15/2022	450.00
14772	Moving Beyond the Page	9/15/2022	12,712.26
14773	MoxieBox Art	9/15/2022	190.97
14774	N2Y, LLC	9/15/2022	8,576.11
14775	Nicole the Math Lady, LLC	9/15/2022	335.00
14776	Oak Meadow Inc.	9/15/2022	1,101.20
14777	Pacific Martial Arts	9/15/2022	400.00
14778	Peace Hill Press, Inc. dba Well Trained Mind Press	9/15/2022	290.95
14779	Playground Training Academy, LLC	9/15/2022	1,360.00
14780	Project Learn LLC	9/15/2022	4,200.00
14783	Rainbow Resource Center	9/15/2022	6,198.67
14784	Shirley Winters Ballet	9/15/2022	1,269.71
14785	Singapore Math, Inc.	9/15/2022	921.51
14786	Sona Atoyan	9/15/2022	100.00
14787	Steinway Piano Gallery Of Fresno	9/15/2022	140.00
14791	Studies Weekly	9/15/2022	3,563.49
14792	Susan Hancock	9/15/2022	630.00
14793	T-Mobile	9/15/2022	65.80
14794	Teacher Synergy, LLC	9/15/2022	448.72
14795	Teaching Textbooks	9/15/2022	514.80
14796	The Dance Studio 2	9/15/2022	128.00
14797	The Lampo Group, LLC	9/15/2022	83.51
14798	Thimble Sewciety	9/15/2022	175.00
14799	United Conservatory of Music	9/15/2022	320.00
14800	Yosemite Valley Charter School	9/15/2022	5,261.55
14801	VOYA Financial FBO CalSTRS Pension2	9/15/2022	3,653.00
14802	Activities for Learning Inc.	9/20/2022	107.25

Monarch River Academy

Check Register

For the period ended September 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
14803	All About Learning Press, Inc.	9/20/2022	232.42
14804	Andrea McKeever	9/20/2022	434.49
14805	Beautiful Feet Books, Inc.	9/20/2022	167.66
14806	Brave Writer LLC	9/20/2022	188.95
14807	Brian Hammons Piano	9/20/2022	100.00
14808	Bright Thinker	9/20/2022	838.95
14809	Children's Musical Theaterworks	9/20/2022	300.00
14810	Core Philosophy	9/20/2022	240.00
14811	Denise Nicholes	9/20/2022	35.00
14812	Dr Steven James	9/20/2022	380.00
14813	Dustin Arth	9/20/2022	200.00
14814	Generation Genius, Inc	9/20/2022	475.00
14815	Institute for Excellence in Writing	9/20/2022	385.59
14816	Jacquelyn Anderson	9/20/2022	55.00
14817	Jennifer McQuarrie	9/20/2022	253.00
14818	Kathleen Atchley Tutor	9/20/2022	360.00
14819	Kids Edition	9/20/2022	215.00
14820	Learning Without Tears	9/20/2022	65.21
14821	Logic of English	9/20/2022	205.25
14822	Moving Beyond the Page	9/20/2022	23.27
14823	Nayoung Ryoo	9/20/2022	560.00
14824	Nicolle Solorio	9/20/2022	383.63
14825	Peace Hill Press, Inc. dba Well Trained Mind Press	9/20/2022	120.65
14826	Playground Training Academy, LLC	9/20/2022	675.50
14829	Project Learn LLC	9/20/2022	15,000.00
14830	Reading Horizons	9/20/2022	13,083.40
14831	Sara Riley	9/20/2022	9.13
14832	Steinway Piano Gallery Of Fresno	9/20/2022	140.00
14833	Sylvan Learning	9/20/2022	640.00
14834	T-Mobile	9/20/2022	94.20
14835	Teacher Synergy, LLC	9/20/2022	360.72
14836	The Village	9/20/2022	460.00
14837	Timberdoodle.com	9/20/2022	8,194.59
14838	United Conservatory of Music	9/20/2022	480.00
14839	Yosemite Valley Charter School	9/20/2022	43,456.00
14840	All About Learning Press, Inc.	9/28/2022	11.37
14841	Alyssa Seifert	9/28/2022	248.13
14842	BookShark	9/28/2022	1,123.27
14843	Brian Hammons Piano	9/28/2022	350.00
14844	Brooklyn VanderVeen	9/28/2022	192.31
14845	CharterSafe	9/28/2022	13,035.15
14846	Craig Wheaton	9/28/2022	250.00
14847	Denise Nicholes	9/28/2022	70.00
14848	Dustin Arth	9/28/2022	200.00
14849	E-Therapy, LLC	9/28/2022	1,185.16
14850	Ellen Davison	9/28/2022	200.00
14851	Generation Genius, Inc	9/28/2022	425.00
14852	Goodfellow Occupational Therapy, Inc.	9/28/2022	840.00
14853	Growing Healthy Children Therapy Services, Inc.	9/28/2022	70.00
14854	Jacquelyn Anderson	9/28/2022	138.43
14855	Joelle Alexander O'Meara	9/28/2022	49.38
14856	Jonathan Quijas	9/28/2022	676.26
14857	Kathleen Atchley Tutor	9/28/2022	360.00
14858	Kids Edition	9/28/2022	285.00
14859	Learning A-Z	9/28/2022	1,375.00
14860	McColgan & Associates Inc	9/28/2022	271.25

Monarch River Academy

Check Register

For the period ended September 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
14861	Moving Beyond the Page	9/28/2022	42.21
14862	Nayoung Ryoo	9/28/2022	470.00
14863	Playground Training Academy, LLC	9/28/2022	517.00
14865	Project Learn LLC	9/28/2022	13,500.00
14866	Rainbow Resource Center	9/28/2022	52.28
14867	Sam Nofziger	9/28/2022	250.00
14868	Sara Riley	9/28/2022	21.63
14869	Sarah Sanchez	9/28/2022	250.00
14870	Singapore Math, Inc.	9/28/2022	558.22
14871	Sona Atoyan	9/28/2022	525.00
14872	Steinway Piano Gallery Of Fresno	9/28/2022	140.00
14873	Teacher Synergy, LLC	9/28/2022	132.42
14874	The Advantage Group	9/28/2022	3,715.12
14875	Transamerica	9/28/2022	376.41
14876	United Conservatory of Music	9/28/2022	160.00
14877	Wieser Educational	9/28/2022	74.50
14878	Yosemite Valley Charter School	9/28/2022	25,686.46
ACH	Divvy Pay	9/7/2022	19,897.79
ACH	Employment Development Department (EDD)	9/12/2022	2,123.13
ACH	Employment Development Department (EDD)	9/12/2022	17,027.98
ACH	Internal Revenue Service	9/12/2022	34,786.20
ACH	Divvy Pay	9/14/2022	21,425.91
ACH	Divvy Pay	9/21/2022	14,651.25
ACH	Employment Development Department (EDD)	9/22/2022	28.93
ACH	Internal Revenue Service	9/22/2022	163.84
ACH	Employment Development Department (EDD)	9/22/2022	180.61
ACH	Employment Development Department (EDD)	9/26/2022	393.38
ACH	Employment Development Department (EDD)	9/26/2022	16,187.93
ACH	Internal Revenue Service	9/26/2022	33,604.77
ACH	Divvy Pay	9/28/2022	15,265.32
ACH	Charter Impact, Inc.	9/8/2022	21,256.00
ACH	Charter Impact, Inc.	9/15/2022	522.75
ACH	Charter Impact, Inc.	9/20/2022	142.35
ACH	AATK2, LLC	9/23/2022	5,208.33

Total Disbursements in September **\$ 470,870.65**

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
42 Development LLC	6717	9/22/2022	10/22/2022	\$ 416	\$ -	\$ -	\$ -	\$ -	\$ 416
Activities for Learning Inc.	386577	9/6/2022	10/6/2022	347	-	-	-	-	347
All About Learning Press, Inc.	912853	9/6/2022	10/6/2022	54	-	-	-	-	54
All About Learning Press, Inc.	912941	9/8/2022	10/8/2022	211	-	-	-	-	211
All About Learning Press, Inc.	913071	9/14/2022	10/14/2022	83	-	-	-	-	83
All About Learning Press, Inc.	913192	9/20/2022	10/20/2022	123	-	-	-	-	123
All About Learning Press, Inc.	913242	9/21/2022	10/21/2022	123	-	-	-	-	123
Allard's Art Inc.	22-047121-01	9/6/2022	10/6/2022	35	-	-	-	-	35
Allard's Art Inc.	22-047124-01	1/6/2022	10/6/2022	35	-	-	-	-	35
Allard's Art Inc.	22-047128-01	9/6/2022	10/6/2022	35	-	-	-	-	35
Allard's Art Inc.	22-049504-01	9/16/2022	10/16/2022	224	-	-	-	-	224
America's Kids Inc.	22-031618-02	9/3/2022	10/3/2022	388	-	-	-	-	388
America's Kids Inc.	22-031620-02	9/3/2022	10/3/2022	388	-	-	-	-	388
America's Kids Inc.	22-034494-02	9/3/2022	10/3/2022	144	-	-	-	-	144
America's Kids Inc.	22-034842-01	9/3/2022	10/3/2022	112	-	-	-	-	112
America's Kids Inc.	22-035736-01	9/3/2022	10/3/2022	373	-	-	-	-	373
America's Kids Inc.	22-035739-01	9/9/2022	10/9/2022	142	-	-	-	-	142
America's Kids Inc.	22-035739-02	9/9/2022	10/9/2022	162	-	-	-	-	162
America's Kids Inc.	22-035916-01	9/3/2022	10/3/2022	101	-	-	-	-	101
America's Kids Inc.	22-036153-01	9/9/2022	10/9/2022	81	-	-	-	-	81
America's Kids Inc.	22-036222-01	9/9/2022	10/9/2022	81	-	-	-	-	81
America's Kids Inc.	22-037304-02	9/3/2022	10/3/2022	20	-	-	-	-	20
America's Kids Inc.	22-037394-02	9/3/2022	10/3/2022	261	-	-	-	-	261
America's Kids Inc.	22-037524-01	9/3/2022	10/3/2022	149	-	-	-	-	149
America's Kids Inc.	22-037981-01	9/9/2022	10/9/2022	75	-	-	-	-	75
America's Kids Inc.	22-037981-02	9/9/2022	10/9/2022	114	-	-	-	-	114
America's Kids Inc.	22-037981-03	9/9/2022	10/9/2022	114	-	-	-	-	114
America's Kids Inc.	22-037981-04	9/9/2022	10/9/2022	75	-	-	-	-	75
America's Kids Inc.	22-037987-01	9/9/2022	10/9/2022	81	-	-	-	-	81
America's Kids Inc.	22-037987-02	9/9/2022	10/9/2022	61	-	-	-	-	61
America's Kids Inc.	22-039648-01	9/3/2022	10/3/2022	50	-	-	-	-	50
America's Kids Inc.	22-039648-02	9/3/2022	10/3/2022	50	-	-	-	-	50

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
America's Kids Inc.	22-039649-01	9/3/2022	10/3/2022	50	-	-	-	-	50
America's Kids Inc.	22-039649-02	9/3/2022	10/3/2022	50	-	-	-	-	50
America's Kids Inc.	22-040683-02	9/3/2022	10/3/2022	101	-	-	-	-	101
America's Kids Inc.	22-041241-02	9/3/2022	10/3/2022	50	-	-	-	-	50
America's Kids Inc.	22-042743-01	9/9/2022	10/9/2022	61	-	-	-	-	61
America's Kids Inc.	22-046048-01	9/9/2022	10/9/2022	143	-	-	-	-	143
America's Kids Inc.	22-046251-01	9/9/2022	10/9/2022	81	-	-	-	-	81
America's Kids Inc.	22-047515-01	9/17/2022	10/17/2022	81	-	-	-	-	81
America's Kids Inc.	22-047518-01	9/17/2022	10/17/2022	81	-	-	-	-	81
America's Kids Inc.	22-047518-02	9/17/2022	10/17/2022	101	-	-	-	-	101
America's Kids Inc.	22-047519-01	9/17/2022	10/17/2022	114	-	-	-	-	114
America's Kids Inc.	22-048344-01	9/9/2022	10/9/2022	81	-	-	-	-	81
America's Kids Inc.	22-048635-01	9/17/2022	10/17/2022	91	-	-	-	-	91
America's Kids Inc.	22-048689-01	9/17/2022	10/17/2022	149	-	-	-	-	149
America's Kids Inc.	22-048690-01	9/17/2022	10/17/2022	149	-	-	-	-	149
America's Kids Inc.	22-048693-01	9/17/2022	10/17/2022	149	-	-	-	-	149
America's Kids Inc.	22-048948-01	9/17/2022	10/17/2022	101	-	-	-	-	101
America's Kids Inc.	22-050616-01	9/17/2022	10/17/2022	122	-	-	-	-	122
American Kids Sports Center	22-034992-01	9/9/2022	10/9/2022	202	-	-	-	-	202
American Kids Sports Center	22-037666-01	9/9/2022	10/9/2022	112	-	-	-	-	112
American Kids Sports Center	22-037666-02	9/9/2022	10/9/2022	90	-	-	-	-	90
American Kids Sports Center	22-045943-01	9/9/2022	10/9/2022	112	-	-	-	-	112
American Kids Sports Center	22-045944-01	9/9/2022	10/9/2022	90	-	-	-	-	90
American Kids Sports Center	22-047932-01	9/9/2022	10/9/2022	112	-	-	-	-	112
American Kids Sports Center	22-048726-01	9/9/2022	10/9/2022	112	-	-	-	-	112
American Kids Sports Center	22-050168-01	9/13/2022	10/13/2022	112	-	-	-	-	112
American Kids Sports Center	22-050288-01	9/13/2022	10/13/2022	112	-	-	-	-	112
American Kids Sports Center	22-052636-01	9/26/2022	10/26/2022	67	-	-	-	-	67
Andrew Carmona	22-031114-01	9/5/2022	10/5/2022	60	-	-	-	-	60
Andrew Carmona	22-031115-01	9/5/2022	10/5/2022	60	-	-	-	-	60
Andrew Carmona	22-031824-02	9/5/2022	10/5/2022	60	-	-	-	-	60
Andrew Carmona	22-031825-02	9/5/2022	10/5/2022	60	-	-	-	-	60
Andrew Carmona	22-041379-01	9/5/2022	10/5/2022	60	-	-	-	-	60
Andrew Carmona	22-041383-01	9/5/2022	10/5/2022	60	-	-	-	-	60
Andrew Carmona	22-041387-01	9/5/2022	10/5/2022	60	-	-	-	-	60
Andrew Carmona	22-045956-01	9/5/2022	10/5/2022	60	-	-	-	-	60
Andrew Carmona	22-045957-01	9/5/2022	10/5/2022	60	-	-	-	30 of 282	60

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Aspire Speech & Learning Center	22-030251-01	9/16/2022	10/16/2022	250	-	-	-	-	250
Aspire Speech & Learning Center	22-030251-02	9/16/2022	10/16/2022	250	-	-	-	-	250
Aspire Speech & Learning Center	22-030252-01	9/16/2022	10/16/2022	250	-	-	-	-	250
Aspire Speech & Learning Center	22-030252-02	9/16/2022	10/16/2022	125	-	-	-	-	125
Aspire Speech & Learning Center	22-030253-01	9/16/2022	10/16/2022	250	-	-	-	-	250
Aspire Speech & Learning Center	22-030253-02	9/16/2022	10/16/2022	125	-	-	-	-	125
Aspire Speech & Learning Center	22-036414-01	9/16/2022	10/16/2022	300	-	-	-	-	300
Av-STEM Alaska, Inc.	1397	9/23/2022	9/23/2022	-	98	-	-	-	98
Beautiful Feet Books, Inc.	18054	9/6/2022	10/6/2022	31	-	-	-	-	31
Beautiful Feet Books, Inc.	18113	9/7/2022	10/7/2022	27	-	-	-	-	27
Beautiful Feet Books, Inc.	18230	9/13/2022	10/13/2022	170	-	-	-	-	170
Beautiful Feet Books, Inc.	18250	9/14/2022	10/14/2022	243	-	-	-	-	243
Beautiful Feet Books, Inc.	18338	9/21/2022	10/21/2022	29	-	-	-	-	29
Beautiful Feet Books, Inc.	18339	9/21/2022	10/21/2022	40	-	-	-	-	40
Big Little Ones, LLC	3095	8/25/2022	8/25/2022	-	-	131	-	-	131
BookShark	BI0011405	8/26/2022	9/25/2022	-	910	-	-	-	910
BookShark	BI0011936	8/31/2022	9/30/2022	934	-	-	-	-	934
BookShark	BI0012313	9/6/2022	10/6/2022	9	-	-	-	-	9
BookShark	BI0012314	9/6/2022	10/6/2022	7	-	-	-	-	7
BookShark	BI0012322	9/2/2022	10/2/2022	8	-	-	-	-	8
BookShark	BI0012329	9/2/2022	10/2/2022	1,006	-	-	-	-	1,006
BookShark	BI0012407	9/2/2022	10/2/2022	1,043	-	-	-	-	1,043
BookShark	BI0014091	9/22/2022	10/22/2022	113	-	-	-	-	113
Break the Barriers, Inc.	22-032610-01	9/13/2022	10/13/2022	341	-	-	-	-	341
Break the Barriers, Inc.	22-032611-01	9/13/2022	10/13/2022	618	-	-	-	-	618
Break the Barriers, Inc.	22-032723-01	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-032723-02	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-032726-01	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-032728-01	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-032732-01	9/13/2022	10/13/2022	341	-	-	-	-	341
Break the Barriers, Inc.	22-032754-01	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-032757-01	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-032760-01	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-032765-01	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-033128-01	9/13/2022	10/13/2022	418	-	-	-	-	418
Break the Barriers, Inc.	22-033146-01	9/13/2022	10/13/2022	418	-	-	-	-	418
Break the Barriers, Inc.	22-033298-01	9/13/2022	10/13/2022	418	-	-	-	31 of 282	418

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Break the Barriers, Inc.	22-033298-02	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-033299-01	9/13/2022	10/13/2022	418	-	-	-	-	418
Break the Barriers, Inc.	22-033299-02	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-033304-01	9/13/2022	10/13/2022	418	-	-	-	-	418
Break the Barriers, Inc.	22-033324-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-033328-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-033378-01	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-033510-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-033511-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-033512-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-033732-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-033734-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034310-01	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034313-01	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034315-01	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034404-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034406-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034407-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034407-02	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034411-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034558-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034558-02	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034570-01	9/13/2022	10/13/2022	341	-	-	-	-	341
Break the Barriers, Inc.	22-034751-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034762-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034762-02	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034769-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034769-02	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-034772-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-035123-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-035795-01	9/13/2022	10/13/2022	341	-	-	-	-	341
Break the Barriers, Inc.	22-036055-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-036279-01	9/13/2022	10/13/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-036494-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-037511-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-038607-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-038608-01	9/22/2022	10/22/2022	328	-	-	-	32 of 282	328

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Break the Barriers, Inc.	22-040807-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-040810-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-040818-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-041615-01	9/22/2022	10/22/2022	418	-	-	-	-	418
Break the Barriers, Inc.	22-041858-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-042208-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-042210-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-046931-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-046986-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-047283-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-047379-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Break the Barriers, Inc.	22-047393-01	9/22/2022	10/22/2022	328	-	-	-	-	328
Brenda Myers	22-032011-02	9/2/2022	10/2/2022	100	-	-	-	-	100
Brenda Myers	22-032164-02	9/2/2022	10/2/2022	150	-	-	-	-	150
Brenda Myers	22-036577-02	9/2/2022	10/2/2022	100	-	-	-	-	100
Brenda Myers	22-036697-02	9/2/2022	10/2/2022	125	-	-	-	-	125
Brenda Myers	22-052033-01	9/26/2022	10/26/2022	100	-	-	-	-	100
Brian Hammons Piano	22-048266-01	9/10/2022	10/10/2022	160	-	-	-	-	160
Brian Hammons Piano	22-048277-01	9/10/2022	10/10/2022	160	-	-	-	-	160
Brian Hammons Piano	22-049330-01	9/15/2022	10/15/2022	150	-	-	-	-	150
Brian Hammons Piano	22-049331-01	9/15/2022	10/15/2022	150	-	-	-	-	150
Brian Hammons Piano	22-049333-01	9/15/2022	10/15/2022	150	-	-	-	-	150
Brian Hammons Piano	22-051864-01	9/23/2022	10/23/2022	80	-	-	-	-	80
Brian Hammons Piano	22-051872-01	9/23/2022	10/23/2022	80	-	-	-	-	80
Brian Hammons Piano	22-051874-01	9/23/2022	10/23/2022	80	-	-	-	-	80
Bright Thinker	SINV5243	9/7/2022	10/7/2022	124	-	-	-	-	124
Bright Thinker	SINV5293	9/12/2022	10/12/2022	357	-	-	-	-	357
Bright Thinker	SINV5303	9/12/2022	10/12/2022	357	-	-	-	-	357
Bungalow Lane ALC	22-047167-01	9/25/2022	10/25/2022	235	-	-	-	-	235
Bungalow Lane ALC	22-047168-01	9/25/2022	10/25/2022	235	-	-	-	-	235
Bungalow Lane ALC	22-047169-01	9/25/2022	10/25/2022	235	-	-	-	-	235
BYU Independent Study	DCE-00012399-B	9/4/2022	10/4/2022	525	-	-	-	-	525
California Dental Network inc	CALI090222-3916	9/2/2022	9/20/2022	-	(26)	-	-	-	(26)
Cen Cal Dance Academy	22-042117-01	9/16/2022	10/16/2022	112	-	-	-	-	112
Cen Cal Dance Academy	22-043285-01	9/16/2022	10/16/2022	112	-	-	-	-	112
Cen Cal Dance Academy	22-043433-01	9/16/2022	10/16/2022	460	-	-	-	-	460
Cen Cal Dance Academy	22-046817-01	9/16/2022	10/16/2022	156	-	-	-	33.of 282	156

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Central California Gymnastics Institute -	22-034916-01	9/23/2022	10/23/2022	80	-	-	-	-	80
Central California Gymnastics Institute -	22-034925-01	9/23/2022	10/23/2022	80	-	-	-	-	80
Central California Gymnastics Institute -	22-036571-02	9/23/2022	10/23/2022	80	-	-	-	-	80
Central California Gymnastics Institute -	22-036760-02	9/23/2022	10/23/2022	80	-	-	-	-	80
Central California Gymnastics Institute -	22-038489-01	9/23/2022	10/23/2022	80	-	-	-	-	80
Central California Gymnastics Institute -	22-038523-01	9/23/2022	10/23/2022	80	-	-	-	-	80
Central California Gymnastics Institute -	22-038525-01	9/23/2022	10/23/2022	80	-	-	-	-	80
Central California Gymnastics Institute -	22-038650-02	9/23/2022	10/23/2022	80	-	-	-	-	80
Central California Gymnastics Institute -	22-039071-01	9/23/2022	10/23/2022	80	-	-	-	-	80
Central California Gymnastics Institute -	22-042276-01	9/23/2022	10/23/2022	80	-	-	-	-	80
Central California Gymnastics Institute -	22-042813-01	9/23/2022	10/23/2022	80	-	-	-	-	80
Central California Gymnastics Institute -	22-043995-02	9/23/2022	10/23/2022	80	-	-	-	-	80
Central California Gymnastics Institute -	22-045964-01	9/23/2022	10/23/2022	72	-	-	-	-	72
Central California Gymnastics Institute -	22-045966-01	9/23/2022	10/23/2022	80	-	-	-	-	80
Central California Gymnastics Institute -	22-048817-01	9/23/2022	10/23/2022	80	-	-	-	-	80
Clovis Crossfire	22-032472-01	9/15/2022	10/15/2022	195	-	-	-	-	195
Clovis Crossfire	22-032472-02	9/15/2022	10/15/2022	195	-	-	-	-	195
Colleen Snyder	22-031101-01	9/15/2022	10/15/2022	225	-	-	-	-	225
Colleen Snyder	22-038595-01	9/15/2022	10/15/2022	240	-	-	-	-	240
Colleen Snyder	22-038595-02	9/15/2022	10/15/2022	25	-	-	-	-	25
Colleen Snyder	22-038595-03	9/15/2022	10/15/2022	240	-	-	-	-	240
Colleen Snyder	22-038595-04	9/15/2022	10/15/2022	45	-	-	-	-	45
Colleen Snyder	22-038598-01	9/15/2022	10/15/2022	180	-	-	-	-	180
Colleen Snyder	22-038598-02	9/15/2022	10/15/2022	180	-	-	-	-	180
Colleen Snyder	22-040833-01	9/15/2022	10/15/2022	120	-	-	-	-	120
Colleen Snyder	22-049429-01	9/15/2022	10/15/2022	30	-	-	-	-	30
Dance Arts	22-035368-02	9/7/2022	10/7/2022	55	-	-	-	-	55
Dance Arts	22-035418-02	9/7/2022	10/7/2022	70	-	-	-	-	70
Dance Arts	22-038491-01	9/7/2022	10/7/2022	55	-	-	-	-	55
Dance Arts	22-042576-01	9/7/2022	10/7/2022	70	-	-	-	-	70
Dance Arts	22-044528-01	9/7/2022	10/7/2022	20	-	-	-	-	20
Dance Arts	22-044528-02	9/7/2022	10/7/2022	70	-	-	-	-	70
Dance Arts	22-047132-01	9/7/2022	10/7/2022	55	-	-	-	-	55
Effectual Educational Consulting Service	8816	6/30/2022	7/30/2022	-	-	-	1,870	-	1,870
Effectual Educational Consulting Service	9121	8/31/2022	9/30/2022	1,040	-	-	-	-	1,040
Elemental Science	IN-4905	9/29/2022	10/29/2022	60	-	-	-	-	60
Evan-Moor	INV353845	9/7/2022	10/7/2022	40	-	-	-	34	40

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Evan-Moor	INV354163	9/12/2022	10/12/2022	18	-	-	-	-	18
Evan-Moor	INV354854	9/14/2022	10/14/2022	43	-	-	-	-	43
Fresno Music Academy & Arts	22-032052-01	9/2/2022	10/2/2022	144	-	-	-	-	144
Fresno Music Academy & Arts	22-032054-01	9/2/2022	10/2/2022	144	-	-	-	-	144
Fresno Music Academy & Arts	22-032056-01	9/2/2022	10/2/2022	144	-	-	-	-	144
Fresno Music Academy & Arts	22-034999-01	9/2/2022	10/2/2022	144	-	-	-	-	144
Fresno Music Academy & Arts	22-035001-01	9/2/2022	10/2/2022	144	-	-	-	-	144
Fresno Music Academy & Arts	22-037985-01	9/2/2022	10/2/2022	144	-	-	-	-	144
Fresno Music Academy & Arts	22-037990-01	9/2/2022	10/2/2022	144	-	-	-	-	144
Fresno State	22-042441-01	9/14/2022	10/14/2022	350	-	-	-	-	350
Fresno State	22-042858-01	9/14/2022	10/14/2022	350	-	-	-	-	350
Fresno State	22-043081-01	9/14/2022	10/14/2022	350	-	-	-	-	350
Generation Genius, Inc	GG129318-R1	9/9/2022	10/9/2022	125	-	-	-	-	125
Generation Genius, Inc	GG131852-R1	8/16/2022	9/15/2022	-	125	-	-	-	125
Generation Genius, Inc	GG145405	9/7/2022	10/7/2022	175	-	-	-	-	175
Generation Genius, Inc	GG146205	9/9/2022	10/9/2022	175	-	-	-	-	175
Generation Genius, Inc	GG149044	9/19/2022	10/19/2022	175	-	-	-	-	175
Generation Genius, Inc	GG149946	9/21/2022	10/21/2022	175	-	-	-	-	175
Generation Genius, Inc	GG150295	9/22/2022	10/22/2022	125	-	-	-	-	125
Grace Note Music Studio	22-038478-01	9/20/2022	10/20/2022	120	-	-	-	-	120
Grace Note Music Studio	22-040443-01	9/20/2022	10/20/2022	80	-	-	-	-	80
Grace Note Music Studio	22-040443-02	9/20/2022	10/20/2022	120	-	-	-	-	120
Grace Note Music Studio	22-040444-01	9/20/2022	10/20/2022	80	-	-	-	-	80
Grace Note Music Studio	22-040444-02	9/20/2022	10/20/2022	120	-	-	-	-	120
Grace Note Music Studio	22-040445-01	9/20/2022	10/20/2022	80	-	-	-	-	80
Grace Note Music Studio	22-040445-02	9/20/2022	10/20/2022	120	-	-	-	-	120
Grace Note Music Studio	22-040997-01	9/20/2022	10/20/2022	160	-	-	-	-	160
Grace Note Music Studio	22-044531-01	9/20/2022	10/20/2022	160	-	-	-	-	160
Grace Note Music Studio	22-046213-01	9/20/2022	10/20/2022	200	-	-	-	-	200
Grace Note Music Studio	22-049267-01	9/20/2022	10/20/2022	160	-	-	-	-	160
Grace Note Music Studio	22-049269-01	9/20/2022	10/20/2022	160	-	-	-	-	160
Grace Note Music Studio	22-049271-01	9/20/2022	10/20/2022	160	-	-	-	-	160
Grace Note Music Studio	22-050643-01	9/20/2022	10/20/2022	60	-	-	-	-	60
Guido's Martial Arts Academy	22-031062-02	9/12/2022	10/12/2022	229	-	-	-	-	229
Guido's Martial Arts Academy	22-046871-01	9/12/2022	10/12/2022	169	-	-	-	-	169
Gymnastics Beat	22-046445-01	9/20/2022	10/20/2022	112	-	-	-	-	112
H4B Team LLC	3490	9/21/2022	10/21/2022	151	-	-	-	35.of 282	151

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
HBCO LLC	1318238	9/11/2022	10/11/2022	35	-	-	-	-	35
History Unboxed LLC	wc-15513HU	9/13/2022	10/13/2022	68	-	-	-	-	68
Hooked on Phonics	HOP149	9/8/2022	10/8/2022	236	-	-	-	-	236
Institute for Excellence in Writing	940487	9/2/2022	10/2/2022	85	-	-	-	-	85
Institute for Excellence in Writing	940679	9/7/2022	10/2/2022	174	-	-	-	-	174
Institute for Excellence in Writing	940684	9/7/2022	10/2/2022	220	-	-	-	-	220
Institute for Excellence in Writing	943483	9/7/2022	10/7/2022	38	-	-	-	-	38
Institute for Excellence in Writing	944632	9/12/2022	10/9/2022	488	-	-	-	-	488
Institute for Excellence in Writing	947266	9/16/2022	10/15/2022	38	-	-	-	-	38
Institute for Excellence in Writing	947531	9/19/2022	10/16/2022	326	-	-	-	-	326
Institute for Excellence in Writing	949548	9/26/2022	10/26/2022	38	-	-	-	-	38
Jazz Fresno	22-032172-02	9/2/2022	10/2/2022	140	-	-	-	-	140
Jazz Fresno	22-032667-03	9/2/2022	10/2/2022	175	-	-	-	-	175
Jessica Knutson	22-032522-01	9/2/2022	10/2/2022	250	-	-	-	-	250
Jessica Knutson	22-032523-01	9/2/2022	10/2/2022	125	-	-	-	-	125
Jessica Knutson	22-042596-01	9/2/2022	10/2/2022	200	-	-	-	-	200
Jessica Knutson	22-043090-01	9/2/2022	10/2/2022	100	-	-	-	-	100
Jessica Knutson	22-045600-01	9/2/2022	10/2/2022	125	-	-	-	-	125
Jessica Knutson	22-046389-01	9/2/2022	10/2/2022	125	-	-	-	-	125
Jessica Knutson	22-046949-01	9/11/2022	10/11/2022	75	-	-	-	-	75
Jessica Knutson	22-046954-01	9/11/2022	10/11/2022	75	-	-	-	-	75
Jessica Knutson	22-047236-01	9/11/2022	10/11/2022	100	-	-	-	-	100
Jessica Knutson	22-050342-01	9/21/2022	10/21/2022	100	-	-	-	-	100
Jessica Knutson	22-050345-01	9/21/2022	10/21/2022	100	-	-	-	-	100
Joanie Hathaway	22-050621-01	9/14/2022	10/14/2022	440	-	-	-	-	440
Just Dance	22-035792-01	9/18/2022	10/18/2022	65	-	-	-	-	65
Just Dance	22-036280-01	9/18/2022	10/18/2022	65	-	-	-	-	65
Just Dance	22-041547-01	9/18/2022	10/18/2022	65	-	-	-	-	65
Kathleen Atchley Tutor	22-047942-01	9/12/2022	10/12/2022	320	-	-	-	-	320
Kathleen Atchley Tutor	22-048233-01	9/12/2022	10/12/2022	320	-	-	-	-	320
Katie Verrue	22-046392-01	9/5/2022	10/5/2022	150	-	-	-	-	150
Katie Verrue	22-046394-01	9/5/2022	10/5/2022	150	-	-	-	-	150
Kevin Freeman	22-041535-01	9/5/2022	10/5/2022	825	-	-	-	-	825
Kevin Freeman	22-045442-01	9/5/2022	10/5/2022	630	-	-	-	-	630
Kevin Freeman	22-045447-01	9/5/2022	10/5/2022	630	-	-	-	-	630
Kids Edition	22-049828-01	9/20/2022	10/20/2022	70	-	-	-	-	70
Kids Immersion LLC	3821	9/8/2022	10/8/2022	109	-	-	-	36.of 282	109

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Kimberly Schapansky	22-046201-01	9/2/2022	10/2/2022	105	-	-	-	-	105
Kimberly Schapansky	22-046202-01	9/2/2022	10/2/2022	105	-	-	-	-	105
Kings Art Center	22-037549-01	9/22/2022	10/22/2022	84	-	-	-	-	84
Kings Art Center	22-037552-01	9/22/2022	10/22/2022	84	-	-	-	-	84
Kings Art Center	22-047565-01	9/22/2022	10/22/2022	60	-	-	-	-	60
KiwiCo, Inc	478	8/31/2022	10/15/2022	5,567	-	-	-	-	5,567
KiwiCo, Inc	514	9/15/2022	10/30/2022	4,079	-	-	-	-	4,079
Kumon Math and Reading Center of Fre	22-035859-01	9/8/2022	10/8/2022	840	-	-	-	-	840
Kumon Math and Reading Center of Fre	22-035863-01	9/8/2022	10/8/2022	840	-	-	-	-	840
Lakeshore	458086090622	9/6/2022	10/6/2022	27	-	-	-	-	27
Lakeshore	472029091422	9/14/2022	10/14/2022	4	-	-	-	-	4
Lakeshore	472030091422	9/14/2022	10/14/2022	4	-	-	-	-	4
Lakeshore	496683091422	9/14/2022	10/14/2022	227	-	-	-	-	227
Lakeshore	499676091522	9/15/2022	10/15/2022	409	-	-	-	-	409
Law Offices of Young, Minney & Corr LL	78652	9/21/2022	10/21/2022	4,536	-	-	-	-	4,536
Learning Without Tears	INV157611	9/2/2022	10/2/2022	38	-	-	-	-	38
Learning Without Tears	INV158339	9/9/2022	10/9/2022	20	-	-	-	-	20
Learning Without Tears	INV158372	9/9/2022	10/9/2022	78	-	-	-	-	78
Learning Without Tears	INV158409	9/9/2022	10/9/2022	98	-	-	-	-	98
Learning Without Tears	INV158421	9/9/2022	10/9/2022	55	-	-	-	-	55
Learning Without Tears	INV158802	9/14/2022	10/14/2022	20	-	-	-	-	20
Learning Without Tears	INV158815	9/14/2022	10/14/2022	20	-	-	-	-	20
Learning Without Tears	INV158854	9/14/2022	10/14/2022	33	-	-	-	-	33
Learning Without Tears	INV158938	9/14/2022	10/14/2022	20	-	-	-	-	20
Learning Without Tears	INV158991	9/14/2022	10/14/2022	20	-	-	-	-	20
Learning Without Tears	INV159679	9/20/2022	10/20/2022	20	-	-	-	-	20
LEGO Education	1190521608	9/2/2022	11/1/2022	146	-	-	-	-	146
Little Passports	IN-0000993117	9/9/2022	10/9/2022	214	-	-	-	-	214
Lori Pope	22-036244-01	9/4/2022	10/4/2022	110	-	-	-	-	110
Lori Pope	22-036246-01	9/4/2022	10/4/2022	110	-	-	-	-	110
Lori Pope	22-036249-01	9/4/2022	10/4/2022	110	-	-	-	-	110
Math Crazy	22-046498-01	9/2/2022	10/2/2022	130	-	-	-	-	130
Math Crazy	22-046500-01	9/2/2022	10/2/2022	130	-	-	-	-	130
Math Crazy	22-049728-01	9/12/2022	10/12/2022	390	-	-	-	-	390
Math Crazy	22-049729-01	9/12/2022	10/12/2022	390	-	-	-	-	390
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	-	-	-	37 of 282	175

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
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
Math-U-See Inc.	0790040-IN	8/30/2022	10/29/2022	64	-	-	-	-	64
Math-U-See Inc.	0791705-IN	9/6/2022	11/5/2022	67	-	-	-	-	67
Math-U-See Inc.	0791706-IN	9/6/2022	11/5/2022	67	-	-	-	-	67
Math-U-See Inc.	0791721-IN	9/6/2022	11/5/2022	128	-	-	-	-	128
Math-U-See Inc.	0794455-IN	9/13/2022	11/12/2022	171	-	-	-	-	171
Math-U-See Inc.	0795127-IN	9/15/2022	11/14/2022	67	-	-	-	-	67
Math-U-See Inc.	0795390-IN	9/16/2022	11/15/2022	67	-	-	-	-	67
Math-U-See Inc.	0797059-IN	9/26/2022	11/25/2022	235	-	-	-	-	235
Mathnasium of North Fresno	22-047500-01	9/8/2022	10/8/2022	329	-	-	-	-	329
McRuffy Press LLC	7198	9/16/2022	10/16/2022	30	-	-	-	-	30
McRuffy Press LLC	7200	9/16/2022	10/16/2022	218	-	-	-	-	218
McRuffy Press LLC	7201	9/16/2022	10/16/2022	188	-	-	-	-	188
Melanie Sweet	22-031185-01	9/2/2022	10/2/2022	235	-	-	-	-	235
Melanie Sweet	22-044903-01	9/2/2022	10/2/2022	160	-	-	-	-	160
Michele Lafferre	22-042021-02	9/2/2022	10/2/2022	35	-	-	-	-	35
Michele Lafferre	22-043063-02	9/2/2022	10/2/2022	35	-	-	-	-	35
Michele Lafferre	22-043064-02	9/2/2022	10/2/2022	20	-	-	-	-	20
Michele Lafferre	22-047172-01	9/7/2022	10/7/2022	245	-	-	-	-	245
Michele Lafferre	22-047335-01	9/7/2022	10/7/2022	455	-	-	-	-	455
Michele Lafferre	22-047338-01	9/7/2022	10/7/2022	455	-	-	-	-	455
Michele Lafferre	22-047340-01	9/7/2022	10/7/2022	260	-	-	-	-	260
Michele Lafferre	22-050153-01	9/14/2022	10/14/2022	175	-	-	-	-	175
MicroAge	2229596	9/4/2022	10/4/2022	1,415	-	-	-	-	1,415
Moving Beyond the Page	272991	9/6/2022	10/6/2022	194	-	-	-	-	194
Moving Beyond the Page	273254	9/9/2022	10/9/2022	512	-	-	-	-	512
Moving Beyond the Page	273257	9/9/2022	10/9/2022	191	-	-	-	-	191
Moving Beyond the Page	273264	9/9/2022	10/9/2022	513	-	-	-	-	513
Moving Beyond the Page	273266	9/9/2022	10/9/2022	597	-	-	-	-	597
Moving Beyond the Page	273549	9/14/2022	10/14/2022	765	-	-	-	-	765
Moving Beyond the Page	273571	9/14/2022	10/14/2022	1,060	-	-	-	-	1,060
Moving Beyond the Page	273585	9/14/2022	10/14/2022	195	-	-	-	-	195
Moving Beyond the Page	273658	9/16/2022	10/16/2022	766	-	-	-	38 of 282	766

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Moving Beyond the Page	273707	9/19/2022	10/19/2022	508	-	-	-	-	508
Moving Beyond the Page	273755	9/19/2022	10/19/2022	347	-	-	-	-	347
Moving Beyond the Page	273943	9/23/2022	10/23/2022	516	-	-	-	-	516
Moving Beyond the Page	274018	9/26/2022	10/26/2022	377	-	-	-	-	377
MoxieBox Art	9150	9/12/2022	10/12/2022	191	-	-	-	-	191
Nessy Learning LLC	NESUS4743	9/14/2022	10/14/2022	110	-	-	-	-	110
Nessy Learning LLC	NESUS4745	9/14/2022	10/14/2022	176	-	-	-	-	176
Nicole Medeiros	22-046368-01	9/2/2022	10/2/2022	55	-	-	-	-	55
Nicole Medeiros	22-046369-01	9/2/2022	10/2/2022	55	-	-	-	-	55
Nicole Medeiros	22-046372-01	9/2/2022	10/2/2022	55	-	-	-	-	55
Nicole Medeiros	22-046376-01	9/2/2022	10/2/2022	55	-	-	-	-	55
Nicole the Math Lady, LLC	5331	9/10/2022	10/10/2022	59	-	-	-	-	59
Nicole the Math Lady, LLC	5332	9/10/2022	10/10/2022	59	-	-	-	-	59
Nicole the Math Lady, LLC	5475	9/22/2022	10/22/2022	129	-	-	-	-	129
Ocean First Education	2022-2209	9/8/2022	10/8/2022	20	-	-	-	-	20
Outschool, Inc.	12345706708	9/19/2022	10/19/2022	40	-	-	-	-	40
Outschool, Inc.	12345706709	9/19/2022	10/19/2022	24	-	-	-	-	24
Outschool, Inc.	12345706711	9/19/2022	10/19/2022	60	-	-	-	-	60
Outschool, Inc.	12345707124	9/26/2022	10/26/2022	66	-	-	-	-	66
Outschool, Inc.	12345707125	9/26/2022	10/26/2022	72	-	-	-	-	72
Pacific Martial Arts	22-032097-02	9/12/2022	10/12/2022	150	-	-	-	-	150
Pacific Martial Arts	22-032125-02	9/12/2022	10/12/2022	150	-	-	-	-	150
Pacific Martial Arts	22-038676-01	9/12/2022	10/12/2022	150	-	-	-	-	150
Pacific Martial Arts	22-038678-01	9/12/2022	10/12/2022	150	-	-	-	-	150
Pacific Martial Arts	22-038680-01	9/12/2022	10/12/2022	150	-	-	-	-	150
Pacific Martial Arts	22-038684-01	9/12/2022	10/12/2022	150	-	-	-	-	150
Pacific Martial Arts	22-038848-01	9/12/2022	10/12/2022	150	-	-	-	-	150
Pacific Martial Arts	22-038853-01	9/12/2022	10/12/2022	150	-	-	-	-	150
Pacific Martial Arts	22-041354-01	9/12/2022	10/12/2022	150	-	-	-	-	150
Pacific Martial Arts	22-041461-01	9/12/2022	10/12/2022	150	-	-	-	-	150
Peace Hill Press, Inc. dba Well Trained N	55764	9/2/2022	10/2/2022	91	-	-	-	-	91
Playground Training Academy, LLC	22-036479-02	9/16/2022	10/16/2022	40	-	-	-	-	40
Playground Training Academy, LLC	22-044508-01	9/7/2022	10/7/2022	110	-	-	-	-	110
Playground Training Academy, LLC	22-048092-01	9/7/2022	10/7/2022	230	-	-	-	-	230
Playground Training Academy, LLC	22-048460-01	9/7/2022	10/7/2022	210	-	-	-	-	210
Playground Training Academy, LLC	22-048471-01	9/8/2022	10/8/2022	110	-	-	-	-	110
Progression Gymnastics LLC	22-040446-01	9/12/2022	10/12/2022	75	-	-	-	39	75

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Progression Gymnastics LLC	22-040447-01	9/12/2022	10/12/2022	75	-	-	-	-	75
Progression Gymnastics LLC	22-040448-01	9/12/2022	10/12/2022	75	-	-	-	-	75
Progression Gymnastics LLC	22-048905-01	9/12/2022	10/12/2022	75	-	-	-	-	75
Progression Gymnastics LLC	22-048906-01	9/12/2022	10/12/2022	75	-	-	-	-	75
Progression Gymnastics LLC	22-048907-01	9/12/2022	10/12/2022	75	-	-	-	-	75
Project Learn LLC	22-039556-01	9/1/2022	10/1/2022	300	-	-	-	-	300
Project Learn LLC	22-039706-01	9/1/2022	10/1/2022	300	-	-	-	-	300
Project Learn LLC	22-041977-01	9/1/2022	10/1/2022	300	-	-	-	-	300
Project Learn LLC	22-041980-01	9/1/2022	10/1/2022	300	-	-	-	-	300
Project Learn LLC	22-042068-01	9/1/2022	10/1/2022	300	-	-	-	-	300
Project Learn LLC	22-042851-01	9/1/2022	10/1/2022	300	-	-	-	-	300
Project Learn LLC	22-042853-01	9/1/2022	10/1/2022	300	-	-	-	-	300
Project Learn LLC	22-043484-01	9/1/2022	10/1/2022	300	-	-	-	-	300
Project Learn LLC	22-044197-01	9/1/2022	10/1/2022	300	-	-	-	-	300
Project Learn LLC	22-044506-01	9/2/2022	10/2/2022	300	-	-	-	-	300
Project Learn LLC	22-046137-01	9/1/2022	10/1/2022	300	-	-	-	-	300
Project Learn LLC	22-046340-01	9/2/2022	10/2/2022	300	-	-	-	-	300
Project Learn LLC	22-046634-01	9/1/2022	10/1/2022	300	-	-	-	-	300
Project Learn LLC	22-046862-01	9/7/2022	10/7/2022	300	-	-	-	-	300
Project Learn LLC	22-047123-01	9/7/2022	10/7/2022	300	-	-	-	-	300
Project Learn LLC	22-048197-01	9/7/2022	10/7/2022	300	-	-	-	-	300
Project Learn LLC	22-048848-01	9/9/2022	10/9/2022	300	-	-	-	-	300
Project Learn LLC	22-049020-01	9/9/2022	10/9/2022	300	-	-	-	-	300
Project Learn LLC	22-049024-01	9/12/2022	10/12/2022	300	-	-	-	-	300
Project Learn LLC	22-049641-01	9/14/2022	10/14/2022	300	-	-	-	-	300
Project Learn LLC	22-049643-01	9/14/2022	10/14/2022	300	-	-	-	-	300
Project Learn LLC	22-049978-01	9/14/2022	10/14/2022	300	-	-	-	-	300
Project Learn LLC	22-050439-01	9/14/2022	10/14/2022	300	-	-	-	-	300
Rainbow Resource Center	3865014	9/2/2022	10/2/2022	103	-	-	-	-	103
Rainbow Resource Center	3865150	9/2/2022	10/2/2022	24	-	-	-	-	24
Rainbow Resource Center	3865157	9/2/2022	10/2/2022	46	-	-	-	-	46
Rainbow Resource Center	3866545	9/6/2022	10/6/2022	50	-	-	-	-	50
Rainbow Resource Center	3869975	9/6/2022	10/6/2022	17	-	-	-	-	17
Rainbow Resource Center	3869979	9/7/2022	10/7/2022	17	-	-	-	-	17
Rainbow Resource Center	3869998	9/7/2022	10/7/2022	486	-	-	-	-	486
Rainbow Resource Center	3870001	9/7/2022	10/7/2022	23	-	-	-	-	23
Rainbow Resource Center	3870871	9/8/2022	10/8/2022	122	-	-	-	40.of 282	122

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rainbow Resource Center	3871078	9/8/2022	10/8/2022	45	-	-	-	-	45
Rainbow Resource Center	3871079	9/8/2022	10/8/2022	45	-	-	-	-	45
Rainbow Resource Center	3871089	9/8/2022	10/8/2022	104	-	-	-	-	104
Rainbow Resource Center	3871091	9/8/2022	10/8/2022	104	-	-	-	-	104
Rainbow Resource Center	3871482	9/8/2022	10/8/2022	104	-	-	-	-	104
Rainbow Resource Center	3873090	9/9/2022	10/9/2022	72	-	-	-	-	72
Rainbow Resource Center	3873094	9/9/2022	10/9/2022	72	-	-	-	-	72
Rainbow Resource Center	3873226	9/9/2022	10/9/2022	68	-	-	-	-	68
Rainbow Resource Center	3874954	9/12/2022	10/12/2022	42	-	-	-	-	42
Rainbow Resource Center	3875029	9/12/2022	10/12/2022	125	-	-	-	-	125
Rainbow Resource Center	3875035	9/12/2022	10/12/2022	31	-	-	-	-	31
Rainbow Resource Center	3875037	9/12/2022	10/12/2022	36	-	-	-	-	36
Rainbow Resource Center	3875038	9/12/2022	10/12/2022	58	-	-	-	-	58
Rainbow Resource Center	3876186	9/13/2022	10/13/2022	72	-	-	-	-	72
Rainbow Resource Center	3879700	9/15/2022	10/15/2022	34	-	-	-	-	34
Rainbow Resource Center	3881820	9/19/2022	10/19/2022	142	-	-	-	-	142
Rainbow Resource Center	3882789	9/20/2022	10/20/2022	23	-	-	-	-	23
Rainbow Resource Center	3883295	9/20/2022	10/20/2022	70	-	-	-	-	70
Rainbow Resource Center	3884390	9/21/2022	10/21/2022	52	-	-	-	-	52
Rainbow Resource Center	3886158	9/22/2022	10/22/2022	139	-	-	-	-	139
Rainbow Resource Center	3886410	9/23/2022	10/23/2022	216	-	-	-	-	216
Rebecca Balakian	22-031724-01	9/16/2022	10/16/2022	55	-	-	-	-	55
Rebecca Balakian	22-031725-01	9/16/2022	10/16/2022	55	-	-	-	-	55
Rebecca Balakian	22-031726-01	9/16/2022	10/16/2022	55	-	-	-	-	55
Rebecca Balakian	22-031946-01	9/16/2022	10/16/2022	110	-	-	-	-	110
Rebecca Balakian	22-032302-01	9/16/2022	10/16/2022	110	-	-	-	-	110
Rich Oliver Racing, Inc.	22-040630-01	9/19/2022	10/19/2022	349	-	-	-	-	349
Robert Melendez	2124	9/5/2022	10/5/2022	120	-	-	-	-	120
Robert Melendez	2125	9/5/2022	10/5/2022	120	-	-	-	-	120
Robert Melendez	2158	9/19/2022	10/19/2022	120	-	-	-	-	120
Sandra Torosian	22-046708-01	9/23/2022	10/23/2022	120	-	-	-	-	120
School House Discoveries LLC	1019	9/15/2022	10/15/2022	407	-	-	-	-	407
Shirley Winters Ballet	22-035298-02	9/14/2022	10/14/2022	125	-	-	-	-	125
Shirley Winters Ballet	22-039491-01	9/14/2022	10/14/2022	58	-	-	-	-	58
Shirley Winters Ballet	22-046203-01	9/14/2022	10/14/2022	400	-	-	-	-	400
Shirley Winters Ballet	22-046204-01	9/14/2022	10/14/2022	253	-	-	-	-	253
Shirley Winters Ballet	22-046206-01	9/14/2022	10/14/2022	253	-	-	-	41 of 282	253

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Shirley Winters Ballet	22-046414-01	9/14/2022	10/14/2022	64	-	-	-	-	64
Singapore Math, Inc.	S244190	9/1/2022	10/1/2022	57	-	-	-	-	57
Singapore Math, Inc.	S245723	9/8/2022	10/8/2022	149	-	-	-	-	149
Singapore Math, Inc.	S246154	9/12/2022	10/12/2022	198	-	-	-	-	198
Singapore Math, Inc.	S246510	9/13/2022	10/13/2022	42	-	-	-	-	42
SpiritHorse Connections	22-049678-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-049679-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-049681-01	9/22/2022	10/22/2022	375	-	-	-	-	375
SpiritHorse Connections	22-049682-01	9/22/2022	10/22/2022	375	-	-	-	-	375
SpiritHorse Connections	22-049684-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-049685-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-049737-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-049738-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-049768-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-049771-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-049772-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-049815-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-049816-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-049817-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-049819-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-050179-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-050807-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-050892-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-051452-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-051453-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-052168-01	9/23/2022	10/23/2022	375	-	-	-	-	375
SpiritHorse Connections	22-052172-01	9/23/2022	10/23/2022	375	-	-	-	-	375
Starfall Education Foundation	2566-0259-8795	9/12/2022	10/12/2022	35	-	-	-	-	35
Studies Weekly	456898	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	456899	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	456900	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	456901	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	456902	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	456903	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	456904	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	456905	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	456906	9/6/2022	10/3/2022	64	-	-	-	42 of 282	64

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Studies Weekly	456907	9/6/2022	10/3/2022	97	-	-	-	-	97
Studies Weekly	456908	9/6/2022	10/3/2022	64	-	-	-	-	64
Studies Weekly	456909	9/6/2022	10/3/2022	64	-	-	-	-	64
Studies Weekly	456910	9/6/2022	10/3/2022	65	-	-	-	-	65
Studies Weekly	456911	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	456912	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	457137	9/6/2022	10/3/2022	65	-	-	-	-	65
Studies Weekly	457138	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	457139	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	457140	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	457141	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	457142	9/6/2022	10/3/2022	33	-	-	-	-	33
Studies Weekly	457143	9/6/2022	10/3/2022	33	-	-	-	-	33
Studies Weekly	457144	9/6/2022	10/3/2022	33	-	-	-	-	33
Studies Weekly	457145	9/6/2022	10/3/2022	33	-	-	-	-	33
Studies Weekly	457146	9/6/2022	10/3/2022	33	-	-	-	-	33
Studies Weekly	457147	9/6/2022	10/3/2022	33	-	-	-	-	33
Studies Weekly	457148	9/6/2022	10/3/2022	33	-	-	-	-	33
Studies Weekly	457149	9/6/2022	10/3/2022	32	-	-	-	-	32
Studies Weekly	459340	9/14/2022	10/13/2022	33	-	-	-	-	33
Studies Weekly	459341	9/14/2022	10/13/2022	33	-	-	-	-	33
Studies Weekly	459342	9/14/2022	10/13/2022	65	-	-	-	-	65
Studies Weekly	460238	9/19/2022	10/17/2022	33	-	-	-	-	33
Studies Weekly	460239	9/19/2022	10/17/2022	32	-	-	-	-	32
Studies Weekly	460240	9/19/2022	10/17/2022	65	-	-	-	-	65
Studies Weekly	460241	9/19/2022	10/17/2022	65	-	-	-	-	65
Studies Weekly	460242	9/19/2022	10/17/2022	97	-	-	-	-	97
Studies Weekly	461230	9/26/2022	10/22/2022	32	-	-	-	-	32
Studies Weekly	461231	9/26/2022	10/22/2022	32	-	-	-	-	32
Studies Weekly	461232	9/26/2022	10/22/2022	97	-	-	-	-	97
Studies Weekly	461233	9/26/2022	10/22/2022	97	-	-	-	-	97
Teacher Synergy, LLC	203061451	9/15/2022	10/6/2022	10	-	-	-	-	10
Teacher Synergy, LLC	203150930	9/15/2022	10/6/2022	22	-	-	-	-	22
Teacher Synergy, LLC	203796554	9/13/2022	10/4/2022	18	-	-	-	-	18
Teacher Synergy, LLC	203856908	9/13/2022	10/4/2022	184	-	-	-	-	184
Teacher Synergy, LLC	203857073	9/13/2022	10/4/2022	32	-	-	-	-	32
Teacher Synergy, LLC	203906517	9/13/2022	10/4/2022	24	-	-	-	43.of 282	24

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Teacher Synergy, LLC	204155025	9/15/2022	10/6/2022	198	-	-	-	-	198
Teacher Synergy, LLC	204225740	9/15/2022	10/6/2022	8	-	-	-	-	8
Teacher Synergy, LLC	204660499	9/19/2022	10/10/2022	107	-	-	-	-	107
Teacher Synergy, LLC	204784584	9/20/2022	10/11/2022	66	-	-	-	-	66
Teacher Synergy, LLC	205020521	9/21/2022	10/12/2022	15	-	-	-	-	15
Teacher Synergy, LLC	205021374	9/21/2022	10/12/2022	7	-	-	-	-	7
Teacher Synergy, LLC	205171771	9/22/2022	10/13/2022	11	-	-	-	-	11
Teacher Synergy, LLC	205176206	9/22/2022	10/13/2022	10	-	-	-	-	10
Teacher Synergy, LLC	205187669	9/22/2022	10/13/2022	9	-	-	-	-	9
Teaching Textbooks	45744	9/2/2022	10/2/2022	55	-	-	-	-	55
Teaching Textbooks	45745	9/2/2022	10/2/2022	43	-	-	-	-	43
Teaching Textbooks	45747	9/2/2022	10/2/2022	67	-	-	-	-	67
Teaching Textbooks	45748	9/2/2022	10/2/2022	67	-	-	-	-	67
Teaching Textbooks	46031	9/9/2022	10/9/2022	43	-	-	-	-	43
Teaching Textbooks	46075	9/9/2022	10/9/2022	67	-	-	-	-	67
Teaching Textbooks	46262	9/15/2022	10/15/2022	43	-	-	-	-	43
Teaching Textbooks	46295	9/16/2022	10/16/2022	98	-	-	-	-	98
Teaching Textbooks	46297	9/16/2022	10/16/2022	86	-	-	-	-	86
Teaching Textbooks	46516	9/21/2022	10/21/2022	43	-	-	-	-	43
The Artnook	22-043546-01	9/6/2022	10/6/2022	125	-	-	-	-	125
The Bakersfield Sound Co.	22-033927-01	9/2/2022	10/2/2022	90	-	-	-	-	90
The Bakersfield Sound Co.	22-033927-02	9/2/2022	10/2/2022	120	-	-	-	-	120
The Bakersfield Sound Co.	22-033929-01	9/2/2022	10/2/2022	90	-	-	-	-	90
The Bakersfield Sound Co.	22-033929-02	9/2/2022	10/2/2022	120	-	-	-	-	120
The Dance Company	22-043068-01	9/7/2022	10/7/2022	62	-	-	-	-	62
The Dance Company	22-043557-01	9/7/2022	10/7/2022	62	-	-	-	-	62
The Dance Company	22-044345-01	9/7/2022	10/7/2022	120	-	-	-	-	120
The Dance Company	22-044349-01	9/7/2022	10/7/2022	120	-	-	-	-	120
The Dance Company	22-044824-01	9/7/2022	10/7/2022	174	-	-	-	-	174
The Dance Company	22-044825-01	9/7/2022	10/7/2022	174	-	-	-	-	174
The Dance Studio 2	22-047657-01	9/7/2022	10/7/2022	64	-	-	-	-	64
The Dance Studio 2	22-047659-01	9/7/2022	10/7/2022	64	-	-	-	-	64
The Talk Team	109058	9/6/2022	10/6/2022	375	-	-	-	-	375
The Talk Team	109059	9/6/2022	10/6/2022	375	-	-	-	-	375
The Talk Team	109060	9/6/2022	10/6/2022	375	-	-	-	-	375
The Talk Team	109061	9/6/2022	10/6/2022	250	-	-	-	-	250
The Talk Team	109062	9/6/2022	10/6/2022	125	-	-	-	44.of 282	125

Monarch River Academy

Accounts Payable Aging

For the period ended September 30, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
The Talk Team	109063	9/6/2022	10/6/2022	125	-	-	-	-	125
The Talk Team	109064	9/6/2022	10/6/2022	125	-	-	-	-	125
Thimble Sewciety	22-035456-01	9/1/2022	10/1/2022	70	-	-	-	-	70
Thimble Sewciety	22-047508-01	9/9/2022	10/9/2022	155	-	-	-	-	155
Ultimate Martial Arts Inc	22-046803-01	9/3/2022	10/3/2022	149	-	-	-	-	149
Ultimate Martial Arts Inc	22-047525-01	9/8/2022	10/8/2022	149	-	-	-	-	149
Ultimate Martial Arts Inc	22-048159-01	9/20/2022	10/20/2022	149	-	-	-	-	149
United Conservatory of Music	22-052137-01	9/23/2022	10/23/2022	160	-	-	-	-	160
United Conservatory of Music	22-052140-01	9/23/2022	10/23/2022	160	-	-	-	-	160
United Conservatory of Music	22-052142-01	9/23/2022	10/23/2022	160	-	-	-	-	160
Verizon Wireless	9915073279	9/5/2022	9/27/2022	-	518	-	-	-	518
VOYA Financial FBO CalSTRS Pension2	VOYA092322	9/30/2022	9/30/2022	3,653	-	-	-	-	3,653
Wendy DeRaud	22-031242-01	9/9/2022	10/9/2022	120	-	-	-	-	120
Wendy DeRaud	22-033384-01	9/9/2022	10/9/2022	420	-	-	-	-	420
Wendy DeRaud	22-034800-01	9/9/2022	10/9/2022	30	-	-	-	-	30
Wendy DeRaud	22-036319-01	9/9/2022	10/9/2022	120	-	-	-	-	120
Wendy DeRaud	22-037154-01	9/9/2022	10/9/2022	30	-	-	-	-	30
Wendy DeRaud	22-038404-01	9/9/2022	10/9/2022	120	-	-	-	-	120
Wendy DeRaud	22-038407-01	9/9/2022	10/9/2022	120	-	-	-	-	120
Wendy DeRaud	22-038412-01	9/9/2022	10/9/2022	120	-	-	-	-	120
Wendy DeRaud	22-040932-01	9/9/2022	10/9/2022	120	-	-	-	-	120
Wendy DeRaud	22-041006-01	9/9/2022	10/9/2022	120	-	-	-	-	120
Wendy DeRaud	22-042636-01	9/9/2022	10/9/2022	120	-	-	-	-	120
Wendy DeRaud	22-045613-01	9/9/2022	10/9/2022	120	-	-	-	-	120
WM Music Lessons	22-042955-01	9/19/2022	10/19/2022	200	-	-	-	-	200
Yosemite Valley Charter School	218	9/1/2022	9/1/2022	-	48,513	-	-	-	48,513
Yosemite Valley Charter School	22-23SY-01	9/21/2022	10/21/2022	78	-	-	-	-	78
Yuliya Hess	22-047250-01	9/8/2022	10/8/2022	150	-	-	-	-	150
Yuliya Hess	22-047251-01	9/8/2022	10/8/2022	150	-	-	-	-	150
Yuliya Hess	22-047252-01	9/8/2022	10/8/2022	150	-	-	-	-	150
Zoe Rebekah Pettitt	22-042484-01	9/20/2022	10/20/2022	100	-	-	-	-	100
Zoe Rebekah Pettitt	22-042486-01	9/20/2022	10/20/2022	100	-	-	-	-	100

Total Outstanding Payables in September \$ 126,838 \$ 50,137 \$ 131 \$ 1,870 \$ - \$ 178,976

Monarch River Academy

Budget vs Actual

For the period ended October 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 1,013,782	\$ 978,810	\$ 34,971	\$ 2,140,206	\$ 2,066,377	\$ 73,828	\$ 12,108,335
Education Protection Account	53,497	61,005	(7,508)	53,497	61,005	(7,508)	244,020
State Aid - Prior Year	-	-	-	9,500	-	9,500	-
In Lieu of Property Taxes	12,548	12,143	405	50,524	39,466	11,058	168,996
Total State Aid - Revenue Limit	1,079,827	1,051,959	27,868	2,253,727	2,166,848	86,879	12,521,351
Federal Revenue							
Special Education - Entitlement	-	11,934	(11,934)	-	25,195	(25,195)	147,632
Title I, Part A - Basic Low Income	-	-	-	-	34,286	(34,286)	137,144
Other Federal Revenue	-	-	-	196,125	-	196,125	174,297
Total Federal Revenue	-	11,934	(11,934)	196,125	59,481	136,645	459,073
Other State Revenue							
State Special Education	75,761	80,877	(5,116)	236,243	170,740	65,503	1,000,482
Mandated Cost	-	-	-	-	-	-	24,505
State Lottery	-	-	-	-	-	-	278,183
Prior Year Revenue	41,038	-	41,038	41,038	-	41,038	-
Other State Revenue	51,294	-	51,294	77,030	-	77,030	25,000
Total Other State Revenue	168,093	80,877	87,216	354,311	170,740	183,571	1,328,170
Other Local Revenue							
Interest Revenue	-	-	-	484	-	484	-
Total Other Local Revenue	-	-	-	484	-	484	-
Total Revenues	\$ 1,247,919	\$ 1,144,770	\$ 103,150	\$ 2,804,647	\$ 2,397,068	\$ 407,579	\$ 14,308,594
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 278,446	\$ 367,864	\$ 89,417	\$ 837,227	\$ 1,103,591	\$ 266,364	\$ 4,046,502
Teachers' Extra Duty/Stipends	50,233	59,224	8,990	165,622	118,447	(47,174)	592,237
Pupil Support Salaries	168,880	-	(168,880)	502,868	-	(502,868)	-
Administrators' Salaries	77,443	64,259	(13,184)	292,093	243,627	(48,465)	757,700
Other Certificated Salaries	17,102	53,497	36,395	51,306	213,986	162,680	641,959
Total Certificated Salaries	592,105	544,843	(47,262)	1,849,115	1,679,652	(169,463)	6,038,398
Classified Salaries							
Instructional Salaries	7,701	-	(7,701)	12,058	-	(12,058)	-
Support Salaries	4,192	4,099	(92)	17,372	16,397	(974)	49,192
Clerical and Office Staff Salaries	-	-	-	378	-	(378)	-
Other Classified Salaries	8,516	7,491	(1,024)	34,986	29,966	(5,020)	89,897
Total Classified Salaries	20,409	11,591	(8,818)	64,794	46,363	(18,431)	139,089
Benefits							
State Teachers' Retirement System, certificated positions	109,776	104,065	(5,711)	341,593	320,814	(20,780)	1,153,334
OASDI/Medicare/Alternative, certificated positions	1,262	719	(544)	4,007	2,875	(1,132)	8,624
Medicare/Alternative, certificated positions	8,545	8,068	(476)	26,739	25,027	(1,712)	89,574
Health and Welfare Benefits, certificated positions	58,394	48,667	(9,727)	209,678	194,667	(15,011)	584,000
State Unemployment Insurance, certificated positions	414	1,628	1,213	5,908	6,510	602	32,550
Workers' Compensation Insurance, certificated positions	2,842	7,790	4,948	24,405	24,164	(241)	86,485
Total Benefits	181,234	170,936	(10,297)	612,330	574,056	(38,274)	1,954,566
Books & Supplies							
School Supplies	67,937	127,755	59,819	475,795	533,657	57,862	1,259,855
Software	11,167	12,042	875	116,211	48,167	(68,044)	144,500
Office Expense	2,100	1,658	(442)	21,824	6,633	(15,191)	19,900
Business Meals	25	-	(25)	95	-	(95)	-
Noncapitalized Equipment	49	23,094	23,045	49	96,469	96,420	227,743
Total Books & Supplies	81,278	164,550	83,272	613,974	684,926	70,952	1,651,998

Monarch River Academy

Budget vs Actual

For the period ended October 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	37,664	34,483	(3,181)	(16,112)	137,933	154,045	413,800
Other Educational Consultants	555,567	87,056	(468,511)	365,940	363,649	(2,291)	858,500
Instructional Services	110,443	125,200	14,757	441,772	500,801	59,029	1,502,402
Total Subagreement Services	703,674	246,740	(456,935)	791,600	1,002,383	210,783	2,774,703
Operations & Housekeeping							
Auto and Travel	4,621	317	(4,305)	7,059	1,267	(5,793)	3,800
Dues & Memberships	-	-	-	1,130	-	(1,130)	-
Insurance	11,530	7,625	(3,905)	46,119	30,500	(15,619)	91,500
Miscellaneous Expense	-	558	558	179	2,233	2,054	6,700
Communications	845	1,092	247	2,488	4,367	1,879	13,100
Postage and Shipping	505	267	(239)	648	1,067	419	3,200
Total Operations & Housekeeping	17,501	9,858	(7,643)	57,622	39,433	(18,189)	118,300
Professional/Consulting Services							
IT	-	400	400	-	1,600	1,600	4,800
Audit & Taxes	-	5,567	5,567	1,200	5,567	4,367	16,700
Legal	4,366	4,358	(8)	9,397	17,433	8,037	52,300
Professional Development	3,087	5,833	2,746	13,973	23,333	9,360	70,000
General Consulting	750	417	(333)	2,250	1,667	(583)	5,000
Special Activities/Field Trips	2,468	1,447	(1,021)	8,139	6,044	(2,094)	14,270
Bank Charges	-	725	725	246	2,900	2,654	8,700
Other Taxes and Fees	386	617	231	456	2,467	2,011	7,400
Payroll Service Fee	983	1,117	134	2,342	4,467	2,125	13,400
Management Fee	21,256	20,867	(389)	84,246	83,467	(779)	250,400
District Oversight Fee	32,395	31,559	(836)	67,327	65,005	(2,321)	375,641
SPED Encroachment	-	7,425	7,425	-	15,675	15,675	91,849
Total Professional/Consulting Services	65,691	80,331	14,639	189,576	229,625	40,049	910,460
Depreciation							
Depreciation Expense	4,027	3,774	(253)	16,107	15,096	(1,011)	45,288
Total Depreciation	4,027	3,774	(253)	16,107	15,096	(1,011)	45,288
Total Expenses	\$ 1,665,919	\$ 1,232,622	\$ (433,296)	\$ 4,195,117	\$ 4,271,535	\$ 76,417	\$ 13,632,802
Change in Net Assets	(417,999)	(87,853)	(330,146)	(1,390,470)	(1,874,467)	483,996	675,792
Net Assets, Beginning of Period	2,174,582			3,147,053			
Net Assets, End of Period	\$ 1,756,583			\$ 1,756,583			

Monarch River Academy

Statement of Financial Position

October 31, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 1,386,959	\$ 1,964,025	\$ (577,066)	-29%
Restricted Cash	483,787	-	483,787	0%
Total Cash & Cash Equivalents	1,870,746	1,964,025	(93,279)	-29%
Public Funding Receivables	846,966	1,969,461	(1,122,495)	-57%
Grants & Contributions Receivable	206,892	141,294	65,598	46%
Due To/From Related Parties	(250)	(250)	-	0%
Prepaid Expenses	115,111	26,110	89,001	341%
Total Current Assets	3,039,465	4,100,640	(1,061,176)	-26%
Long-Term Assets				
Property & Equipment, Net	179,710	195,817	(16,107)	-8%
Total Long Term Assets	179,710	195,817	(16,107)	-8%
Total Assets	\$ 3,219,174	\$ 4,296,457	\$ (1,077,283)	-25%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 293,553	\$ 307,156	\$ (13,603)	-4%
Accrued Liabilities	586,294	364,306	221,987	61%
Deferred Revenue	483,787	358,150	125,637	35%
Notes Payable, Current Portion	62,500	62,500	-	0%
Total Current Liabilities	1,426,133	1,092,113	334,021	31%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	36,458	57,292	(20,833)	-36%
Total Long-Term Liabilities	36,458	57,292	(20,833)	-36%
Total Liabilities	1,462,591	1,149,404	313,187	27%
Total Net Assets	1,756,583	3,147,053	(1,390,470)	-44%
Total Liabilities and Net Assets	\$ 3,219,174	\$ 4,296,457	\$ (1,077,283)	-25%

Monarch River Academy

Statement of Cash Flows

For the period ended October 31, 2022

	Month Ended 10/31/22	YTD Ended 10/31/22
Cash Flows from Operating Activities		
Changes in Net Assets	\$ (417,999)	\$ (1,390,470)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	4,027	16,107
Decrease/(Increase) in Operating Assets:	-	
Public Funding Receivables	75,096	1,122,495
Grants, Contributions & Pledges Receivable	149,106	(65,598)
Prepaid Expenses	44,012	(89,001)
Accounts Payable	114,577	(13,603)
Accrued Expenses	33,509	221,987
Deferred Revenue	(41,088)	125,637
Total Cash Flows from Operating Activities	(38,760)	(72,446)
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	(5,208)	(20,833)
Total Cash Flows from Financing Activities	(5,208)	(20,833)
Change in Cash & Cash Equivalents	(43,969)	(93,279)
Cash & Cash Equivalents, Beginning of Period	1,914,715	1,964,025
Cash and Cash Equivalents, End of Period	\$ 1,870,746	\$ 1,870,746

Monarch River Academy

Check Register

For the period ended October 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
14879	VOYA Financial FBO CalSTRS Pension2	10/4/2022	\$ 3,653.00
14880	Activities for Learning Inc.	10/5/2022	347.05
14881	All About Learning Press, Inc.	10/5/2022	265.63
14882	Allard's Art Inc.	10/5/2022	105.00
14884	America's Kids Inc.	10/5/2022	3,638.16
14885	American Kids Sports Center	10/5/2022	829.20
14886	Andrew Carmona	10/5/2022	540.00
14887	Av-STEM Alaska, Inc.	10/5/2022	98.00
14888	Beautiful Feet Books, Inc.	10/5/2022	57.80
14889	Big Little Ones, LLC	10/5/2022	130.85
14890	BookShark	10/5/2022	3,916.25
14891	Break the Barriers, Inc.	10/5/2022	3,327.50
14892	Brenda Myers	10/5/2022	475.00
14893	Brian Hammons Piano	10/5/2022	320.00
14894	Bright Thinker	10/5/2022	838.95
14895	BYU Independent Study	10/5/2022	525.00
14896	Dance Arts	10/5/2022	395.00
14897	Effectual Educational Consulting Services	10/5/2022	2,910.00
14898	Evan-Moor	10/5/2022	58.06
14899	Fresno Music Academy & Arts	10/5/2022	1,008.00
14900	Generation Genius, Inc	10/5/2022	600.00
14901	Guido's Martial Arts Academy	10/5/2022	398.00
14902	HBCO LLC	10/5/2022	34.97
14903	Hooked on Phonics	10/5/2022	235.94
14904	Institute for Excellence in Writing	10/5/2022	1,004.78
14905	Jazz Fresno	10/5/2022	315.00
14906	Jessica Knutson	10/5/2022	1,175.00
14907	Kathleen Atchley Tutor	10/5/2022	640.00
14908	Katie Verrue	10/5/2022	300.00
14909	Kevin Freeman	10/5/2022	2,085.00
14910	Kids Immersion LLC	10/5/2022	109.00
14911	Kimberly Schapansky	10/5/2022	210.00
14912	Kumon Math and Reading Center of Fresno-Bullard	10/5/2022	1,680.00
14913	Lakeshore	10/5/2022	27.11
14914	Learning Without Tears	10/5/2022	288.58
14915	Little Passports	10/5/2022	214.49
14916	Lori Pope	10/5/2022	330.00
14917	Math Crazy	10/5/2022	1,040.00
14918	Mathnasium of North Fresno	10/5/2022	329.00
14919	Melanie Sweet	10/5/2022	395.00
14920	Michele Lafferre	10/5/2022	1,505.00
14921	MicroAge	10/5/2022	1,414.50
14922	Moving Beyond the Page	10/5/2022	2,006.68
14923	MoxieBox Art	10/5/2022	190.97
14924	Nicole Medeiros	10/5/2022	220.00
14925	Nicole the Math Lady, LLC	10/5/2022	118.00
14926	Ocean First Education	10/5/2022	19.95
14927	Pacific Martial Arts	10/5/2022	1,500.00
14928	Peace Hill Press, Inc. dba Well Trained Mind Press	10/5/2022	91.15
14929	Playground Training Academy, LLC	10/5/2022	660.00
14930	Progression Gymnastics LLC	10/5/2022	450.00
14931	Project Learn LLC	10/5/2022	5,700.00
14932	Rainbow Resource Center	10/5/2022	1,863.25
14933	Robert Melendez	10/5/2022	240.00
14934	Singapore Math, Inc.	10/5/2022	447.21

Monarch River Academy

Check Register

For the period ended October 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
14935	Starfall Education Foundation	10/5/2022	35.00
14937	Studies Weekly	10/5/2022	1,164.09
14938	Teacher Synergy, LLC	10/5/2022	710.56
14939	Teaching Textbooks	10/5/2022	342.48
14940	The Artnook	10/5/2022	125.00
14941	The Axia Group	10/5/2022	110,443.00
14942	The Bakersfield Sound Co.	10/5/2022	420.00
14943	The Dance Company	10/5/2022	712.00
14944	The Dance Studio 2	10/5/2022	128.00
14945	The Talk Team	10/5/2022	1,750.00
14946	Thimble Sewciety	10/5/2022	225.00
14947	Ultimate Martial Arts Inc	10/5/2022	298.00
14948	Verizon Wireless	10/5/2022	517.55
14949	Wendy DeRaud	10/5/2022	1,560.00
14950	Yosemite Valley Charter School	10/5/2022	48,513.23
14951	Yuliya Hess	10/5/2022	450.00
14952	Brave Writer LLC	10/11/2022	21.90
14953	Joanie Hathaway	10/11/2022	440.00
14954	MEL Science U.S. LLC	10/11/2022	614.24
14955	Singapore Math, Inc.	10/11/2022	413.84
14956	Yosemite Valley Charter School	10/11/2022	236,148.07
14957	Association of California School Administrators	10/11/2022	112.50
14958	VOYA Financial FBO CalSTRS Pension2	10/13/2022	3,653.00
14959	42 Development LLC	10/18/2022	415.81
14960	All About Learning Press, Inc.	10/18/2022	361.44
14961	Allard's Art Inc.	10/18/2022	224.00
14962	America's Kids Inc.	10/18/2022	1,138.25
14963	American Kids Sports Center	10/18/2022	291.20
14964	Aspire Speech & Learning Center	10/18/2022	2,318.00
14965	Beautiful Feet Books, Inc.	10/18/2022	481.77
14966	BookShark	10/18/2022	597.76
14969	Break the Barriers, Inc.	10/18/2022	18,190.00
14970	Brenda Myers	10/18/2022	100.00
14971	Brian Hammons Piano	10/18/2022	690.00
14972	Bright Thinker	10/18/2022	622.45
14973	Bungalow Lane ALC	10/18/2022	705.00
14974	California Dental Network inc	10/18/2022	107.35
14975	Cen Cal Dance Academy	10/18/2022	840.00
14976	Central California Gymnastics Institute - CCGI	10/18/2022	1,192.00
14977	Clovis Crossfire	10/18/2022	390.00
14978	Colleen Snyder	10/18/2022	1,285.00
14979	Dance Arts	10/18/2022	125.00
14980	Erilynn Christiansen	10/18/2022	300.00
14981	Evan-Moor	10/18/2022	43.35
14982	Fresno State	10/18/2022	1,050.00
14983	Generation Genius, Inc	10/18/2022	775.00
14984	Grace Note Music Studio	10/18/2022	1,780.00
14985	Gymnastics Beat	10/18/2022	112.00
14986	H4B Team LLC	10/18/2022	150.99
14987	High Performance Academy	10/18/2022	350.00
14988	History Unboxed LLC	10/18/2022	68.41
14989	iLead Online	10/18/2022	650.00
14990	Institute for Excellence in Writing	10/18/2022	640.07
14991	Jessica Knutson	10/18/2022	200.00
14992	Jillian Coelho	10/18/2022	255.13
14993	Joanie Hathaway	10/18/2022	880.00

Monarch River Academy

Check Register

For the period ended October 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
14994	Just Dance	10/18/2022	195.00
14995	Kids Edition	10/18/2022	70.00
14996	Kings Art Center	10/18/2022	228.00
14997	KiwiCo, Inc	10/18/2022	5,567.19
14998	Kristen Kroeker	10/18/2022	249.31
14999	Lakeshore	10/18/2022	671.68
15000	Law Offices of Young, Minney & Corr LLP	10/18/2022	8,038.00
15001	Learning Without Tears	10/18/2022	132.68
15002	Little Passports	10/18/2022	645.21
15003	Math-U-See Inc.	10/18/2022	1,037.19
15004	McRuffy Press LLC	10/18/2022	435.70
15005	MEL Science U.S. LLC	10/18/2022	631.00
15006	Melissa Ens	10/18/2022	1,012.00
15007	Michele Lafferre	10/18/2022	175.00
15008	Moving Beyond the Page	10/18/2022	4,532.43
15009	Nearpod, Inc.	10/18/2022	3,083.33
15010	Nessy Learning LLC	10/18/2022	286.00
15011	Nicole the Math Lady, LLC	10/18/2022	129.00
15012	Outschool, Inc.	10/18/2022	286.00
15013	Playground Training Academy, LLC	10/18/2022	40.00
15014	Project Learn LLC	10/18/2022	1,200.00
15015	Rainbow Resource Center	10/18/2022	716.06
15016	Rebecca Balakian	10/18/2022	385.00
15017	Rich Oliver Racing, Inc.	10/18/2022	349.00
15018	Robert Melendez	10/18/2022	120.00
15019	Sandra Torosian	10/18/2022	120.00
15020	School House Discoveries LLC	10/18/2022	406.74
15021	Shirley Winters Ballet	10/18/2022	1,153.00
15023	SpiritHorse Connections	10/18/2022	9,340.00
15024	Starfall Education Foundation	10/18/2022	24.69
15025	Studies Weekly	10/18/2022	648.55
15026	Sylvan Learning	10/18/2022	760.00
15027	T-Mobile	10/18/2022	80.00
15028	T-Mobile	10/18/2022	65.80
15029	Teacher Synergy, LLC	10/18/2022	1,011.11
15030	Teaching Textbooks	10/18/2022	325.56
15031	The Dance Company	10/18/2022	364.00
15032	Think Outside, LLC	10/18/2022	471.35
15033	Time4Learning	10/18/2022	735.00
15034	Ultimate Martial Arts Inc	10/18/2022	149.00
15035	United Conservatory of Music	10/18/2022	480.00
15036	Voyager Sopris Learning	10/18/2022	480.66
15037	Wendy DeRaud	10/18/2022	330.00
15038	Wieser Educational	10/18/2022	68.65
15039	WM Music Lessons	10/18/2022	200.00
15040	Yosemite Valley Charter School	10/18/2022	250.00
15041	Zoe Rebekah Pettitt	10/18/2022	200.00
15042	Lighthouse Therapy LLC	10/25/2022	10,722.95
15043	America's Kids Inc.	10/26/2022	2,098.50
15044	Andrew Carmona	10/26/2022	420.00
15045	April Green	10/26/2022	526.96
15046	Brenda Myers	10/26/2022	350.00
15047	Brian Hammons Piano	10/26/2022	970.00
15048	Bright Thinker	10/26/2022	481.72
15049	C'est La Vie Arts	10/26/2022	140.00
15050	Cen Cal Dance Academy	10/26/2022	380.00

Monarch River Academy

Check Register

For the period ended October 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
15051	Denise Nicholes	10/26/2022	445.00
15052	Department of Justice	10/26/2022	96.00
15053	Dustin Arth	10/26/2022	250.00
15054	E-Therapy, LLC	10/26/2022	2,122.66
15055	Educational Development Corporation	10/26/2022	92.89
15056	eDynamic Learning	10/26/2022	2,270.00
15057	Elemental Science	10/26/2022	60.49
15058	Evamarie Celis	10/26/2022	557.82
15059	Generation Genius, Inc	10/26/2022	175.00
15060	GL Kenpo	10/26/2022	410.00
15061	Goodfellow Occupational Therapy, Inc.	10/26/2022	1,500.00
15062	Jazz Fresno	10/26/2022	140.00
15063	Jenna Hulsey	10/26/2022	750.00
15064	Jennifer McQuarrie	10/26/2022	275.00
15065	Jessica Knutson	10/26/2022	825.00
15066	Kathleen Atchley Tutor	10/26/2022	320.00
15067	Kathryn Borba	10/26/2022	56.88
15068	Kids Edition	10/26/2022	570.00
15069	KiwiCo, Inc	10/26/2022	4,079.10
15070	Law Offices of Young, Minney & Corr LLP	10/26/2022	588.71
15071	LEGO Education	10/26/2022	146.08
15072	Lindsay Hughes	10/26/2022	140.44
15073	Lori Pope	10/26/2022	330.00
15074	Math-U-See Inc.	10/26/2022	63.76
15075	Melanie Sweet	10/26/2022	290.00
15076	Michele Lafferre	10/26/2022	315.00
15077	Neil Boyer	10/26/2022	80.00
15078	Nicole Medeiros	10/26/2022	3,255.00
15079	Nicole Raven	10/26/2022	128.15
15080	Nicole the Math Lady, LLC	10/26/2022	276.00
15081	Olga Shabanov	10/26/2022	542.00
15082	Outschool, Inc.	10/26/2022	60.00
15087	Project Learn LLC	10/26/2022	29,100.00
15088	Rainbow Resource Center	10/26/2022	442.23
15089	Reliant Investments, Inc	10/26/2022	3,900.00
15090	Robert Melendez	10/26/2022	360.00
15091	Sandra Chavez-Padilla	10/26/2022	117.69
15092	School Pathways, LLC	10/26/2022	1,258.75
15093	Sona Atoyan	10/26/2022	100.00
15094	SpiritHorse Connections	10/26/2022	375.00
15095	Starfall Education Foundation	10/26/2022	35.00
15096	Steinway Piano Gallery Of Fresno	10/26/2022	280.00
15097	Studies Weekly	10/26/2022	259.60
15098	Teacher Synergy, LLC	10/26/2022	116.99
15099	The Advantage Group	10/26/2022	3,769.88
15100	The Bakersfield Sound Co.	10/26/2022	120.00
15101	The Dance Company	10/26/2022	410.00
15102	Timberdoodle.com	10/26/2022	102.20
15103	Transamerica	10/26/2022	363.46
15104	United Conservatory of Music	10/26/2022	1,240.00
15105	Wendy DeRaud	10/26/2022	690.00
15107	Wild Hearts	10/26/2022	8,500.00
15108	Yosemite Valley Charter School	10/26/2022	52,441.91
ACH	Divvy Pay	10/5/2022	13,193.24
ACH	Internal Revenue Service	10/11/2022	33,549.18
ACH	Employment Development Department (EDD)	10/11/2022	15,918.13

Monarch River Academy**Check Register**

For the period ended October 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
ACH	Employment Development Department (EDD)	10/11/2022	127.42
ACH	Divvy Pay	10/12/2022	13,364.27
ACH	Employment Development Department (EDD)	10/17/2022	263.17
ACH	Internal Revenue Service	10/17/2022	511.32
ACH	Employment Development Department (EDD)	10/19/2022	134.17
ACH	Divvy Pay	10/19/2022	17,037.26
ACH	Employment Development Department (EDD)	10/26/2022	131.59
ACH	Divvy Pay	10/26/2022	11,935.06
ACH	Employment Development Department (EDD)	10/26/2022	15,542.61
ACH	Internal Revenue Service	10/26/2022	32,644.04
ACH	California Department of Tax And Fee Administration	10/28/2022	290.00
ACH	Charter Impact, Inc.	10/5/2022	21,256.00
ACH	Charter Impact, Inc.	10/18/2022	962.90
ACH	Charter Impact, Inc.	10/18/2022	20.00
ACH	AATK2, LLC	10/27/2022	<u>5,208.33</u>
Total Disbursements in October			<u>\$ 868,655.87</u>

Monarch River Academy

Accounts Payable Aging

For the period ended October 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
A3 Sports & Wellness, Inc.	22-042450-01	10/10/2022	11/9/2022	\$ 160	\$ -	\$ -	\$ -	\$ -	\$ 160
A3 Sports & Wellness, Inc.	22-042451-01	10/10/2022	11/9/2022	157	-	-	-	-	157
A3 Sports & Wellness, Inc.	22-045484-01	10/10/2022	11/9/2022	197	-	-	-	-	197
A3 Sports & Wellness, Inc.	22-045484-02	10/10/2022	11/9/2022	197	-	-	-	-	197
A3 Sports & Wellness, Inc.	22-053498-01	10/10/2022	11/9/2022	165	-	-	-	-	165
All About Learning Press, Inc.	913410	10/6/2022	11/5/2022	226	-	-	-	-	226
All About Learning Press, Inc.	913505	10/17/2022	11/16/2022	50	-	-	-	-	50
All About Learning Press, Inc.	913506	10/17/2022	11/16/2022	92	-	-	-	-	92
America's Kids Inc.	22-037987-03	10/8/2022	11/7/2022	20	-	-	-	-	20
America's Kids Inc.	22-050001-02	10/8/2022	11/7/2022	29	-	-	-	-	29
America's Kids Inc.	22-050004-02	10/8/2022	11/7/2022	29	-	-	-	-	29
America's Kids Inc.	22-051632-01	10/8/2022	11/7/2022	81	-	-	-	-	81
America's Kids Inc.	22-051757-01	10/8/2022	11/7/2022	112	-	-	-	-	112
America's Kids Inc.	22-052276-01	10/8/2022	11/7/2022	186	-	-	-	-	186
America's Kids Inc.	22-052705-01	10/8/2022	11/7/2022	50	-	-	-	-	50
America's Kids Inc.	22-052705-02	10/8/2022	11/7/2022	63	-	-	-	-	63
America's Kids Inc.	22-052706-01	10/8/2022	11/7/2022	50	-	-	-	-	50
America's Kids Inc.	22-052706-02	10/8/2022	11/7/2022	63	-	-	-	-	63
America's Kids Inc.	22-053036-01	10/8/2022	11/7/2022	311	-	-	-	-	311
America's Kids Inc.	22-053037-01	10/8/2022	11/7/2022	311	-	-	-	-	311
America's Kids Inc.	22-054342-01	10/8/2022	11/7/2022	81	-	-	-	-	81
America's Kids Inc.	22-054370-01	10/8/2022	11/7/2022	81	-	-	-	-	81
America's Kids Inc.	22-054370-02	10/8/2022	11/7/2022	114	-	-	-	-	114
America's Kids Inc.	22-054813-01	10/8/2022	11/7/2022	144	-	-	-	-	144
America's Kids Inc.	22-055275-01	10/19/2022	11/18/2022	203	-	-	-	-	203
America's Kids Inc.	22-055446-01	10/19/2022	11/18/2022	81	-	-	-	-	81
America's Kids Inc.	22-055933-01	10/19/2022	11/18/2022	112	-	-	-	-	112
America's Kids Inc.	22-055934-01	10/19/2022	11/18/2022	112	-	-	-	-	112
America's Kids Inc.	22-055965-01	10/19/2022	11/18/2022	50	-	-	-	-	50
America's Kids Inc.	22-056273-01	10/19/2022	11/18/2022	91	-	-	-	-	91
American Kids Sports Center	22-049695-01	10/17/2022	11/16/2022	45	-	-	-	-	45
American Kids Sports Center	22-052253-01	10/17/2022	11/16/2022	112	-	-	-	-	112

Monarch River Academy

Accounts Payable Aging

For the period ended October 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
American Kids Sports Center	22-052665-01	10/17/2022	11/16/2022	112	-	-	-	-	112
American Kids Sports Center	22-053010-01	10/17/2022	11/16/2022	112	-	-	-	-	112
American Kids Sports Center	22-053557-01	10/17/2022	11/16/2022	112	-	-	-	-	112
American Kids Sports Center	22-053857-01	10/17/2022	11/16/2022	112	-	-	-	-	112
Aspire Speech & Learning Center	22-030251-03	10/20/2022	11/19/2022	125	-	-	-	-	125
Aspire Speech & Learning Center	22-030252-03	10/20/2022	11/19/2022	125	-	-	-	-	125
Aspire Speech & Learning Center	22-030253-03	10/20/2022	11/19/2022	125	-	-	-	-	125
Aspire Speech & Learning Center	22-036414-02	10/20/2022	11/19/2022	300	-	-	-	-	300
Barbara Bolanos	BOLA091122	9/11/2022	9/11/2022	264	-	-	-	-	264
Barbara Bolanos	BOLA091122-01	9/11/2022	9/11/2022	275	-	-	-	-	275
Barbara Bolanos	BOLA091122-02	9/11/2022	9/11/2022	300	-	-	-	-	300
Barbara Bolanos	BOLA091122-03	9/11/2022	9/11/2022	32	-	-	-	-	32
Barbara Bolanos	BOLA091122-04	9/11/2022	9/11/2022	272	-	-	-	-	272
Barbara Bolanos	BOLA091122-05	9/11/2022	9/11/2022	186	-	-	-	-	186
Barbara Bolanos	BOLA100922	10/9/2022	10/9/2022	21	-	-	-	-	21
Beautiful Feet Books, Inc.	18439	10/12/2022	11/11/2022	295	-	-	-	-	295
Bonnie Haskell	22-031497-01	10/10/2022	11/9/2022	176	-	-	-	-	176
Bonnie Haskell	22-031498-01	10/10/2022	11/9/2022	176	-	-	-	-	176
Bonnie Haskell	22-031499-01	10/10/2022	11/9/2022	176	-	-	-	-	176
Bonnie Haskell	22-042295-01	10/10/2022	11/9/2022	110	-	-	-	-	110
Bonnie Haskell	22-042306-01	10/10/2022	11/9/2022	110	-	-	-	-	110
Bonnie Haskell	22-042308-01	10/10/2022	11/9/2022	110	-	-	-	-	110
Bonnie Haskell	22-042309-01	10/10/2022	11/9/2022	110	-	-	-	-	110
BookShark	BI0014570	10/3/2022	11/2/2022	39	-	-	-	-	39
BookShark	BI0014652	10/5/2022	11/4/2022	260	-	-	-	-	260
BookShark	BI0014771	10/11/2022	11/10/2022	944	-	-	-	-	944
BookShark	BI0014938	10/13/2022	11/12/2022	6	-	-	-	-	6
BookShark	BI0014964	10/13/2022	11/12/2022	6	-	-	-	-	6
BookShark	BI0015140	10/18/2022	11/17/2022	71	-	-	-	-	71
Brian Hammons Piano	22-054398-01	10/4/2022	11/3/2022	130	-	-	-	-	130
Brian Hammons Piano	22-055799-01	10/10/2022	11/9/2022	150	-	-	-	-	150
Brian Hammons Piano	22-055800-01	10/10/2022	11/9/2022	150	-	-	-	-	150
Brian Hammons Piano	22-055801-01	10/10/2022	11/9/2022	150	-	-	-	-	150
Brianna Leonard	LEON090622	9/6/2022	9/6/2022	105	-	-	-	-	105
Brittany Guirell	22-056385-01	10/22/2022	11/21/2022	30	-	-	-	-	30
Brittany Guirell	22-056385-02	10/22/2022	11/21/2022	30	-	-	-	-	30
Brooklyn VanderVeen	VAND101922	10/19/2022	10/19/2022	21	-	-	-	-	21
BYU Independent Study	DCE-00012695-B	10/4/2022	11/3/2022	615	-	-	-	-	615
C'est La Vie Arts	22-053194-02	10/5/2022	11/4/2022	140	-	-	-	-	140
Central California Gymnastics Institute - CCGI	22-036571-03	10/22/2022	11/21/2022	80	-	-	-	56 of 282	80

Monarch River Academy

Accounts Payable Aging

For the period ended October 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
Central California Gymnastics Institute - CCGI	22-036760-03	10/22/2022	11/21/2022	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-038523-02	10/22/2022	11/21/2022	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-038525-02	10/22/2022	11/21/2022	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-042276-02	10/22/2022	11/21/2022	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-047819-01	10/22/2022	11/21/2022	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-047822-01	10/22/2022	11/21/2022	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-048817-02	10/22/2022	11/21/2022	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-052271-01	10/22/2022	11/21/2022	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-052376-01	10/22/2022	11/21/2022	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-053337-01	10/22/2022	11/21/2022	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-053571-01	10/22/2022	11/21/2022	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-053644-01	10/22/2022	11/21/2022	72	-	-	-	-	72
Central California Gymnastics Institute - CCGI	22-053645-01	10/22/2022	11/21/2022	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-053933-01	10/22/2022	11/21/2022	55	-	-	-	-	55
Central California Gymnastics Institute - CCGI	22-053992-01	10/22/2022	11/21/2022	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-054009-01	10/22/2022	11/21/2022	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-054353-01	10/22/2022	11/21/2022	103	-	-	-	-	103
Coastline Academy	22-048763-01	10/19/2022	11/18/2022	60	-	-	-	-	60
Cory Hernandez	HERN101422	10/14/2022	10/14/2022	121	-	-	-	-	121
Craig Wheaton	WHEA101922	10/19/2022	10/19/2022	250	-	-	-	-	250
Dance Arts	22-035418-03	10/7/2022	11/6/2022	70	-	-	-	-	70
Dance Arts	22-047133-01	10/7/2022	11/6/2022	55	-	-	-	-	55
Dance Arts	22-047272-01	10/7/2022	11/6/2022	55	-	-	-	-	55
Dance Arts	22-051117-02	10/7/2022	11/6/2022	70	-	-	-	-	70
Dance Arts	22-052475-01	10/7/2022	11/6/2022	55	-	-	-	-	55
Dance Arts	22-053986-01	10/7/2022	11/6/2022	69	-	-	-	-	69
Dawn Grider	22-039898-01	10/21/2022	11/20/2022	15	-	-	-	-	15
Dawn Grider	22-039900-01	10/21/2022	11/20/2022	30	-	-	-	-	30
Dawn Grider	22-049400-01	10/21/2022	11/20/2022	30	-	-	-	-	30
Discount School Supply	P41711570103	10/7/2022	11/19/2022	16	-	-	-	-	16
Discount School Supply	P41724320101	10/18/2022	11/17/2022	109	-	-	-	-	109
Discount School Supply	P41724320102	10/15/2022	11/14/2022	196	-	-	-	-	196
Dr Steven James	JAME091322	9/13/2022	9/13/2022	380	-	-	-	-	380
Dustin Arth	22-047075-01	10/3/2022	11/2/2022	250	-	-	-	-	250
Elite Dance Academy	22-039752-01	10/18/2022	11/17/2022	65	-	-	-	-	65
Elite Team Reedley LLC	22-047395-01	10/9/2022	11/8/2022	75	-	-	-	-	75
Elite Team Reedley LLC	22-047396-01	10/9/2022	11/8/2022	75	-	-	-	-	75
Elite Team Reedley LLC	22-047397-01	10/9/2022	11/8/2022	75	-	-	-	-	75
Elite Team Reedley LLC	22-054704-01	10/9/2022	11/8/2022	75	-	-	-	-	75
Elite Team Reedley LLC	22-054708-01	10/9/2022	11/8/2022	75	-	-	-	-	75

Monarch River Academy

Accounts Payable Aging

For the period ended October 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
Elite Team Reedley LLC	22-054710-01	10/9/2022	11/8/2022	75	-	-	-	-	75
Elizabeth Wagner	WAGN101922	10/19/2022	10/19/2022	250	-	-	-	-	250
Ereflect Pty Ltd	INV-22662	10/12/2022	11/11/2022	67	-	-	-	-	67
Fresno Music Academy & Arts	22-034999-02	10/5/2022	11/4/2022	144	-	-	-	-	144
Fresno Music Academy & Arts	22-035001-02	10/5/2022	11/4/2022	144	-	-	-	-	144
Fresno Music Academy & Arts	22-037985-02	10/5/2022	11/4/2022	144	-	-	-	-	144
Fresno Music Academy & Arts	22-047818-01	10/5/2022	11/4/2022	144	-	-	-	-	144
Gateway Ice Center	22-034801-01	10/18/2022	11/17/2022	160	-	-	-	-	160
Generation Genius, Inc	GG151825-R2	10/14/2022	11/13/2022	175	-	-	-	-	175
Generation Genius, Inc	GG154281	10/6/2022	11/5/2022	175	-	-	-	-	175
Generation Genius, Inc	GG154286	10/6/2022	11/5/2022	175	-	-	-	-	175
Generation Genius, Inc	GG155062	10/10/2022	11/9/2022	175	-	-	-	-	175
Generation Genius, Inc	GG155881	10/13/2022	11/12/2022	125	-	-	-	-	125
Good Dirt Pottery Studio	22-034810-01	10/8/2022	11/7/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-037160-01	10/8/2022	11/7/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-037161-01	10/8/2022	11/7/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-041563-01	10/8/2022	11/7/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-049691-01	10/8/2022	11/7/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-049692-01	10/8/2022	11/7/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-049693-01	10/8/2022	11/7/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-049694-01	10/8/2022	11/7/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-049694-02	10/8/2022	11/7/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-051517-01	10/8/2022	11/7/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-051518-01	10/8/2022	11/7/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-051519-01	10/8/2022	11/7/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-051628-01	10/8/2022	11/7/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-051629-01	10/8/2022	11/7/2022	179	-	-	-	-	179
Grace Note Music Studio	22-046213-02	10/20/2022	11/19/2022	200	-	-	-	-	200
Grace Note Music Studio	22-048908-01	10/20/2022	11/19/2022	200	-	-	-	-	200
Grace Note Music Studio	22-048909-01	10/20/2022	11/19/2022	200	-	-	-	-	200
Grace Note Music Studio	22-048911-01	10/20/2022	11/19/2022	200	-	-	-	-	200
Grace Note Music Studio	22-049267-02	10/20/2022	11/19/2022	160	-	-	-	-	160
Grace Note Music Studio	22-049269-02	10/20/2022	11/19/2022	160	-	-	-	-	160
Grace Note Music Studio	22-049271-02	10/20/2022	11/19/2022	160	-	-	-	-	160
Grace Note Music Studio	22-054358-01	10/20/2022	11/19/2022	200	-	-	-	-	200
Grace Note Music Studio	22-054380-01	10/20/2022	11/19/2022	120	-	-	-	-	120
Grace Note Music Studio	22-055319-01	10/20/2022	11/19/2022	200	-	-	-	-	200
Grace Note Music Studio	22-055319-02	10/20/2022	11/19/2022	160	-	-	-	-	160
Grace Note Music Studio	22-056185-01	10/20/2022	11/19/2022	300	-	-	-	-	300
Grace Note Music Studio	22-057089-01	10/20/2022	11/19/2022	240	-	-	-	58 of 282	240

Monarch River Academy

Accounts Payable Aging

For the period ended October 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
Grace Note Music Studio	22-057095-01	10/20/2022	11/19/2022	40	-	-	-	-	40
Guido's Martial Arts Academy	22-046871-02	10/5/2022	11/4/2022	169	-	-	-	-	169
Guido's Martial Arts Academy	22-052052-01	10/5/2022	11/4/2022	229	-	-	-	-	229
Guido's Martial Arts Academy	22-055286-01	10/10/2022	11/9/2022	148	-	-	-	-	148
Guido's Martial Arts Academy	22-055288-01	10/10/2022	11/9/2022	148	-	-	-	-	148
Gymnastics Beat	22-046445-02	10/4/2022	11/3/2022	112	-	-	-	-	112
History Unboxed LLC	wc-15730HU	10/6/2022	11/5/2022	68	-	-	-	-	68
History Unboxed LLC	wc-15777HU	10/6/2022	11/5/2022	68	-	-	-	-	68
Honest History Co	10095	10/21/2022	11/20/2022	91	-	-	-	-	91
Hooked on Phonics	HOP1448	5/26/2022	6/25/2022	84	-	-	-	-	84
Hooked on Phonics	HOP1521	10/12/2022	11/11/2022	316	-	-	-	-	316
Institute for Excellence in Writing	951817	10/6/2022	11/4/2022	106	-	-	-	-	106
Institute for Excellence in Writing	953400	10/12/2022	11/12/2022	216	-	-	-	-	216
Institute for Excellence in Writing	954089	10/19/2022	11/17/2022	38	-	-	-	-	38
Janet Williams Group LLC	22-040318-01	10/14/2022	11/13/2022	319	-	-	-	-	319
Janet Williams Group LLC	22-051059-01	10/14/2022	11/13/2022	319	-	-	-	-	319
Jeff Grunau	GRUN101022	10/10/2022	10/10/2022	21	-	-	-	-	21
Jenna Hulsey	22-049877-02	10/3/2022	11/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-049881-02	10/3/2022	11/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-050317-02	10/3/2022	11/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-052831-01	10/3/2022	11/2/2022	50	-	-	-	-	50
Jessica Knutson	22-043090-02	10/3/2022	11/2/2022	100	-	-	-	-	100
Jessica Knutson	22-050342-02	10/3/2022	11/2/2022	100	-	-	-	-	100
Jessica Knutson	22-050345-02	10/3/2022	11/2/2022	100	-	-	-	-	100
Jessica Knutson	22-055872-01	10/18/2022	11/17/2022	150	-	-	-	-	150
Jessica Knutson	22-055873-01	10/18/2022	11/17/2022	125	-	-	-	-	125
Jessica Knutson	22-055874-01	10/18/2022	11/17/2022	125	-	-	-	-	125
Jessica Knutson	22-056184-01	10/18/2022	11/17/2022	50	-	-	-	-	50
Just Dance	22-038959-01	10/17/2022	11/16/2022	65	-	-	-	-	65
Just Dance	22-052386-01	10/17/2022	11/16/2022	65	-	-	-	-	65
Just Dance	22-054237-01	10/17/2022	11/16/2022	65	-	-	-	-	65
Kathleen Atchley Tutor	22-054155-01	10/7/2022	11/6/2022	320	-	-	-	-	320
Kathleen Atchley Tutor	22-054211-01	10/7/2022	11/6/2022	120	-	-	-	-	120
Kathleen Atchley Tutor	22-054412-01	10/10/2022	11/9/2022	320	-	-	-	-	320
Katie Verrue	22-053447-01	10/9/2022	11/8/2022	150	-	-	-	-	150
Katie Verrue	22-053453-01	10/9/2022	11/8/2022	150	-	-	-	-	150
Kevin Freeman	22-053555-01	10/4/2022	11/3/2022	195	-	-	-	-	195
Kevin Freeman	22-053560-01	10/7/2022	11/6/2022	65	-	-	-	-	65
Kevin Freeman	22-053560-02	10/15/2022	11/14/2022	65	-	-	-	-	65
Kids Edition	22-056348-01	10/24/2022	11/23/2022	75	-	-	-	59 of 282	75

Monarch River Academy

Accounts Payable Aging

For the period ended October 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
Kids Edition	22-056351-01	10/24/2022	11/23/2022	70	-	-	-	-	70
Kimberly Schapansky	22-055634-01	10/11/2022	11/10/2022	70	-	-	-	-	70
Kimberly Schapansky	22-055635-01	10/11/2022	11/10/2022	70	-	-	-	-	70
Kings Art Center	22-034912-01	10/19/2022	11/18/2022	66	-	-	-	-	66
Kings Art Center	22-051790-01	10/19/2022	11/18/2022	84	-	-	-	-	84
Kings Art Center	22-051791-01	10/19/2022	11/18/2022	84	-	-	-	-	84
KiwiCo, Inc	561	9/30/2022	11/14/2022	1,044	-	-	-	-	1,044
KiwiCo, Inc	633	10/15/2022	11/29/2022	2,276	-	-	-	-	2,276
Lakeshore	593402101222	10/12/2022	11/11/2022	32	-	-	-	-	32
Learning Without Tears	INV162122	10/13/2022	11/12/2022	142	-	-	-	-	142
LEGO Education	1190524994	10/5/2022	12/4/2022	328	-	-	-	-	328
Lindsay Tharp	THAR091322	9/13/2022	9/13/2022	50	-	-	-	-	50
Logic of English	SI-163444	10/5/2022	11/4/2022	61	-	-	-	-	61
Madella Stables LLC	22-043974-01	10/4/2022	11/3/2022	220	-	-	-	-	220
Madella Stables LLC	22-053534-01	10/16/2022	11/15/2022	55	-	-	-	-	55
Madella Stables LLC	22-053537-01	10/24/2022	11/23/2022	55	-	-	-	-	55
Maria Lazo	22-054911-01	10/5/2022	11/4/2022	130	-	-	-	-	130
Maria Lazo	22-054912-01	10/5/2022	11/4/2022	130	-	-	-	-	130
Math Crazy	22-053654-01	10/9/2022	11/8/2022	600	-	-	-	-	600
Math Crazy	22-053655-01	10/9/2022	11/8/2022	600	-	-	-	-	600
Math-U-See Inc.	0791705-IN	9/6/2022	11/5/2022	67	-	-	-	-	67
Math-U-See Inc.	0791706-IN	9/6/2022	11/5/2022	67	-	-	-	-	67
Math-U-See Inc.	0791721-IN	9/6/2022	11/5/2022	128	-	-	-	-	128
Math-U-See Inc.	0794455-IN	9/13/2022	11/12/2022	171	-	-	-	-	171
Math-U-See Inc.	0795127-IN	9/15/2022	11/14/2022	67	-	-	-	-	67
Math-U-See Inc.	0795390-IN	9/16/2022	11/15/2022	67	-	-	-	-	67
Math-U-See Inc.	0797059-IN	9/26/2022	11/25/2022	235	-	-	-	-	235
Math-U-See Inc.	0800271-IN	10/18/2022	12/17/2022	67	-	-	-	-	67
Mathnasium of North Fresno	22-047500-02	10/11/2022	11/10/2022	329	-	-	-	-	329
McRuffy Press LLC	7256	10/11/2022	11/10/2022	178	-	-	-	-	178
Michele Lafferre	22-054831-01	10/6/2022	11/5/2022	280	-	-	-	-	280
Michele Lafferre	22-055097-01	10/6/2022	11/5/2022	385	-	-	-	-	385
Michele Lafferre	22-055098-01	10/6/2022	11/5/2022	385	-	-	-	-	385
Michele Lafferre	22-055101-01	10/6/2022	11/5/2022	220	-	-	-	-	220
Michelle Buchanan	22-053569-01	10/22/2022	11/21/2022	225	-	-	-	-	225
Michelle Buchanan	22-053570-01	10/21/2022	11/20/2022	225	-	-	-	-	225
MicroAge	2234295	10/5/2022	11/4/2022	1,415	-	-	-	-	1,415
Molly C. Oliver	22-054863-01	10/17/2022	11/16/2022	180	-	-	-	-	180
Molly C. Oliver	22-054864-01	10/17/2022	11/16/2022	180	-	-	-	-	180
Moving Beyond the Page	274534	10/13/2022	11/12/2022	134	-	-	-	60 of 282	134

Monarch River Academy

Accounts Payable Aging

For the period ended October 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
Moving Beyond the Page	274710	10/20/2022	11/19/2022	23	-	-	-	-	23
MoxieBox Art	9329	10/10/2022	11/9/2022	42	-	-	-	-	42
Mr. D Math	1543	10/18/2022	11/17/2022	394	-	-	-	-	394
Nancy Tikkanen	TIKK090922	9/9/2022	9/9/2022	578	-	-	-	-	578
Nayoung Ryoo	22-052385-01	10/11/2022	11/10/2022	140	-	-	-	-	140
Nayoung Ryoo	22-055484-01	10/11/2022	11/10/2022	140	-	-	-	-	140
Nayoung Ryoo	22-055487-01	10/11/2022	11/10/2022	140	-	-	-	-	140
Nayoung Ryoo	22-055488-01	10/11/2022	11/10/2022	140	-	-	-	-	140
Nayoung Ryoo	22-056426-01	10/12/2022	11/11/2022	140	-	-	-	-	140
Nayoung Ryoo	22-056427-01	10/12/2022	11/11/2022	140	-	-	-	-	140
Nayoung Ryoo	22-056428-01	10/12/2022	11/11/2022	140	-	-	-	-	140
Neil Boyer	22-052034-01	10/4/2022	11/3/2022	175	-	-	-	-	175
Nessy Learning LLC	NESUS4821	10/9/2022	11/8/2022	55	-	-	-	-	55
Nessy Learning LLC	NESUS4822	10/9/2022	11/8/2022	55	-	-	-	-	55
Nessy Learning LLC	NESUS4869	10/20/2022	11/19/2022	110	-	-	-	-	110
Nicole the Math Lady, LLC	5578	10/8/2022	11/7/2022	99	-	-	-	-	99
Nicole the Math Lady, LLC	5600	10/16/2022	11/15/2022	99	-	-	-	-	99
Nicole the Math Lady, LLC	5601	10/16/2022	11/15/2022	59	-	-	-	-	59
Northwest Studio for Ballet	22-044237-01	10/10/2022	11/9/2022	150	-	-	-	-	150
Northwest Studio for Ballet	22-044237-02	10/10/2022	11/9/2022	150	-	-	-	-	150
Ocean First Education	2022-2216	10/13/2022	11/12/2022	20	-	-	-	-	20
Outschool, Inc.	12345707424	10/3/2022	11/2/2022	26	-	-	-	-	26
Outschool, Inc.	12345707425	10/3/2022	11/2/2022	26	-	-	-	-	26
Outschool, Inc.	12345707654	10/10/2022	11/9/2022	20	-	-	-	-	20
Outschool, Inc.	12345707656	10/10/2022	11/9/2022	180	-	-	-	-	180
Outschool, Inc.	12345707657	10/10/2022	11/9/2022	33	-	-	-	-	33
Outschool, Inc.	12345707658	10/10/2022	11/9/2022	33	-	-	-	-	33
Outschool, Inc.	12345707659	10/10/2022	11/9/2022	96	-	-	-	-	96
Outschool, Inc.	12345707660	10/10/2022	11/9/2022	64	-	-	-	-	64
Outschool, Inc.	12345707661	10/10/2022	11/9/2022	48	-	-	-	-	48
Outschool, Inc.	12345707848	10/17/2022	11/16/2022	26	-	-	-	-	26
Outschool, Inc.	12345707849	10/17/2022	11/16/2022	11	-	-	-	-	11
Outschool, Inc.	12345707850	10/17/2022	11/16/2022	11	-	-	-	-	11
Outschool, Inc.	12345707851	10/17/2022	11/16/2022	26	-	-	-	-	26
Outschool, Inc.	12345708067	10/24/2022	11/23/2022	88	-	-	-	-	88
Outschool, Inc.	12345708068	10/24/2022	11/23/2022	24	-	-	-	-	24
Outschool, Inc.	12345708069	10/24/2022	11/23/2022	60	-	-	-	-	60
Outschool, Inc.	12345708070	10/24/2022	11/23/2022	60	-	-	-	-	60
Pacific Martial Arts	22-038848-02	10/5/2022	11/4/2022	150	-	-	-	-	150
Pacific Martial Arts	22-038853-02	10/5/2022	11/4/2022	150	-	-	-	61 of 282	150

Monarch River Academy

Accounts Payable Aging

For the period ended October 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
Pacific Martial Arts	22-041354-02	10/5/2022	11/4/2022	150	-	-	-	-	150
Pacific Martial Arts	22-041461-02	10/5/2022	11/4/2022	150	-	-	-	-	150
Pacific Martial Arts	22-053182-01	10/5/2022	11/4/2022	150	-	-	-	-	150
Pacific Martial Arts	22-053184-01	10/5/2022	11/4/2022	150	-	-	-	-	150
Pacific Martial Arts	22-053185-01	10/5/2022	11/4/2022	150	-	-	-	-	150
Pacific Martial Arts	22-053186-01	10/5/2022	11/4/2022	150	-	-	-	-	150
Perfect 10 Gymnastics	22-045668-01	10/20/2022	11/19/2022	75	-	-	-	-	75
Perfect 10 Gymnastics	22-045671-01	10/20/2022	11/19/2022	75	-	-	-	-	75
Perfect 10 Gymnastics	22-045677-01	10/20/2022	11/19/2022	75	-	-	-	-	75
Playground Training Academy, LLC	22-036479-03	10/18/2022	11/17/2022	160	-	-	-	-	160
Playground Training Academy, LLC	22-044508-02	10/18/2022	11/17/2022	110	-	-	-	-	110
Playground Training Academy, LLC	22-045604-02	10/19/2022	11/18/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-046391-02	10/19/2022	11/18/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-047579-01	10/18/2022	11/17/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-048092-02	10/19/2022	11/18/2022	230	-	-	-	-	230
Playground Training Academy, LLC	22-049045-01	10/18/2022	11/17/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-050869-01	10/19/2022	11/18/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-051146-01	10/18/2022	11/17/2022	110	-	-	-	-	110
Playground Training Academy, LLC	22-052472-01	10/19/2022	11/18/2022	110	-	-	-	-	110
Playground Training Academy, LLC	22-052704-01	10/19/2022	11/18/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-053806-01	10/18/2022	11/17/2022	122	-	-	-	-	122
Playground Training Academy, LLC	22-053808-01	10/18/2022	11/17/2022	122	-	-	-	-	122
Playground Training Academy, LLC	22-053811-01	10/18/2022	11/17/2022	122	-	-	-	-	122
Playground Training Academy, LLC	22-054074-01	10/18/2022	11/17/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-054718-01	10/19/2022	11/18/2022	99	-	-	-	-	99
Playground Training Academy, LLC	22-054721-01	10/18/2022	11/17/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-055110-01	10/19/2022	11/18/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-055111-01	10/19/2022	11/18/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-055112-01	10/19/2022	11/18/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-055902-01	10/19/2022	11/18/2022	85	-	-	-	-	85
Project Learn LLC	22-031270-02	10/3/2022	11/2/2022	300	-	-	-	-	300
Project Learn LLC	22-032066-02	10/3/2022	11/2/2022	300	-	-	-	-	300
Project Learn LLC	22-032161-02	10/3/2022	11/2/2022	300	-	-	-	-	300
Project Learn LLC	22-043910-01	10/3/2022	11/2/2022	300	-	-	-	-	300
Project Learn LLC	22-043914-01	10/3/2022	11/2/2022	300	-	-	-	-	300
Project Learn LLC	22-048768-01	10/3/2022	11/2/2022	300	-	-	-	-	300
Project Learn LLC	22-049493-01	10/3/2022	11/2/2022	300	-	-	-	-	300
Project Learn LLC	22-049525-01	10/3/2022	11/2/2022	300	-	-	-	-	300
Project Learn LLC	22-049962-01	10/3/2022	11/2/2022	300	-	-	-	-	300
Project Learn LLC	22-050119-01	10/3/2022	11/2/2022	300	-	-	-	62 of 282	300

Monarch River Academy

Accounts Payable Aging

For the period ended October 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
Project Learn LLC	22-050583-01	10/3/2022	11/2/2022	300	-	-	-	-	300
Project Learn LLC	22-050848-01	10/3/2022	11/2/2022	300	-	-	-	-	300
Project Learn LLC	22-050928-01	10/3/2022	11/2/2022	300	-	-	-	-	300
Project Learn LLC	22-051079-01	10/3/2022	11/2/2022	300	-	-	-	-	300
Project Learn LLC	22-051098-01	10/3/2022	11/2/2022	300	-	-	-	-	300
Project Learn LLC	22-054286-01	10/4/2022	11/3/2022	300	-	-	-	-	300
Project Learn LLC	22-054287-01	10/4/2022	11/3/2022	300	-	-	-	-	300
Project Learn LLC	22-054473-01	10/4/2022	11/3/2022	300	-	-	-	-	300
Project Learn LLC	22-054524-01	10/4/2022	11/3/2022	300	-	-	-	-	300
Project Learn LLC	22-054525-01	10/4/2022	11/3/2022	300	-	-	-	-	300
Project Learn LLC	22-054526-01	10/4/2022	11/3/2022	300	-	-	-	-	300
Project Learn LLC	22-054610-01	10/4/2022	11/3/2022	300	-	-	-	-	300
Project Learn LLC	22-055092-01	10/6/2022	11/5/2022	300	-	-	-	-	300
Project Learn LLC	22-055094-01	10/6/2022	11/5/2022	300	-	-	-	-	300
Project Learn LLC	22-055399-01	10/11/2022	11/10/2022	300	-	-	-	-	300
Rachelle Patterson	PATT090122	9/1/2022	9/1/2022	164	-	-	-	-	164
Rainbow Resource Center	3748167	10/11/2022	11/10/2022	59	-	-	-	-	59
Rainbow Resource Center	3748170	10/11/2022	11/10/2022	20	-	-	-	-	20
Rainbow Resource Center	3748171	10/11/2022	11/10/2022	84	-	-	-	-	84
Rainbow Resource Center	3892432	10/3/2022	11/2/2022	52	-	-	-	-	52
Rainbow Resource Center	3894105	10/5/2022	11/4/2022	164	-	-	-	-	164
Rainbow Resource Center	3897299	10/11/2022	11/10/2022	33	-	-	-	-	33
Rainbow Resource Center	3898531	10/12/2022	11/11/2022	354	-	-	-	-	354
Rainbow Resource Center	3898631	10/12/2022	11/11/2022	122	-	-	-	-	122
Rainbow Resource Center	3900113	10/14/2022	11/13/2022	44	-	-	-	-	44
Rainbow Resource Center	3904669	10/24/2022	11/23/2022	270	-	-	-	-	270
Reliant Investments, Inc	22-037362-01	10/3/2022	11/2/2022	190	-	-	-	-	190
Reliant Investments, Inc	22-038465-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-038488-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-039921-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-041691-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-041698-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-041703-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-042113-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-042256-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-042904-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-042907-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-042912-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-043035-01	10/3/2022	11/2/2022	190	-	-	-	-	190
Reliant Investments, Inc	22-043037-01	10/3/2022	11/2/2022	190	-	-	-	63 of 282	190

Monarch River Academy

Accounts Payable Aging

For the period ended October 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
Reliant Investments, Inc	22-043766-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-043767-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-044051-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-044207-02	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-045665-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-045669-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-045968-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-046645-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-047341-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-047739-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-049507-01	10/3/2022	11/2/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-052311-01	10/3/2022	11/2/2022	81	-	-	-	-	81
Reverent School of Movement LLC	22-032542-01	10/6/2022	11/5/2022	125	-	-	-	-	125
Reverent School of Movement LLC	22-035610-01	10/6/2022	11/5/2022	125	-	-	-	-	125
Reverent School of Movement LLC	22-035612-01	10/6/2022	11/5/2022	125	-	-	-	-	125
Reverent School of Movement LLC	22-045529-01	10/6/2022	11/5/2022	125	-	-	-	-	125
Reverent School of Movement LLC	22-045532-01	10/6/2022	11/5/2022	125	-	-	-	-	125
Reverent School of Movement LLC	22-045534-01	10/6/2022	11/5/2022	125	-	-	-	-	125
Reverent School of Movement LLC	22-057437-01	10/19/2022	11/18/2022	95	-	-	-	-	95
Reverent School of Movement LLC	22-057438-01	10/19/2022	11/18/2022	95	-	-	-	-	95
Reverent School of Movement LLC	22-057439-01	10/19/2022	11/18/2022	95	-	-	-	-	95
Rhonda J Cemo	22-040865-01	10/3/2022	11/2/2022	80	-	-	-	-	80
Rhonda J Cemo	22-046172-01	10/3/2022	11/2/2022	80	-	-	-	-	80
Robert Melendez	2183	10/4/2022	11/3/2022	120	-	-	-	-	120
Robert Melendez	2184	10/4/2022	11/3/2022	120	-	-	-	-	120
Robert Melendez	2185	10/4/2022	11/3/2022	120	-	-	-	-	120
Robert Melendez	2186	10/4/2022	11/3/2022	120	-	-	-	-	120
Robert Melendez	2187	10/4/2022	11/3/2022	120	-	-	-	-	120
Sam Nofziger	NOFZ101922	10/19/2022	10/19/2022	250	-	-	-	-	250
Shiela Skibbie	SKIB083122	8/31/2022	8/31/2022	11	-	-	-	-	11
Shiela Skibbie	SKIB101022	10/10/2022	10/10/2022	17	-	-	-	-	17
Shirley Winters Ballet	22-048765-01	10/4/2022	11/3/2022	64	-	-	-	-	64
Shirley Winters Ballet	22-049088-01	10/4/2022	11/3/2022	135	-	-	-	-	135
Shirley Winters Ballet	22-054401-01	10/18/2022	11/17/2022	64	-	-	-	-	64
Shirley Winters Ballet	22-054976-01	10/18/2022	11/17/2022	64	-	-	-	-	64
Singapore Math, Inc.	S249350	10/5/2022	11/4/2022	148	-	-	-	-	148
Singapore Math, Inc.	S249397	10/5/2022	11/4/2022	82	-	-	-	-	82
Singapore Math, Inc.	S249399	10/5/2022	11/4/2022	59	-	-	-	-	59
Singapore Math, Inc.	S249495	10/6/2022	11/5/2022	43	-	-	-	-	43
Singapore Math, Inc.	S249945	10/11/2022	11/10/2022	147	-	-	-	64 of 282	147

Monarch River Academy

Accounts Payable Aging

For the period ended October 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
Steinway Piano Gallery Of Fresno	22-051513-01	10/3/2022	11/2/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-051514-01	10/3/2022	11/2/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-051515-01	10/3/2022	11/2/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-052131-01	10/3/2022	11/2/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-052832-01	10/3/2022	11/2/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-052837-01	10/3/2022	11/2/2022	140	-	-	-	-	140
Studies Weekly	463045	10/7/2022	11/4/2022	65	-	-	-	-	65
Studies Weekly	463046	10/7/2022	11/4/2022	65	-	-	-	-	65
Studies Weekly	463047	10/7/2022	11/4/2022	65	-	-	-	-	65
Studies Weekly	463048	10/7/2022	11/4/2022	32	-	-	-	-	32
Studies Weekly	463049	10/7/2022	11/4/2022	32	-	-	-	-	32
Studies Weekly	464300	10/21/2022	11/17/2022	65	-	-	-	-	65
Studies Weekly	464301	10/21/2022	11/17/2022	33	-	-	-	-	33
Studies Weekly	464302	10/21/2022	11/17/2022	33	-	-	-	-	33
Studies Weekly	464303	10/21/2022	11/17/2022	33	-	-	-	-	33
Susan Hancock	22-055633-01	10/11/2022	11/10/2022	360	-	-	-	-	360
Teacher Synergy, LLC	207750377	10/13/2022	11/3/2022	20	-	-	-	-	20
Teacher Synergy, LLC	208496930	10/19/2022	11/9/2022	36	-	-	-	-	36
Teacher Synergy, LLC	208577029	10/19/2022	11/9/2022	27	-	-	-	-	27
Teacher Synergy, LLC	208577810	10/19/2022	11/9/2022	24	-	-	-	-	24
Teacher Synergy, LLC	208584484	10/19/2022	11/9/2022	98	-	-	-	-	98
Teaching Textbooks	47169	10/11/2022	11/10/2022	67	-	-	-	-	67
Texthelp	60217	10/6/2022	11/6/2022	130	-	-	-	-	130
The Animation Course, LLC	22-046225-01	10/4/2022	11/3/2022	400	-	-	-	-	400
The Artnook	22-054102-01	10/4/2022	11/3/2022	125	-	-	-	-	125
The Bakersfield Sound Co.	22-050514-01	10/3/2022	11/2/2022	120	-	-	-	-	120
The Dance Company	22-054156-01	10/3/2022	11/2/2022	62	-	-	-	-	62
The Dance Company	22-054644-01	10/4/2022	11/3/2022	62	-	-	-	-	62
The Dance Studio 2	22-047657-02	10/4/2022	11/3/2022	64	-	-	-	-	64
The Dance Studio 2	22-047659-02	10/4/2022	11/3/2022	64	-	-	-	-	64
The Dancers Edge LLC	22-054933-01	10/6/2022	11/5/2022	55	-	-	-	-	55
The Dancers Edge LLC	22-054934-01	10/12/2022	11/11/2022	55	-	-	-	-	55
The Dancers Edge LLC	22-054934-02	10/12/2022	11/11/2022	55	-	-	-	-	55
The Talk Team	110780	10/5/2022	11/4/2022	375	-	-	-	-	375
The Talk Team	110781	10/5/2022	11/4/2022	375	-	-	-	-	375
The Talk Team	110782	10/5/2022	11/4/2022	375	-	-	-	-	375
The Talk Team	110783	10/5/2022	11/4/2022	500	-	-	-	-	500
The Talk Team	110784	10/5/2022	11/4/2022	250	-	-	-	-	250
The Talk Team	110785	10/5/2022	11/4/2022	390	-	-	-	-	390
The Talk Team	110786	10/5/2022	11/4/2022	225	-	-	-	-	225

Monarch River Academy

Accounts Payable Aging

For the period ended October 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
The Talk Team	110787	10/5/2022	11/4/2022	375	-	-	-	-	375
The Talk Team	110788	10/5/2022	11/4/2022	550	-	-	-	-	550
The Talk Team	110789	10/5/2022	11/4/2022	625	-	-	-	-	625
Thimble Sewciety	22-053879-01	10/3/2022	11/2/2022	70	-	-	-	-	70
Thimble Sewciety	22-053880-01	10/3/2022	11/2/2022	70	-	-	-	-	70
Timberdoodle.com	394479	10/11/2022	11/10/2022	118	-	-	-	-	118
Timberdoodle.com	394481	10/11/2022	11/10/2022	108	-	-	-	-	108
Ultimate Martial Arts Inc	22-047976-01	10/3/2022	11/2/2022	169	-	-	-	-	169
Ultimate Martial Arts Inc	22-055043-01	10/7/2022	11/6/2022	169	-	-	-	-	169
Ultimate Martial Arts Inc	22-055044-01	10/7/2022	11/6/2022	149	-	-	-	-	149
United Conservatory of Music	22-047590-01	10/3/2022	11/2/2022	320	-	-	-	-	320
United Conservatory of Music	22-047590-02	10/3/2022	11/2/2022	120	-	-	-	-	120
United Conservatory of Music	22-052140-02	10/3/2022	11/2/2022	160	-	-	-	-	160
Unity Farms, Inc.	22-052571-01	10/6/2022	11/5/2022	360	-	-	-	-	360
Unity Farms, Inc.	22-052573-01	10/6/2022	11/5/2022	360	-	-	-	-	360
Unity Farms, Inc.	22-052574-01	10/6/2022	11/5/2022	360	-	-	-	-	360
Valerie Scott	SCOT083122	8/31/2022	8/31/2022	114	-	-	-	-	114
Valerie Scott	SCOT101022	10/10/2022	10/10/2022	21	-	-	-	-	21
Verizon Wireless	9917435827	10/5/2022	10/28/2022	699	-	-	-	-	699
Wendy DeRaud	22-050151-02	10/3/2022	11/2/2022	120	-	-	-	-	120
Wendy DeRaud	22-050189-02	10/3/2022	11/2/2022	120	-	-	-	-	120
Wendy DeRaud	22-050895-01	10/3/2022	11/2/2022	90	-	-	-	-	90
Wendy DeRaud	22-052303-01	10/3/2022	11/2/2022	120	-	-	-	-	120
Wendy DeRaud	22-052885-01	10/3/2022	11/2/2022	120	-	-	-	-	120
Wendy DeRaud	22-055124-01	10/17/2022	11/16/2022	90	-	-	-	-	90
Wieser Educational	98152	10/3/2022	11/2/2022	66	-	-	-	-	66
WM Music Lessons	22-042955-02	10/11/2022	11/10/2022	200	-	-	-	-	200
Yosemite Valley Charter School	22-23SY-03	10/5/2022	11/5/2022	96	-	-	-	-	96
Yosemite Valley Charter School	22-23SY-04	10/5/2022	11/5/2022	68	-	-	-	-	68
Yosemite Valley Charter School	22-23SY-05	10/7/2022	11/7/2022	270	-	-	-	-	270
Yosemite Valley Charter School	22-23SY-06	10/12/2022	11/12/2022	22	-	-	-	-	22
Yosemite Valley Charter School	HQT0922MRA	10/13/2022	10/13/2022	44,702	-	-	-	-	44,702
Yosemite Valley Charter School	SO009MRA	10/13/2022	10/13/2022	172,289	-	-	-	-	172,289
Zoe Rebekah Pettitt	22-045955-01	10/10/2022	11/9/2022	250	-	-	-	-	250
Zoe Rebekah Pettitt	22-049918-01	10/10/2022	11/9/2022	213	-	-	-	-	213

Total Outstanding Payables in October \$ 293,553 \$ - \$ - \$ - \$ - \$ 293,553

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Nov-15	Review and/or Update Non-Profit IRS Form 990 Policies - although not required, it is recommended to review these policies annually. 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
FINANCE	Dec-15	Annual Audit Review and Board Approval - Charter Schools are required to submit an independent audit report to the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by December 15 of each year.	Client with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/au/ag/submitaudittrpt.asp
DATA TEAM	Dec-16	CALPADS - Fall 1 Certification deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 1 data within CALPADS, which can impact a number of things, including LCFF funding, reclassified fluent-English proficient (RFEP) counts/rates, and A–G graduate counts.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
DATA TEAM	Set by Authorizer	Principal Apportionment P1 - The First Principal attendance period, designated P-1, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before December 31 of the FY, and is used by the CDE to compute the P-1 Apportionment. Attendance data collected within the P-1 reporting date range must be uploaded into the state's Principal Apportionment Data Collection portal.	Charter Impact with Client support	No	Yes	https://www.cde.ca.gov/fg/st/pa/

Cover Sheet

First Interim Report

Section:	III. Finance
Item:	B. First Interim Report
Purpose:	Discussion & Potential Action - Vote
Related Material:	Financial Package - MR

BACKGROUND:

- Charter Impact has prepared the schools First Interim Report

RECOMMENDATION:

- Consider the approval of First Interim Report

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail**

Charter School Name: Monarch River Academy
(continued)
CDS #: 54718110139477
Charter Approving Entity: Alta Vista Elementary School Distri
County: Tulare
Charter #: 2057
Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description		Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Sources											
State Aid - Current Year		8011	12,108,335.00	-	12,108,335.00	2,140,205.60	-	2,140,205.60	11,789,227.65		11,789,227.65
Education Protection Account State Aid - Current Year		8012	244,020.00	-	244,020.00	53,497.00	-	53,497.00	192,818.00		192,818.00
State Aid - Prior Years		8019	-	-	-	9,500.49	-	9,500.49	9,500.49		9,500.49
Transfers to Charter Schools in Lieu of Property Taxes		8096	168,996.00	-	168,996.00	50,524.00	-	50,524.00	154,336.04		154,336.04
Other LCFF Transfers		8091, 8097	-	-	-	-	-	-	-		-
Total, LCFFSources			12,521,351.00	-	12,521,351.00	2,253,727.09	-	2,253,727.09	12,145,882.18	-	12,145,882.18
2. Federal Revenues											
Every Student Succeeds Act (Title I - V)		8290	-	137,144.00	137,144.00	-	-	-	-	147,819.00	147,819.00
Special Education - Federal		8181, 8182	-	147,632.00	147,632.00	-	-	-	-	134,825.46	134,825.46
Child Nutrition - Federal		8220	-	-	-	-	-	-	-	-	-
Donated Food Commodities		8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues		8110, 8260-8299	-	174,297.00	174,297.00	-	196,125.04	196,125.04	-	335,629.80	335,629.80
Total, Federal Revenues			-	459,073.00	459,073.00	-	196,125.04	196,125.04	-	618,274.26	618,274.26
3. Other State Revenues											
Special Education - State		StateRevSE	-	1,000,482.00	1,000,482.00	-	236,243.00	236,243.00	-	869,122.80	869,122.80
All Other State Revenues		StateRevAO	247,051.00	80,637.00	327,688.00	-	118,067.66	118,067.66	235,768.72	181,781.58	417,550.30
Total, Other State Revenues			247,051.00	1,081,119.00	1,328,170.00	-	354,310.66	354,310.66	235,768.72	1,050,904.38	1,286,673.10
4. Other Local Revenues											
All Other Local Revenues		LocalRevAO	-	-	-	484.34	-	484.34	484.34	-	484.34
Total, Local Revenues			-	-	-	484.34	-	484.34	484.34	-	484.34
5. TOTAL REVENUES			12,768,402.00	1,540,192.00	14,308,594.00	2,254,211.43	550,435.70	2,804,647.13	12,382,135.24	1,669,178.64	14,051,313.88
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries		1100	3,263,976.00	1,374,763.00	4,638,739.00	762,896.63	239,952.01	1,002,848.64	3,015,645.91	547,387.59	3,563,033.50
Certificated Pupil Support Salaries		1200	-	-	-	156,741.66	346,126.32	502,867.98	115,107.45	1,602,921.96	1,718,029.41
Certificated Supervisors' and Administrators' Salaries		1300	757,700.00	-	757,700.00	238,384.16	53,708.36	292,092.52	898,892.52	-	898,892.52
Other Certificated Salaries		1900	-	641,959.00	641,959.00	51,306.00	-	51,306.00	7,173.82	161,818.00	168,991.82
Total, Certificated Salaries			4,021,676.00	2,016,722.00	6,038,398.00	1,209,328.45	639,786.69	1,849,115.14	4,036,819.70	2,312,127.55	6,348,947.25
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries		2100	-	-	-	6,345.14	5,713.25	12,058.39	12,058.39	-	12,058.39
Non-certificated Support Salaries		2200	-	49,192.00	49,192.00	-	17,371.59	17,371.59	1,958.10	49,192.00	51,150.10
Non-certificated Supervisors' and Administrators' Sal.		2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries		2400	-	-	-	377.81	-	377.81	377.81	-	377.81
Other Non-certificated Salaries		2900	89,897.00	-	89,897.00	25,755.94	9,230.00	34,985.94	96,715.21	-	96,715.21
Total, Non-certificated Salaries			89,897.00	49,192.00	139,089.00	32,478.89	32,314.84	64,793.73	111,109.51	49,192.00	160,301.51
3. Employee Benefits											
STRS		3101-3102	768,140.00	385,194.00	1,153,334.00	223,276.80	118,316.40	341,593.20	738,797.52	446,637.91	1,185,435.43
PERS		3201-3202	0.00	0.00	-	-	-	-	-	-	-
OASDI / Medicare / Alternative		3301-3302	65,191.00	33,006.00	98,197.00	19,421.18	11,324.70	30,745.88	63,950.41	37,363.91	101,314.32
Health and Welfare Benefits		3401-3402	379,001.00	204,999.00	584,000.00	209,677.79	-	209,677.79	374,352.14	224,658.98	599,011.12
Unemployment Insurance		3501-3502	21,374.00	11,176.00	32,550.00	4,307.31	1,600.91	5,908.22	10,481.46	6,290.22	16,771.68
Workers' Compensation Insurance		3601-3602	57,562.00	28,923.00	86,485.00	24,405.07	-	24,405.07	29,319.03	17,595.15	46,914.18
OPEB, Allocated		3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees		3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits		3901-3902	-	0.00	-	-	-	-	-	-	-
Total, Employee Benefits			1,291,268.00	663,298.00	1,954,566.00	481,088.15	131,242.01	612,330.16	1,216,900.56	732,546.17	1,949,446.73
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials		4100	-	-	-	-	-	-	-	-	-
Books and Other Reference Materials		4200	-	-	-	-	-	-	-	-	-
Materials and Supplies		4300	1,368,618.00	55,637.00	1,424,255.00	456,623.41	157,301.66	613,925.07	1,230,053.03	210,117.58	1,440,170.61
Noncapitalized Equipment		4400	227,743.00	-	227,743.00	49.00	-	49.00	85,388.96	-	85,388.96
Food		4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies			1,596,361.00	55,637.00	1,651,998.00	456,672.41	157,301.66	613,974.07	1,315,441.99	210,117.58	1,525,559.57
5. Services and Other Operating Expenditures											
Subagreements for Services		5100	2,360,903.00	413,800.00	2,774,703.00	767,761.83	23,837.67	791,599.50	1,956,268.70	142,437.67	2,098,706.37
Travel and Conferences		5200	3,800.00	-	3,800.00	5,808.26	1,250.93	7,059.19	8,341.59	1,250.93	9,592.52
Dues and Memberships		5300	-	-	-	1,130.00	-	1,130.00	1,130.00	-	1,130.00
Insurance		5400	91,500.00	-	91,500.00	46,118.76	-	46,118.76	138,358.76	-	138,358.76
Operations and Housekeeping Services		5500	6,700.00	-	6,700.00	179.04	-	179.04	179.04	-	179.04
Rentals, Leases, Repairs, and Noncap. Improvements		5600	-	-	-	-	-	-	-	-	-
Transfers of Direct Costs		5700-5799	1,775,306.00	(1,775,306.00)	-	455,786.56	(455,786.56)	-	1,816,408.09	(1,816,408.09)	(0.00)
Professional/Consulting Services and Operating Expend.		5800	793,611.00	116,849.00	910,460.00	171,574.75	18,000.76	189,575.51	740,440.40	35,427.13	775,867.53
Communications		5900	16,300.00	-	16,300.00	647.57	2,487.70	3,135.27	10,580.90	2,487.70	13,068.60
Total, Services and Other Operating Expenditures			5,048,120.00	(1,244,657.00)	3,803,463.00	1,449,006.77	(410,209.50)	1,038,797.27	4,671,707.48	(1,634,804.66)	3,036,902.82

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail**

Charter School Name: Monarch River Academy
(continued)
CDS #: 54718110139477
Charter Approving Entity: Alta Vista Elementary School District
County: Tulare
Charter #: 2057
Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	45,288.00	-	45,288.00	16,107.25	-	16,107.25	48,323.25	-	48,323.25
Total, Capital Outlay		45,288.00	-	45,288.00	16,107.25	-	16,107.25	48,323.25	-	48,323.25
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		12,092,610.00	1,540,192.00	13,632,802.00	3,644,681.92	550,435.70	4,195,117.62	11,400,302.49	1,669,178.64	13,069,481.13
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		675,792.00	-	675,792.00	(1,390,470.49)	-	(1,390,470.49)	981,832.75	0.00	981,832.75
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		675,792.00	-	675,792.00	(1,390,470.49)	-	(1,390,470.49)	981,832.75	0.00	981,832.75
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	3,134,626.68	-	3,134,626.68	3,147,052.32	-	3,147,052.32	3,147,052.32	-	3,147,052.32
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	0.68	-	0.68	0.68	-	0.68
c. Adjusted Beginning Balance		3,134,626.68	-	3,134,626.68	3,147,053.00	-	3,147,053.00	3,147,053.00	-	3,147,053.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,810,418.68	-	3,810,418.68	1,756,582.51	-	1,756,582.51	4,128,885.75	0.00	4,128,885.75
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-	-	-	-	-
c. Committed										
Stabilization Arrangements	9750	-	-	-	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-	-	-	-
d. Assigned										
Other Assignments	9780	-	-	-	-	-	-	-	-	-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	408,984.06	-	408,984.06	392,084.43	-	392,084.43	392,084.43	-	392,084.43
Unassigned/Unappropriated Amount	9790	3,401,434.62	-	3,401,434.62	1,364,498.08	-	1,364,498.08	3,736,801.32	0.00	3,736,801.32

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Monarch River Academy
(continued)
CDS #: 54718110139477
Charter Approving Entity: Alta Vista Elementary School District
County: Tulare
Charter #: 2057
Fiscal Year: 2022/23

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	12,108,335.00	2,140,205.60	11,789,227.65	(319,107.35)	-2.64%
Education Protection Account State Aid - Current Year	8012	244,020.00	53,497.00	192,818.00	(51,202.00)	-20.98%
State Aid - Prior Years	8019	-	9,500.49	9,500.49	9,500.49	New
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	168,996.00	50,524.00	154,336.04	(14,659.96)	-8.67%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		12,521,351.00	2,253,727.09	12,145,882.18	(375,468.82)	-3.00%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	137,144.00	-	147,819.00	10,675.00	7.78%
Special Education - Federal	8181, 8182	147,632.00	-	134,825.46	(12,806.54)	-8.67%
Child Nutrition - Federal	8220	-	-	-	-	-
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	174,297.00	196,125.04	335,629.80	161,332.80	92.56%
Total, Federal Revenues		459,073.00	196,125.04	618,274.26	159,201.26	34.68%
3. Other State Revenues						
Special Education - State	StateRevSE	1,000,482.00	236,243.00	869,122.80	(131,359.20)	-13.13%
All Other State Revenues	StateRevAO	327,688.00	118,067.66	417,550.30	89,862.30	27.42%
Total, Other State Revenues		1,328,170.00	354,310.66	1,286,673.10	(41,496.90)	-3.12%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	-	484.34	484.34	484.34	New
Total, Local Revenues		-	484.34	484.34	484.34	New
5. TOTAL REVENUES		14,308,594.00	2,804,647.13	14,051,313.88	(257,280.12)	-1.80%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	4,638,739.00	1,002,848.64	3,563,033.50	(1,075,705.50)	-23.19%
Certificated Pupil Support Salaries	1200	-	502,867.98	1,718,029.41	1,718,029.41	New
Certificated Supervisors' and Administrators' Salaries	1300	757,700.00	292,092.52	898,892.52	141,192.52	18.63%
Other Certificated Salaries	1900	641,959.00	51,306.00	168,991.82	(472,967.18)	-73.68%
Total, Certificated Salaries		6,038,398.00	1,849,115.14	6,348,947.25	310,549.25	5.14%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	-	12,058.39	12,058.39	12,058.39	New
Non-certificated Support Salaries	2200	49,192.00	17,371.59	51,150.10	1,958.10	3.98%
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-
Clerical and Office Salaries	2400	-	377.81	377.81	377.81	New
Other Non-certificated Salaries	2900	89,897.00	34,985.94	96,715.21	6,818.21	7.58%
Total, Non-certificated Salaries		139,089.00	64,793.73	160,301.51	21,212.51	15.25%
3. Employee Benefits						
STRS	3101-3102	1,153,334.00	341,593.20	1,185,435.43	32,101.43	2.78%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	98,197.00	30,745.88	101,314.32	3,117.32	3.17%
Health and Welfare Benefits	3401-3402	584,000.00	209,677.79	599,011.12	15,011.12	2.57%
Unemployment Insurance	3501-3502	32,550.00	5,908.22	16,771.68	(15,778.32)	-48.47%
Workers' Compensation Insurance	3601-3602	86,485.00	24,405.07	46,914.18	(39,570.82)	-45.75%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-
Total, Employee Benefits		1,954,566.00	612,330.16	1,949,446.73	(5,119.27)	-0.26%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Monarch River Academy
(continued)
CDS #: 54718110139477
Charter Approving Entity: Alta Vista Elementary School District
County: Tulare
Charter #: 2057
Fiscal Year: 2022/23

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	-	-	-	-	
Books and Other Reference Materials	4200	-	-	-	-	
Materials and Supplies	4300	1,424,255.00	613,925.07	1,440,170.61	15,915.61	1.12%
Noncapitalized Equipment	4400	227,743.00	49.00	85,388.96	(142,354.04)	-62.51%
Food	4700	-	-	-	-	
Total, Books and Supplies		1,651,998.00	613,974.07	1,525,559.57	(126,438.43)	-7.65%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	2,774,703.00	791,599.50	2,098,706.37	(675,996.63)	-24.36%
Travel and Conferences	5200	3,800.00	7,059.19	9,592.52	5,792.52	152.43%
Dues and Memberships	5300	-	1,130.00	1,130.00	1,130.00	New
Insurance	5400	91,500.00	46,118.76	138,358.76	46,858.76	51.21%
Operations and Housekeeping Services	5500	6,700.00	179.04	179.04	(6,520.96)	-97.33%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	-	-	-	-	
Transfers of Direct Costs	5700-5799	-	-	(0.00)	(0.00)	New
Professional/Consulting Services and Operating Expend.	5800	910,460.00	189,575.51	775,867.53	(134,592.47)	-14.78%
Communications	5900	16,300.00	3,135.27	13,068.60	(3,231.40)	-19.82%
Total, Services and Other Operating Expenditures		3,803,463.00	1,038,797.27	3,036,902.82	(766,560.18)	-20.15%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	45,288.00	16,107.25	48,323.25	3,035.25	6.70%
Total, Capital Outlay		45,288.00	16,107.25	48,323.25	3,035.25	6.70%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
8. TOTAL EXPENDITURES		13,632,802.00	4,195,117.62	13,069,481.13	(563,320.87)	-4.13%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		675,792.00	(1,390,470.49)	981,832.75	306,040.75	45.29%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Monarch River Academy
(continued) _____
CDS #: 54718110139477
Charter Approving Entity: Alta Vista Elementary School District
County: Tulare
Charter #: 2057
Fiscal Year: 2022/23

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		675,792.00	(1,390,470.49)	981,832.75	306,040.75	45.29%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	3,134,626.68	3,147,052.32	3,147,052.32	12,425.64	0.40%
b. Adjustments/Restatements	9793, 9795	-	0.68	0.68	0.68	New
c. Adjusted Beginning Fund Balance		3,134,626.68	3,147,053.00	3,147,053.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,810,418.68	1,756,582.51	4,128,885.75		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	408,984.06	392,084.43	392,084.43	(16,899.63)	-4.13%
Unassigned/Unappropriated Amount	9790	3,401,434.62	1,364,498.08	3,736,801.32	335,366.70	9.86%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Monarch River Academy
(continued) _____
CDS #: 54718110139477
Charter Approving Entity: Alta Vista Elementary School Dis
County: Tulare
Charter #: 2057
Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service / Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	11,789,227.65	0.00	11,789,227.65	12,428,846.09	12,952,177.11
Education Protection Account State Aid - Current Year	8012	192,818.00	0.00	192,818.00	222,852.00	222,852.00
State Aid - Prior Years	8019	9,500.49	0.00	9,500.49	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	154,336.04	0.00	154,336.04	154,336.04	154,336.04
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		12,145,882.18	0.00	12,145,882.18	12,806,034.13	13,329,365.15
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	147,819.00	147,819.00	147,819.00	147,819.00
Education Protection Account State Aid - Current Year	8181, 8182	0.00	134,825.46	134,825.46	134,825.46	134,825.46
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	335,629.80	335,629.80	335,629.81	335,629.81
Total, Federal Revenues		0.00	618,274.26	618,274.26	618,274.27	618,274.27
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	869,122.80	869,122.80	869,122.80	869,122.80
All Other State Revenues	StateRevAO	235,768.72	181,781.58	417,550.30	417,767.09	417,767.09
Total, Other State Revenues		235,768.72	1,050,904.38	1,286,673.10	1,286,889.89	1,286,889.89
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	484.34	0.00	484.34	484.34	484.34
Total, Local Revenues		484.34	0.00	484.34	484.34	484.34
5. TOTAL REVENUES		12,382,135.24	1,669,178.64	14,051,313.88	14,711,682.63	15,235,013.65
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	3,015,645.91	547,387.59	3,563,033.50	3,585,967.27	3,657,686.61
Certificated Pupil Support Salaries	1200	115,107.45	1,602,921.96	1,718,029.41	1,704,263.90	1,738,349.18
Certificated Supervisors' and Administrators' Salaries	1300	898,892.52	0.00	898,892.52	902,904.00	920,962.08
Other Certificated Salaries	1900	7,173.82	161,818.00	168,991.82	165,054.36	168,355.45
Total, Certificated Salaries		4,036,819.70	2,312,127.55	6,348,947.25	6,358,189.53	6,485,353.32
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	12,058.39	0.00	12,058.39	0.00	0.00
Non-certificated Support Salaries	2200	1,958.10	49,192.00	51,150.10	51,681.12	52,714.74
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	377.81	0.00	377.81	0.00	0.00
Other Non-certificated Salaries	2900	96,715.21	0.00	96,715.21	94,445.79	96,334.70
Total, Non-certificated Salaries		111,109.51	49,192.00	160,301.51	146,126.91	149,049.44

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Monarch River Academy
(continued) _____
CDS #: 54718110139477
Charter Approving Entity: Alta Vista Elementary School Dis
County: Tulare
Charter #: 2057
Fiscal Year: 2022/23

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	738,797.52	446,637.91	1,185,435.43	1,214,414.20	1,238,702.49
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	63,950.41	37,363.91	101,314.32	103,372.46	105,439.91
Health and Welfare Benefits	3401-3402	374,352.14	224,658.98	599,011.12	595,680.00	607,593.60
Unemployment Insurance	3501-3502	10,481.46	6,290.22	16,771.68	13,581.40	13,583.53
Workers' Compensation Insurance	3601-3602	29,319.03	17,595.15	46,914.18	32,521.58	33,172.01
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,216,900.56	732,546.17	1,949,446.73	1,959,569.64	1,998,491.54
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	1,230,053.03	210,117.58	1,440,170.61	1,468,974.03	1,498,353.51
Noncapitalized Equipment	4400	85,388.96	0.00	85,388.96	87,096.74	88,838.67
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		1,315,441.99	210,117.58	1,525,559.57	1,556,070.77	1,587,192.18
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	1,956,268.70	142,437.67	2,098,706.37	2,140,680.49	2,183,494.10
Travel and Conferences	5200	8,341.59	1,250.93	9,592.52	9,784.37	9,980.06
Dues and Memberships	5300	1,130.00	0.00	1,130.00	1,152.60	1,175.65
Insurance	5400	138,358.76	0.00	138,358.76	141,125.94	143,948.45
Operations and Housekeeping Services	5500	179.04	0.00	179.04	182.62	186.27
Rentals, Leases, Repairs, and Noncap. Improvements	5600	0.00	0.00	0.00	0.00	0.00
Transfers of Direct Costs	5700-5799	1,816,408.09	(1,816,408.09)	(0.00)	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	740,440.40	35,427.13	775,867.53	884,217.77	908,312.11
Communications	5900	10,580.90	2,487.70	13,068.60	13,329.98	13,596.57
Total, Services and Other Operating Expenditures		4,671,707.48	(1,634,804.66)	3,036,902.82	3,190,473.77	3,260,693.21
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major						
Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	48,323.25	0.00	48,323.25	49,289.72	50,275.51
Total, Capital Outlay		48,323.25	0.00	48,323.25	49,289.72	50,275.51
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		11,400,302.49	1,669,178.64	13,069,481.13	13,259,720.34	13,531,055.20
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		981,832.75	0.00	981,832.75	1,451,962.29	1,703,958.45

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Monarch River Academy
(continued) _____
CDS #: 54718110139477
Charter Approving Entity: Alta Vista Elementary School Dis
County: Tulare
Charter #: 2057
Fiscal Year: 2022/23

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		981,832.75	0.00	981,832.75	1,451,962.29	1,703,958.45
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	3,147,052.32	0.00	3,147,052.32	4,128,885.75	5,580,848.04
b. Adjustments/Restatements	9793, 9795	0.68	0.00	0.68	0.00	0.00
c. Adjusted Beginning Balance		3,147,053.00	0.00	3,147,053.00	4,128,885.75	5,580,848.04
2. Ending Fund Balance, June 30 (E + F.1.c.)		4,128,885.75	0.00	4,128,885.75	5,580,848.04	7,284,806.49
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	392,084.43	0.00	392,084.43	397,791.61	405,931.66
Unassigned/Unappropriated Amount	9790	3,736,801.32	0.00	3,736,801.32	5,183,056.43	6,878,874.83

Cover Sheet

Superintendent & Deputy Director Divvy Expenses

Section:	III. Finance
Item:	C. Superintendent & Deputy Director Divvy Expenses
Purpose:	Discussion & Potential Action
Related Material:	ED & DD Divvy Expense Report - November - MR

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 October 31, 2022

Vendor Name	Card Holder	Transaction Date	Transaction Amount
Sheraton	Steph Johnson	11/17/2022	522.88

Total Disbursement in November \$ 522.88

Cover Sheet

2021-2022 Audit

Section:	III. Finance
Item:	D. 2021-2022 Audit Report
Purpose:	Discussion & Potential Action
Related Material:	Audit Report - MR

BACKGROUND:

- Schools have internal and external audits to ensure the appropriate use of public funds and that they meet state and federal guidelines.
- Annually, the school is required to contract with a certified public accountant or public accountants deemed by the State Controller's Office as qualified to conduct audits.
- The evaluative process is used to improve the operations of a school. This practice helps the school accomplish its goals by bringing a systematic approach to evaluating and improving the effectiveness of various areas (risk management, governance, etc.).
- When making certain that the school is "in compliance," the auditor will assess whether the school (school board, administrators, staff, etc.) have met responsibilities in complying with federal, state, and local regulations, policies, laws, procedures, etc.



**MONARCH RIVER
ACADEMY**

MONARCH RIVER ACADEMY

AUDIT REPORT

**FOR THE YEAR ENDED
JUNE 30, 2022**

**A NONPROFIT PUBLIC BENEFIT CORPORATION
OPERATING THE FOLLOWING CALIFORNIA CHARTER SCHOOL**

Monarch River Academy (Charter No. 2057)

FINANCIAL SECTION

Independent Auditors' Report	1
Financial Statements	
Statement of Financial Position	3
Statement of Activities	4
Statement of Functional Expenses	5
Statement of Cash Flows	6
Notes to Financial Statements	7

SUPPLEMENTARY INFORMATION

LEA Organization Structure	16
Schedule of Expenditures of Federal Awards	17
Schedule of Average Daily Attendance	18
Schedule of Instructional Time	19
Reconciliation of Financial Report – Alternative Form with Audited Financial Statements	20
Note to the Supplementary Information	21

OTHER INDEPENDENT AUDITORS' REPORTS

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Governmental Auditing Standards</i>	22
Report on Compliance for Each Major Federal Program; and Report on Internal Control over Compliance Required by the Uniform Guidance	24
Report on State Compliance	27

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Summary of Auditors' Results	30
Financial Statement Findings	31
Federal Award Findings and Questioned Costs	32
State Award Findings and Questioned Costs	33
Schedule of Prior Audit Findings	34

FINANCIAL SECTION

DRAFT

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Monarch River Academy
Fresno, California

Report on the Financial Statements

Opinion

We have audited the accompanying financial statements of Monarch River Academy (the "Charter") which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Monarch River Academy as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Monarch River Academy and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Monarch River Academy's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user based on the financial statements.

Auditor's Responsibilities for the Audit of the Financial Statements (continued)

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Monarch River Academy's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgement, there are conditions or events, considered in the aggregate, that raise substantial doubt about Monarch River Academy's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information listed in the table of contents, including the schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated **December 13, 2022**, on our consideration of Monarch River Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Monarch River Academy's internal control over financial reporting and compliance.

San Diego, California

December 13, 2022

MONARCH RIVER ACADEMY
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2022

ASSETS

Current assets

Cash and cash equivalents	\$ 1,964,025
Accounts receivable	2,110,756
Prepaid expenses	26,110
Total current assets	<u>4,100,891</u>

Capital Assets

Property and equipment	241,605
Less accumulated depreciation	(45,789)
Capital assets, net	<u>195,816</u>
Total Assets	<u>\$ 4,296,707</u>

LIABILITIES AND NET ASSETS

Liabilities

Accounts payable	\$ 671,713
Deferred revenue	358,150
Loans payable	<u>119,792</u>
Total liabilities	<u>1,149,655</u>

Net assets

Without donor restrictions	<u>3,147,052</u>
Total net assets	<u>3,147,052</u>
Total Liabilities and Net Assets	<u>\$ 4,296,707</u>

DRAFT

The notes to the financial statements are an integral part of this statement.

**MONARCH RIVER ACADEMY
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2022**

	<u>Without Donor Restrictions</u>
SUPPORT AND REVENUES	
Federal and state support and revenues	
Local control funding formula, state aid	\$ 10,052,318
Federal revenues	1,205,292
Other state revenues	1,553,189
Total federal and state support and revenues	<u>12,810,799</u>
Local support and revenues	
Payments in lieu of property taxes	156,852
Grants and donations	2,310
Total local support and revenues	<u>159,162</u>
Total Support and Revenues	<u>12,969,961</u>
EXPENSES	
Program services	10,889,940
Management and general	1,006,634
Total Expenses	<u>11,896,574</u>
CHANGE IN NET ASSETS	1,073,387
Net Assets - Beginning	<u>2,073,665</u>
Net Assets - Ending	<u>\$ 3,147,052</u>

The notes to the financial statements are an integral part of this statement.

MONARCH RIVER ACADEMY
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2022

	Program Services	Management and General	Total
EXPENSES			
Personnel expenses			
Certificated salaries	\$ 4,651,107	\$ 156,030	\$ 4,807,137
Non-certificated salaries	52,857	64,314	117,171
Pension plan contributions	1,138,356	25,000	1,163,356
Payroll taxes	119,211	5,509	124,720
Other employee benefits	510,124	23,573	533,697
Total personnel expenses	6,471,655	274,426	6,746,081
Non-personnel expenses			
Books and supplies	1,405,323	18,784	1,424,107
Insurance	78,570	3,631	82,201
Facilities	715	33	748
Professional services	1,595,212	322,041	1,917,253
Interest expense	-	24,368	24,368
Depreciation	-	45,789	45,789
Service fees to Axia Group	1,325,317	-	1,325,317
Authorizing agency fees	-	307,196	307,196
Other operating expenses	13,148	10,366	23,514
Total non-personnel expenses	4,418,285	732,208	5,150,493
Total Expenses	\$ 10,889,940	\$ 1,006,634	\$ 11,896,574

DRAFT

The notes to the financial statements are an integral part of this statement.

MONARCH RIVER ACADEMY
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2022

CASH FLOWS FROM OPERATING ACTIVITIES

Change in net assets	\$ 1,073,387
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities	
Depreciation	45,789
(Increase) decrease in operating assets	
Accounts receivable	1,805,630
Prepaid expenses	29,525
Increase (decrease) in operating liabilities	
Accounts payable	(389,464)
Deferred revenue	72,346
Net cash provided by (used in) operating activities	<u>2,637,213</u>

CASH FLOWS FROM INVESTING ACTIVITIES

Purchase of capital assets	(15,195)
Net cash provided by (used in) investing activities	<u>(15,195)</u>

CASH FLOWS FROM FINANCING ACTIVITIES

Draws or proceeds from loans payable	1,536,700
Principal payments on loans payable	(3,804,608)
Net cash provided by (used in) financing activities	<u>(2,267,908)</u>

NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS 354,110

Cash and cash equivalents - Beginning 1,609,915

Cash and cash equivalents - Ending \$ 1,964,025

SUPPLEMENTAL DISCLOSURE

Cash paid for interest	<u>\$ 24,368</u>
------------------------	------------------

The notes to the financial statements are an integral part of this statement.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Monarch River Academy (the “Charter”) was formed as a nonprofit public benefit corporation on April 2, 2019 for the purpose of operating as a California public school located in Tulare County. The Charter was numbered by the State Board of Education in July 2019 as California Charter No. 2057. 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. Monarch River Academy provides nonclassroom-based instruction to students in grades TK/K to 12.

Monarch River Academy is authorized to operate as a charter school through the Alta Vista Elementary School District (the “authorizing agency”). In March 2019, the Board of Directors of the Alta Vista Elementary School District approved a charter petition for a five-year term beginning July 1, 2019 and expiring on June 30, 2024. Due to AB 130, the current charter petition end date is extended to June 30, 2026. Funding sources primarily consist of state apportionments and in lieu of property tax revenues.

B. Basis of Accounting

The Charter’s policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

C. Financial Statement Presentation

The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) “Audit and Accounting Guide for Not-for-Profit Organizations” (the “Guide”). ASC 958-205 was effective July 1, 2018. Under the Guide, Monarch River Academy is required to report information regarding its financial position and activities according to two classes of net assets:

Net assets without donor restrictions – These net assets generally result from revenues generated by receiving contributions that have no donor restrictions, providing services, and receiving interest from operating investments, less expenses incurred in providing program-related services, raising contributions, and performing administrative functions.

Net assets with donor restrictions – These assets result from gifts of cash and other assets that are received with donor stipulations that limit the use of the donated assets, either temporarily or permanently, until the donor restriction expires (that is until the stipulated time restriction ends or the purpose of the restriction is accomplished) the net assets are restricted. When a restriction expires, restricted net assets are reclassified to net assets without donor restrictions.

As a public charter school, Monarch River Academy also accounts for its financial transactions in accordance with the policies and procedures of the Department of Education’s *California School Accounting Manual* presented in Procedure 810 Charter Schools. Fund accounting is not used in the Charter’s financial statement presentation.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

E. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenses have been allocated between program and supporting services based on management's estimates.

F. Contributions

Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets.

When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported on the statement of activities as "net assets released from restrictions." Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support. Contributions restricted for the acquisition of land, buildings, and equipment are reported as net assets without restriction upon acquisition of the assets and the assets are placed in service.

Non-cash contributions of goods, materials, and facilities are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone possessing those skills, and would have to be purchased by the organization if not donated.

G. In Lieu of Property Taxes Revenue

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The County bills and collects the taxes for the authorizing agency. In lieu of distributing funds out of property tax proceeds, the authorizing agency makes monthly payments to Monarch River Academy. Revenues are recognized by the Charter when earned.

H. Cash and Cash Equivalents

Monarch River Academy considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents.

I. Investments

The Charter's method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Gains and losses resulting from adjustments to fair values are included in the accompanying statement of activities. Investment return is presented net of any investment fees.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Receivables and Allowances

Accounts receivable are stated at the amount management expects to collect from outstanding balances. An allowance for doubtful accounts is established, as necessary, based on past experience and other factors which, in management's judgment, deserve current recognition in estimating bad debts. Such factors include the relationship of the allowance for doubtful accounts to accounts receivable and current economic conditions. Based on review of these factors, the Charter establishes or adjusts the allowance for specific revenue sources as a whole. At June 30, 2022, an allowance for doubtful accounts was not considered necessary as all accounts receivable were deemed collectible.

K. Capital Assets

Monarch River Academy has adopted a policy to capitalize asset purchases over \$5,000. Lesser amounts are expensed. Donations of capital assets are recorded as contributions at their estimated fair value. Such donations are reported as net assets without donor restrictions. Capital assets are depreciated using the straight-line method over the estimated useful lives of the property and equipment or the related lease terms.

L. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the organization prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

M. Income Taxes

Monarch River Academy is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. The Charter is exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code. As a school, the Charter is not required to register with the California Attorney General as a charity.

The Charter's management believes all of its significant tax positions would be upheld under examination; therefore, no provision for income tax has been recorded. The Charter's information and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

N. Fair Value Measurements

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The three levels of the fair value hierarchy are described below:

- Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
- Level 2 Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.
- Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

O. New Accounting Pronouncement

Leases

In February 2016, FASB issued ASU No. 2016-02, *Leases (Topic 842)*. The objective of the ASU is to increase transparency and comparability in financial reporting by requiring balance sheet recognition of leases and note disclosure of certain information about lease arrangements. The new FASB ASU topic on leases consists of five subtopics: overall, lessee, lessor, sale and leaseback transactions, and leveraged lease arrangements. ASU No. 2016-02 is applicable to any entity that enters into a lease. The new lease standard is effective for private nonprofits with fiscal years beginning after December 15, 2021. The Charter will determine the impact on the financial statements once required to implement in the 2022-23 fiscal year.

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30, 2022, consists of cash in banks of \$1,964,025 held in a non-interest-bearing accounts. As of June 30, 2022, \$1,878,920 of the Monarch River Academy's bank balance was exposed to custodial credit risk as there were deposits over \$250,000 in accounts held at insured bank. Custodial credit risk is the risk that in the event of a bank failure, an organization's deposits may not be returned to it. Monarch River Academy does not have a policy for custodial credit risk for deposits. The FDIC insures up to \$250,000 per depositor per insured bank.

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable, as of June 30, 2022, consists of the following:

Local control funding sources, state aid	\$	1,084,508
Federal sources		701,256
Other state sources		171,108
In lieu property tax payments		12,590
Due from partner schools*		141,294
Total Accounts Receivable	\$	2,110,756

*Refer to related party transactions Note 12.

NOTE 4 – CAPITAL ASSETS

A summary of activity related to capital assets during the year ended June 30, 2022 consists of the following:

	Balance July 1, 2021	Additions	Disposals	Balance June 30, 2022
Property and equipment				
Furniture and equipment	\$ -	\$ 15,195	\$ -	\$ 15,195
Software	226,410	-	-	226,410
Total property and equipment	226,410	15,195	-	241,605
Less accumulated depreciation	-	(45,789)	-	(45,789)
Capital Assets, net	\$ 226,410	\$ (30,594)	\$ -	\$ 195,816

MONARCH RIVER ACADEMY
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022

NOTE 5 – ACCOUNTS PAYABLE

Accounts payable, as of June 30, 2022, consists of the following:

Vendor payables	\$ 329,002
Salaries and benefits	303,627
Compensated absences	39,084
Total Accounts Payable	\$ 671,713

NOTE 6 – DEFERRED REVENUE

Deferred revenue, as of June 30, 2022, consists of the following:

Federal sources	\$ 11,952
State sources	346,198
Total Deferred Revenue	\$ 358,150

NOTE 7 – LOANS PAYABLE

A summary of activity related to loans payable during the year ended June 30, 2022 consists of the following:

	Balance July 1, 2021	Draws	Payments	Balance June 30, 2022
Sale of receivables	\$ 2,200,200	\$ 1,536,700	\$ 3,736,900	\$ -
Software loan	187,500	-	67,708	119,792
Total Loans Payable	\$ 2,387,700	\$ 1,536,700	\$ 3,804,608	\$ 119,792

Sale of Receivables

Throughout the fiscal year ended June 30, 2022, the Charter entered into several agreements with Charter School Capital, Inc. whereby future receivables were collateralized for short-term borrowings. The total amount borrowed during the fiscal year amounted to \$1,536,700. Of this amount, the Charter repaid \$3,736,900, which includes \$2,200,200 that was payable at July 1, 2021. Total interest expense or discounts charged on these financing agreements amounted to \$24,368.

Software Loan

In June 2021, Monarch River Academy along with Yosemite Valley Charter School entered into a shared loan agreement with AATK, LLC for \$475,000. The agreement required \$100,000 to be paid by June 30, 2021 to execute the agreement. The balance of \$357,000 is payable in monthly installments of \$10,417 over a three-year term from closing date. The agreement includes the purchase of a software platform that provides authorized schools access to enrichment ordering system, curriculum ordering system, tech extension to the ordering system, lender library, field trip and events, and curriculum suite. As of June 30, 2022, \$119,792 remained payable and is to be repaid in a remaining twenty-three (23) equal monthly installments of \$5,209.

MONARCH RIVER ACADEMY
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022

NOTE 8 – NET ASSETS

As of June 30, 2022, the Charter did not hold any net assets with donor restrictions. Certain designations or reserves have been made for the use of net assets without donor restrictions either by the board, management or by nature of the financial assets held by the Charter. At June 30, 2022, the Charter's net assets without donor restrictions consist of the following:

Net investment in capital assets	\$ 195,816
Undesignated	2,951,236
Total Net Assets without Donor Restrictions	\$ 3,147,052

NOTE 9 – LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

The following table reflects the Charter's financial assets as of June 30, 2022, reduced by amounts not available for general expenditure within one year. Financial assets are considered not available for general use when illiquid or not convertible to cash within one year, consist of assets held for others or are held aside by the governing board for specific contingency reserves. Any board designations could be drawn upon if the board approves that action.

Financial Assets	
Cash and cash equivalents	\$ 1,964,025
Accounts receivable	2,110,756
Prepaid expenses	26,110
Financial Assets available to meet cash needs for expenditures within one year	\$ 4,100,891

NOTE 10 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under a multiemployer defined benefit pension plans maintained by agencies of the State of California. In accordance with *California Education Code 47605*, charter schools have the option of participating in such plans if an election to participate is specified within the charter petition. The Charter has made such election. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and non-certificated employees are offered social security as an alternative plan. All employees are eligible to participate in a 403(b) plan as an alternative plan.

California State Teachers' Retirement System (CalSTRS)

Plan Description

Monarch River Academy contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7667 Folsom Boulevard; Sacramento, California 95826.

Funding Policy

Active plan members are required to contribute 10.25% or 10.205% of their 2021-22 salary depending on the employee's membership date in the plan. The required employer contribution rate for fiscal year 2021-22 was 16.92% of annual payroll. The contribution requirements of the plan members are established by state statute.

MONARCH RIVER ACADEMY
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022

NOTE 10 – EMPLOYEE RETIREMENT PLANS (continued)

California State Teachers' Retirement System (CalSTRS) (continued)

The Charter's contributions to CalSTRS for the last three fiscal years were as follows:

	Contribution	Percent of Required Contribution
2021-22	\$ 770,221	100%
2020-21	\$ 530,962	100%
2019-20	\$ 464,825	100%

On-Behalf Payments

The State of California makes direct on-behalf payments for retirement benefits to CalSTRS on behalf of all school agencies in California. The amount of on-behalf payments made for Monarch River Academy is estimated at \$393,135. The on-behalf payment amount is computed as the proportionate share of total 2020-21 State on-behalf contributions.

Alternative Plan

As established by federal law, all public sector employees who are not members of their employer's existing retirement plan (CalSTRS or CalPERS) must be covered by social security or an alternative plan. The Charter offers both social security and a 403(b) employee funded plan. All employees are eligible to participate in the plans. A participant of the 403(b) plan may make an election to defer compensation and have it contributed to this plan.

NOTE 11 – COMMITMENTS AND CONTINGENCIES

Charter School Authorization

As mentioned in Note 1A, Monarch River Academy is approved to operate as a public charter school through authorization by the Alta Vista Elementary School District. As such, the Charter is subject to the risk of possible non-renewal or revocation at the discretion of its authorizing agency if certain criteria for student outcomes, management, and/or fiscal solvency are not met.

On July 9, 2021, the Governor of California approved Assembly Bill 130 (AB 130). Effective July 1, 2021, AB 130 added a provision within the California Education Code whereby all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years. As a result, the charter petition end date is extended to June 30, 2026.

Governmental Funds

Monarch River Academy has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements would not be material.

Multiemployer Defined Benefit Plan Participation

Under current law on multiemployer defined benefit plans, the Charter's voluntary withdrawal from any underfunded multiemployer defined benefit plan would require the Charter to make payments to the plan, which would approximate the Charter's proportionate share of the multiemployer plan's unfunded vested liabilities. CalSTRS has estimated that the Charter's share of withdrawal liability is approximately \$2,781,852 as of June 30, 2021. The Charter does not currently intend to withdraw from CalSTRS. Refer to Note 10 for additional information on employee retirement plans.

MONARCH RIVER ACADEMY
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2022

NOTE 11 – COMMITMENTS AND CONTINGENCIES (continued)

Pending or Threatened Litigation

The Charter is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the Charter as of June 30, 2022.

NOTE 12 – RELATED PARTY TRANSACTIONS

Authorizing Agency

The Charter makes payments to the authorizing agency, Alta Vista Elementary School District, to provide required services for special education and other purchased services in addition to fees for oversight. In accordance with *California Education Code 47613(b)*, the authorizing agency may charge actual costs of oversight not to exceed 3% of revenue from local control funding formula sources if the authorizing agency also provides substantially free facilities; Alta Vista Elementary School District provides such facilities. Total fees for oversight and facility use amounted to \$307,196 for the fiscal year ending June 30, 2022.

Provenance (formerly Inspire Charter Schools)

When Monarch River Academy was initially incorporated in April 2019, its articles of incorporation listed the founder and former CEO of Inspire Charter Schools (“Inspire”) as the incorporator of the Charter. In July 2019, Monarch River Academy entered into an education and support services agreement with Inspire Charter Schools for educational services under the “Inspire Education Model” and for management services. Inspire Charter Schools has since changed its name to Provenance. The agreement called for an annual fee of 15% of annual revenues and covered a term from July 1, 2019 to June 30, 2024. This agreement was cancelled due to the closure of Provenance and the Charter began services with Axia Group LLC.

Partner Schools

During the fiscal year, Monarch River Academy worked with certain partner schools that had also received services from Provenance. Provenance has since dissolved; however, there are still certain shared services that occurred throughout the year with these partner schools.

Due to/from Partner Schools

A summary related to receivables/payables for shared services as of June 30, 2022 consists of the following. These amounts are presented as due to/from partner schools within Notes 3 and 4:

Organization/Charter School	Balance June 30, 2022
Clarksville Charter School	\$ 3,870
Feather River Charter School	13,660
Lake View Charter School	477
Yosemite Valley Charter School	123,287
Due from Partner Schools	\$ 141,294

NOTE 12 – RELATED PARTY TRANSACTIONS (continued)

Axia Group LLC

The Charter entered into an education and support services agreement with Axia Group LLC. Axia Group LLC was formed by the former CEO and CFO of Inspire Schools. The term of the agreement is from July 1, 2021 to June 30, 2024. The services agreement calls for an annual fee of 10.5% of the Charter's revenues with the exclusion of one-time federal and state funds used for professional development. During the fiscal year ended June 30, 2022, the Charter incurred \$1,325,317 in educational services to Axia Group LLC.

Interested Parties

The Charter's Executive Director, Dr. Laura Goodman, also serves as the Executive Director for Yosemite Valley Charter School. Yosemite Valley Charter School is a separate nonprofit organization that operates as an independent charter school. Monarch River Academy entered into a software loan along with Yosemite Valley Charter School as mentioned in Note 7.

NOTE 13 – DONATED GOODS AND SERVICES

Use of Volunteers

During the year, many parents, administrators and other individuals donated significant amounts of time and services to Monarch River Academy in an effort to advance the Charter's programs and objectives. These services have not been recorded in the Charter's financial statements because they do not meet the criteria required by generally accepted accounting principles. The Charter did not receive any donated items during the fiscal year ended June 30, 2022.

NOTE 14 – SUBSEQUENT EVENTS

Monarch River Academy has evaluated subsequent events for the period from June 30, 2022 through December 13, 2022, the date the financial statements were available to be issued. Management did not identify any transactions or events that require disclosure or that would have an impact on the financial statements.

SUPPLEMENTARY INFORMATION

DRAFT

MONARCH RIVER ACADEMY
LEA ORGANIZATION STRUCTURE
JUNE 30, 2022

Monarch River Academy was formed as a nonprofit public benefit corporation on April 2, 2019 for the purpose of operating as a California public school located in Tulare County. The Charter was numbered by the State Board of Education in July 2019 as California Charter No. 2057. The Charter is authorized to operate as a charter school through the Alta Vista Elementary School District. Classes began August 2019 for grades TK/K to 12. During 2021-22, the Charter served approximately 1,108 students in grades TK/K to 12.

BOARD OF DIRECTORS		
Name	Office	Term Expiration
Dr. Sam Nofziger	President	June 2024
Dr. Craig Wheaton	Secretary	June 2022
Monique Ouwinga	Treasurer	June 2022
Ashley Wiens***	Member	June 2024
Elizabeth Wagner	Member	June 2024
Sarah Sanchez	Member	June 2024

ADMINISTRATION

Steph Johnson*
Executive Director

Dr. Laura Goodman**
Deputy Director

*Steph Johnson is also the Executive Director of Yosemite Valley Charter School.

**Dr. Goodman is also the Deputy Director of Yosemite Valley Charter School.

***Ms. Wiens resigned September 2, 2021

MONARCH RIVER ACADEMY
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2022

Federal Grantor/Pass-Through Grantor/Program or Cluster	AL Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION:			
<i>Passed through California Department of Education:</i>			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 236,373
COVID-19 Emergency Acts Funding/Education Stabilization Fund Discretionary Grants: [1]			
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425	15547	248,412
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425	15559	540,731
Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	10155	50,078
Subtotal Education Stabilization Fund Discretionary Grants			839,221
<i>Passed through El Dorado Charter SELPA</i>			
IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	129,698
Total U. S. Department of Education			945,896
Total Federal Expenditures			\$ 1,205,292

[1] - Major Program

See accompanying note to the supplementary information.

**MONARCH RIVER ACADEMY
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2022**

	<u>Second Period Report</u>	<u>Annual Report</u>
	<u>Nonclassroom-Based</u>	
Grade Span		
Kindergarten* through third	518.37	513.33
Fourth through sixth	298.79	292.05
Seventh through eighth	121.12	119.47
Ninth through twelfth	131.65	129.04
Total Average Daily Attendance - Nonclassroom-Based	<u>1,069.93</u>	<u>1,053.89</u>

*Includes Transitional Kindergarten (TK)

The Charter had no Classroom-Based ADA in 2021-22.

DRAFT

**MONARCH RIVER ACADEMY
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2022**

Grade Span	2021-22 Number of Days	Status
Kindergarten*	175	Complied
Grades 1 through 3	175	Complied
Grades 4 through 8	175	Complied
Grades 9 through 12	175	Complied

*Includes Transitional Kindergarten (TK)

DRAFT

**MONARCH RIVER ACADEMY
RECONCILIATION OF FINANCIAL REPORT – ALTERNATIVE FORM WITH AUDITED FINANCIAL
STATEMENTS
JUNE 30, 2022**

There were no adjustments to reconcile fund balance reported on the Financial Report – Alternative Form (Charter School Unaudited Actuals) to net assets per the audited financial statements for the year ended June 30, 2022.

DRAFT

NOTE 1 – PURPOSE OF SCHEDULES

A. LEA Organization Structure

This schedule provides information about the local education agency (LEA or charter school), including the Charter's authorizing agency, grades served, members of the governing body, and members of the administration.

B. Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the Charter and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The Charter has not elected to use the 10 percent de minimis indirect cost rate.

C. Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the charter school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

D. Schedule of Instructional Time

This schedule presents information on the amount of instructional days offered per grade level by the Monarch River Academy and whether the Charter complied with the provisions of *Education Code Section 47612*.

E. Reconciliation of Financial Report – Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile fund balance reported on the Financial Report – Alternative Form (Charter School Unaudited Actuals) to net assets on the audited financial statements.

OTHER INDEPENDENT AUDITORS' REPORTS

DRAFT

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

Independent Auditors' Report

To the Board of Directors of
Monarch River Academy
Fresno, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Monarch River Academy (the "Charter") as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the Charter's basic financial statements and have issued our report thereon dated **December 13, 2022**.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

San Diego, California

December 13, 2022

DRAFT

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

To the Board of Directors of
Monarch River Academy
Fresno, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Monarch River Academy's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Monarch River Academy's major federal programs for the year ended June 30, 2022. Monarch River Academy's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Monarch River Academy complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Monarch River Academy and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion on compliance for each major federal program. Our audit does not provide a legal determination of Monarch River Academy's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Monarch River Academy's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Monarch River Academy's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user of the report on compliance about Monarch River Academy's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Monarch River Academy's compliance with the compliance requirements referred to above and performing such procedures as we consider necessary in the circumstances.
- Obtain an understanding of Monarch River Academy's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances, and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Monarch River Academy's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Report on Internal Control Over Compliance (continued)

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

San Diego, California
December 13, 2022

DRAFT

REPORT ON STATE COMPLIANCE

Independent Auditors' Report

To the Board of Directors of
Monarch River Academy
Fresno, California

Report on State Compliance

Opinion on State Compliance

We have audited Monarch River Academy's compliance with the types of compliance requirements described in the *2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, California Code of Regulations, section 19810, that could have a direct and material effect on each of Monarch River Academy's state programs for the fiscal year ended June 30, 2022, as identified below

In our opinion, Monarch River Academy complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on the applicable state programs for the year ended June 30, 2022.

Basis for Opinion on State Compliance

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810 as regulations (the K-12 Audit Guide). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

We are required to be independent of Monarch River Academy and to meet certain ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on state compliance. Our audit does not provide a legal determination of Monarch River Academy's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of internal control over compliance with the requirements of the laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Monarch River Academy's state programs.

Auditor's Responsibilities for the Audit for State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the state compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Monarch River Academy's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the K-12 Audit Guide will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user of the report on compliance about Monarch River Academy's compliance with the requirements of the applicable state programs as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the K-12 Audit Guide, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Monarch River Academy's compliance with compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Monarch River Academy's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the K-12 Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of Monarch River Academy's internal control over compliance. Accordingly, no such opinion is expressed; and
- Select and test transactions and records to determine Monarch River Academy's compliance with the state laws and regulations to the following items:

Description	Procedures Performed
School Districts, County Offices of Education and Charter Schools	
California Clean Energy Jobs Act	Not applicable
After/Before School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Not applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not applicable
In Person Instruction Grant	Not applicable
Charter Schools	
Attendance	Not applicable
Mode of Instruction	Not applicable
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not applicable
Charter School Facility Grant Program	Not applicable

“Not applicable” is used in the table above to indicate that the charter school either did not receive program funding or did not otherwise operate the program during the fiscal year.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies or material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of State Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the K-12 Audit Guide. Accordingly, this report is not suitable for any other purpose.

San Diego, California
December 13, 2022

DRAFT

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

DRAFT

**MONARCH RIVER ACADEMY
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2022**

Financial Statements

Type of auditors' report issued	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified not considered to be material weaknesses?	<u>None Reported</u>
Noncompliance material to financial statements noted?	<u>None</u>

Federal Awards

Internal control over major program:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Type of auditors' report issued:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	<u>No</u>
Identification of major programs:	
<u>AL Number(s)</u> <u>Name of Federal Program or Cluster</u>	
84.425 Education Stabilization Fund Discretionary Grants	

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>No</u>

State Awards

Internal control over state programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified not considered to be material weaknesses?	<u>None Reported</u>
Any audit findings disclosed that are required to be reported in accordance with <i>2021-22 Guide for Annual Audits of California K-12 Local Education Agencies</i> ?	<u>No</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

All audit year findings, if any, are assigned an appropriate finding code as follows:

<u>FIVE DIGIT CODE</u>	<u>AB 3627 FINDING TYPE</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

**MONARCH RIVER ACADEMY
FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2022**

There were no audit findings related to the financial statements during the year ended June 30, 2022.

DRAFT

**MONARCH RIVER ACADEMY
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2022**

There were no audit findings and questioned costs related to federal awards during the year ended June 30, 2022.

DRAFT

**MONARCH RIVER ACADEMY
STATE AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2022**

There were no audit findings and questioned costs related to state awards during the year ended June 30, 2022.

DRAFT

**MONARCH RIVER ACADEMY
SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2022**

This schedule presents the status of actions taken by the Charter on each of the findings and recommendations reported in the prior year audit; however, there were no audit findings reported in the year ended June 30, 2021.

DRAFT

Cover Sheet

Updated Homeless Education Policy

Board Policy No. 6173

Section:	IV. Academic Excellence
Item:	A. Updated Homeless Education Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	6173 - Homeless Education Policy - MR

BACKGROUND:

- Changes include:
 - Updating the Homeless Liaison's contact information
 - Added language about transportation
 - Additional information about identification of Homeless Youth, Training, and the required annual housing questionnaire
 - Additional educational services (Section 6)
 - Expansion of Section 7 on High School Coursework and Graduation requirements

RECOMMENDATION:

- Consider the approval of the updated Homeless Education Policy.



Monarch River Academy

Instruction | Alternative/Specialized Programs HOMELESS EDUCATION POLICY

Monarch River Academy is committed to ensuring that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

The purpose of the Monarch River Academy Governing Board approving this Homeless Education Policy is to accomplish the following:

1. Define Homeless Children and Youth
2. Identify the Homeless Liaison's Responsibilities
3. Explain the Requirements for Enrollment of Homeless Children and Youth
4. Identify Enrollment Disputes and the Dispute Resolution Process
5. Outline Transportation Options
6. Define Comparable Education Services for Homeless Children and Youth
7. Describe Coursework and Graduation Requirements

1. Definitions:

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
 - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
 - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

- Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.
- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last admitted when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.

In determining the best interest of the child or youth, the School shall:

- Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;
- If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
- In the case of an unaccompanied youth, ensure that the School liaison assists in placement or admission decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

2. **Homeless Liaison** **Contact Information and Responsibilities: The Charter School's Homeless Liaison is: Yolanda Vazquez, yolanda.vazquez@centralvcs.org.** The Charter School's Homeless Liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;

- Ensure that homeless children and youth are admitted in, and have a full and equal opportunity to succeed in the School;
- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Ensure that admission disputes are mediated in accordance with the dispute resolution process outlined below;
- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- As applicable, ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school.
- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- Ensure that unaccompanied youths 1) are admitted to school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.
- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies and that they receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.

- Offer training to the school's certificated and classified employees providing services to pupils experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to both of the following: 1) The homeless education program policies adopted by the school; and 2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.
- The Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youths and unaccompanied youths. The questionnaire shall comply with legal requirements. The questionnaire shall be administered annually, and reported to the California Department of Education the number of homeless children and youths and unaccompanied youths enrolled.

3. **Admission:** All homeless students are required to follow the school's process for admitting students, including filling out and submitting the school's enrollment [documents and Master Agreement packet](#) on time. As with all students, admission depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student. As used in this policy, admission means attending classes and participating fully in school activities.

If the homeless student seeking admission is unable to produce records normally required for admission, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-admission. Provided that the admission process has been followed in all other respects, a homeless student will be admitted in the School despite the missing paperwork. Upon admission, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

4. **Admission Disputes and the Dispute Resolution Process:** If a dispute arises over admission in the Charter School of a homeless student, the student will be immediately enrolled to the Charter School in which admission is sought, pending resolution of the dispute. "Admission" means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an

unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately admitted in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about admission and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School's decision regarding admission, including the rights of the parent, guardian or unaccompanied youth's appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or admission decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision [relating to admission](#) in the Charter School within ten working days of receipt of the materials.

5. Transportation: The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.

6. Comparable Education Services: Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:

6.

- Educational services for which the homeless student meets federal, state, and local program eligibility criteria
- Programs in career and technical education
- Access to honors and AP courses
- Access to field trips
- Access to technology, including hotspots

- Access to a full range of support and intervention programs

7. Coursework and Graduation Requirements: The School shall accept coursework satisfactorily completed by a homeless student while attending another public school, a juvenile courts 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 homeless student full or partial credit for the coursework completed while attending the School.

If the School is the transferring school, it shall issue the full and partial credits on an official transcript for the student and shall ensure the transcript includes all of the following: 1) All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at the School or any other local educational agency, other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school; 2) The credits and grades for each school and local agency listed separately so it is clear where they were earned; 3) A complete record of the student's seat time, including both period attendance and days of enrollment.

If a homeless student enrolls in the School, and the School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the student, the School shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic and other records to the School within two business days of the request.

7.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school.

The School shall not require a homeless student to retake a course if the student has satisfactorily completed the entire course in a prior school. If the student did not complete the entire course, the School shall not require the pupil to retake the portion of the course the student completed unless the School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be admitted in the same or equivalent course, if applicable, so the student may continue and complete the entire course.

A homeless student 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.

A homeless student who transfers between schools any time after the completion of the pupil's second year of high school and is in the student's third or fourth year of high school, the School shall exempt 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 student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

If the School determines that the homeless student is reasonably able to complete the School's graduation requirements within the student's fifth year of high school, the School shall do all of the following: 1) Consult with ~~Inform~~ the student and the person holding the right to make educational decisions for the student of the student's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Consult with ~~Inform~~ the student, and the student's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; 3) Consult with and pProvide information to the student about transfer opportunities available through the California Community Colleges; 4) Permit the student to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 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 student; 5) Consult with the student and the student's educational rights holder regarding the student's option to remain in the School of origin.

To determine whether a homeless student is in the third ~~or fourth~~ fourth year of high school, either the number of credits the pupil has earned to the date of transfer, ~~or~~ the length of the student's enrollment, or for students with significant gaps in school attendance, the pupils age as compared to the average of pupils in the third or fourth year of high school, school admission may be used, whichever will qualify the student for the exemption.

Within 30 calendar days of the date that a homeless student may qualify for the exemption from local graduation requirements transfers into a school, the School shall notify the student, the educational rights holder, and the School's liaison for homeless children and youth of the availability of the exemption and whether the student qualifies for an exemption. If the School fails to provide timely notice, the student shall be eligible for the exemption from local graduation requirements once notified, even if that notification occurs after the student is no longer homeless, if the student otherwise qualifies for the exemption.

In addition to providing said notice, the School shall consult with the student and student's educational rights holder about the following: 1) Discussion regarding how any of the requirements that are waived may affect the student's postsecondary education or vacation plans, including the ability to gain admission to a postsecondary educational institution; 2) Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges; 3) Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A homeless student that has been exempted from local graduation requirements in accordance

with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the school, the School shall not require or request that the pupil graduate before the end of the student's fourth year of high school.

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

If a homeless student who is 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 student is otherwise eligible, including courses necessary to attend an institution of ~~higher~~high education, regardless of whether those courses are required for statewide graduation requirements.

If a homeless student is not exempted from local graduation requirements or has previously declined the exemption, the School shall exempt the student at any time if an exemption is required by the student and the student qualifies for the exemption.

If a homeless student is not eligible for an exemption because the School makes a finding that the student is reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the School nonetheless shall reevaluate eligibility and provide written notice to the student, the student's education rights older whether the student qualifies for an exemption within the first 30 calendar days of the following academic year, based on the course completion status of the student at the time of reevaluation to determine if the student continues to be reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year.

If it is determined within the first 30 calendar days of the following academic year, that given their course completion status at that time the reevaluation conducted pursuant to the previous paragraph that the student is not reasonably able to complete the School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the School shall provide the student with the option to receive an exemption from all coursework and other requirements adopted by the School's governing board that are in addition to the statewide coursework requirements specified in Education Code section 51225.3 or to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student (if over 18 years old), or upon agreement with the student's education rights holder.

If a homeless student is exempted from local graduation requirements, the School shall not revoke the exemption.

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the pupil is no longer a homeless student while the student is admitted in the School or if a homeless student who is exempt from local graduation requirements transfers to the School from another school.

If a homeless student transfers between schools any time after the completion of the student's second year of high school is not reasonably able to complete the School's graduation requirements within the student's fifth year of high school, but is reasonably able to complete the statewide coursework requirements specified in Education Code section 51225.3 within the student's fifth year of high school, the School shall exempt a student from the School's graduation requirements and provide the student the option to remain in school for a fifth year to complete the statewide coursework requirements. The School shall consult with the student and the student's education rights holder of the following: 1) The student's option to remain in school for a fifth year to complete the statewide coursework requirements; 2) How waiving the local educational requirements and remaining in school for a fifth year may affect the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education; 3) Whether any other options are available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges; 4) The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

The School shall not require or request a homeless student to transfer schools in order to qualify the pupil for an exemption.

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

A homeless student shall be allowed to continue his or her education in the school of origin through the duration of homelessness. If the homeless student's status changes before the end of the academic year so that the student is no longer homeless, either of the following apply: 1) If the homeless student is in high school, the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through graduation; 2) If the homeless student is in kindergarten or any of grades 1 to 8, inclusive the School (if it is the school of origin) shall allow the formerly homeless student to continue that student's education in the School through the duration of the academic school year.

Adopted: February 13, 2020
Revised: December 13, 2022

Cover Sheet

Board Metrics Report

Section:	IV. Academic Excellence
Item:	B. 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:
 - Virtual Academy
 - Administrative Professional Development
 - Testing & Assessment

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

November & December

Program Enrollment

Current Enrollment by Grade:

Grade	Totals
TK	33
KN	133
1	118
2	132
3	110
4	105
5	104
6	87
7	92
8	76
9	34
10	49
11	23
12	25
Totals	1121

November (As of 11/4/2022):

- 245 withdrawals were processed since 8/1, 3 pending.
- 23 SPED students have withdrawn, 0 pending.

Grade	Totals
TK	33
KN	129
1	117
2	132
3	108
4	104
5	102
6	85
7	91
8	75
9	33
10	49
11	23
12	25
Totals	1106

December (As of 12/2/2022):

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



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

Pupil Engagement – Virtual Academy Report

Lorinda Riffel



ESVA/MSVA Supports and Adjustments over the Past Year

Synopsis

The Elementary and Middle School Virtual Academies were piloted during the 2021/22 school year and launched in the 2022/23 school year. As a new program, a lot of support, analysis, and adjustments have been necessary. Below, you can find an overview of the types of support that have been offered to parents, teachers and students, as well as the adjustments that were deemed necessary and have taken place over the past year.

Program Vision

The vision of the Virtual Academy is to set the standard in online, digital, and blended learning while creating a culture where all children feel loved, respected, and encouraged so they are able to perform at their highest potential.

Program Support Offered, Spring 2022

- Information Sessions
 - Q & A for interested families, [Slide](#)
- Orientation (January 10)
- Office Hours (Weekly on W/F)
- IST Information
 - Live presentations at Staff meetings
 - April 4, Clarifying Independent Study Teacher (IST) and Virtual Academy Teacher (VAT) Roles for this year and next, Reviewing sign ups and program offerings
 - May 2, highlighting Program Adjustments to be made and reminding about sign ups, roles, programs, etc. [Slides](#)
 - Weekly Update- Various updates and reminders throughout the semester
 - Emails- highlighting critical information such as grade recommendations, reimbursements, etc.
- Parent Information
 - [Informational Newsletter](#) - released multiple times in Weekly Buzz
 - Weekly Buzz- Contributions with timely information and reminders throughout the semester
 - Weekly Newsletter from VAT with class specific information
 - Weekly Department and VAT Office Hours
 - Tech support by appointment



- VAT Spring Trainings
 - VAT Individualized coaching sessions and observations cycles from the English Learner Group
 - Actively Learn Training (March 16)
 - VAT PLCs on Developing Parent Support Resources (weekly during April and May)
 - VA Teacher Preview of next year (June 1) [Slides](#)
 - Returning VA Teachers Required Attendance
 - New VA teachers invited

Types of Program Feedback Received, Spring 2022

- Data analysis
- Parent Survey
- Parent emails and calls
- Virtual Academy Teacher feedback in 1:1 meetings and team meetings
- Other staff feedback

Program Adjustments Planned for 2022/23 School Year

- More subjects offered
- More class sections offered
- Teachers assigned to teach just Math or ELA
- Minimal asynchronous days at the beginning and end of the semesters
- Enhanced VAT Hiring Process
- Hire Substitute Teachers
- Greater alignment with the High School Virtual Academy (HSVA)
- Stronger Virtual Academy Teacher (VAT) training and preparation
- Single Server Sign On (SSO) Implemented
- Develop a VAT website
- Implement GoApp attendance system for attendance to maximize class time
- Writing instruction mirrored across programs
- Foundational Reading Program (SAVVASS) implemented for K-2
- Revised literature list developed and implemented
- Math program more conducive to online instruction implemented K-8
- Social Emotional Learning (SEL) curriculum developed internally
- Social Studies and Science curricula added
- Curricular Guide Created
- Curriculum support office hours offered for 4 weeks at the beginning of the semester
- Clearer Guidelines for Roles Communicated (VA Agreement Form, Informational Sessions, Orientation, Syllabi, Staff Meetings, Back to School)
- Additional Instructional Videos sent by VAT twice weekly
- Intervention Support Classes Added
- Implement Inclusion Program for Assigned Special Education Students
- Virtual Academy Administrative Assistant Hired
- Enhanced materials disbursement system developed
- Organization in Schoology better standardized with required gradebook parameters and calendar usage.
- Compliance system developed



- Tech requirements guide created
- Tech support office hours available 4 times per week
- Begin development of a parent resource video library
- In-person park day offered once per semester
- SEL curriculum and training made available to all VATs
- Seek feedback throughout the semester (from parents, teachers, students), and make timely changes when possible

Program Support Offered, Fall 2022

- VAT Training and Support
 - New Teacher Boot camp (August 1) [Slides](#)
 - VA Teacher Boot camp (August 2)
 - Part 1 for new VA teachers [Slides](#)
 - Part 2 for all VA teacher [Slides](#)
 - VA Teacher Curriculum Trainings
 - SAVVAS Training (August 4)
 - SEL Curriculum Training (August 4)
 - Step Up to Writing (August 5)
 - Eureka Math Training (August 9)
 - Achieve3000 Literacy Training (August 10)
 - Seesaw Training, grades K-3 (August 10)
 - Nearpod Training, grades 4-8 (August 10)
 - VAT in-house program trainings
 - Schoology Training
 - GoApp Training (August 10)
 - Inclusion Trainings
 - Overview (August 4) [Slides](#)
 - Annual Planning in Collaborative Teams (August 11) [Slides](#)
 - VAT/ Inclusion Teacher Collaboration (September 2) [Agenda](#)
 - Enhancing the Inclusion Experience for Students (November 1) [Slides](#)
 - Intervention Updates and Training (October 10) [Slides](#)
 - Personalized Professional Development Plan (PPDP)
 - Concept Development (November 14) [Agenda & Notes](#)
 - Weekly staff meetings for collaboration, training, and support
- Parent Support
 - Parent Orientations (August 1, 9, 11) [Slides](#) / [Video](#)
 - Back to School (August 15) [Sample Slides](#)
 - Office Hours [Schedule](#)
 - VA teachers- 1 time per week for students
 - ESVA/MSVA Admin- 1 time per week for families
 - Tech Support- 4 times per week for anyone
 - [VA Agreement](#)
 - Parent Information
 - [Informational Newsletter](#) - released multiple times in Weekly Buzz
 - The Weekly Buzz - [Sample](#)
 - [Calendar](#)
 - Weekly Newsletters from VATs



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

- IST Information
 - Live presentation (August 3) [Slides](#)
 - Teacher Handbook
 - 8 Training Videos at the beginning of the school year
 - Weekly Newsletters from VATs
 - Weekly information on the IST whiteboard
 - Emails
 - Office Hours- 1 time per week [Schedule](#)

Types of Program Feedback Received, Fall 2022

- Parent, Teacher, and Student Surveys
- Parent emails and calls
- Virtual Academy Teacher feedback in 1:1 meetings and team meetings
- Other staff feedback

Program Adjustments Made, throughout Fall 2022

- Attendance Tracking- GoApp links still used, but VAT now tracks attendance manually in Schoology as well
- Compliance procedures- increased flexibility, modified family communication procedures, and improved IST/VAT collaboration
- Intervention- Standardized program format and trained staff to ensure consistent experience for students
- Implemented Assignment Submission Deadlines
- Adding teacher trainings in response to teacher observations and feedback
- Schoology Training to be offered in January
- Align with HSVA as much as possible
- Design a systemized and robust welcome experience for new students

Program Support Offered, Spring 2023

- New Parent Orientation (January 5)
- Schoology Parent Training on (January 6)



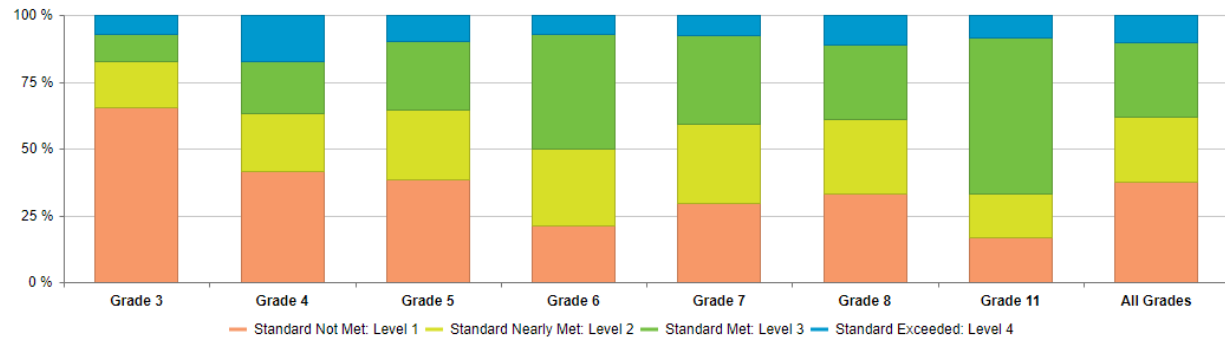
Monarch River Academy
 3610 E. Ashlan Avenue, Fresno, CA 93726
 Ph (559) 258-0800 | Fax 559) 532-0203

2021- 2022 State Testing – Subgroup Data

Becky Bennett

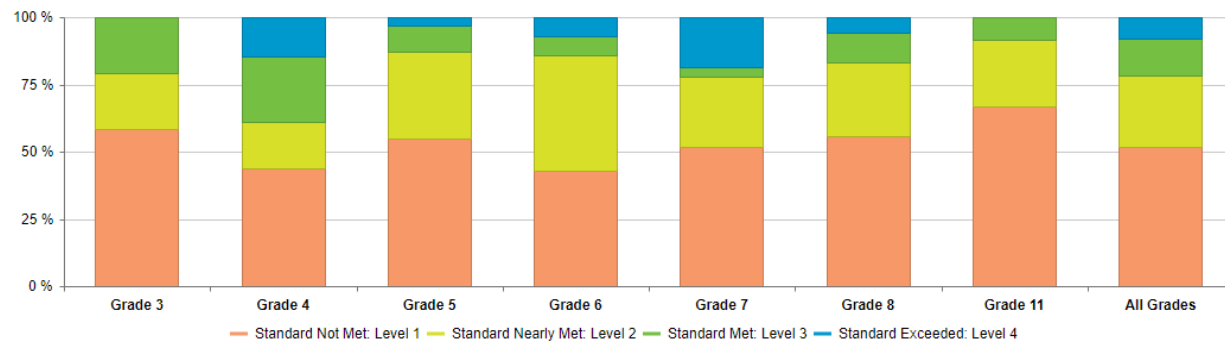
Economically Disadvantaged English Language Arts

Achievement Level Distribution



Economically Disadvantaged Mathematics

Achievement Level Distribution





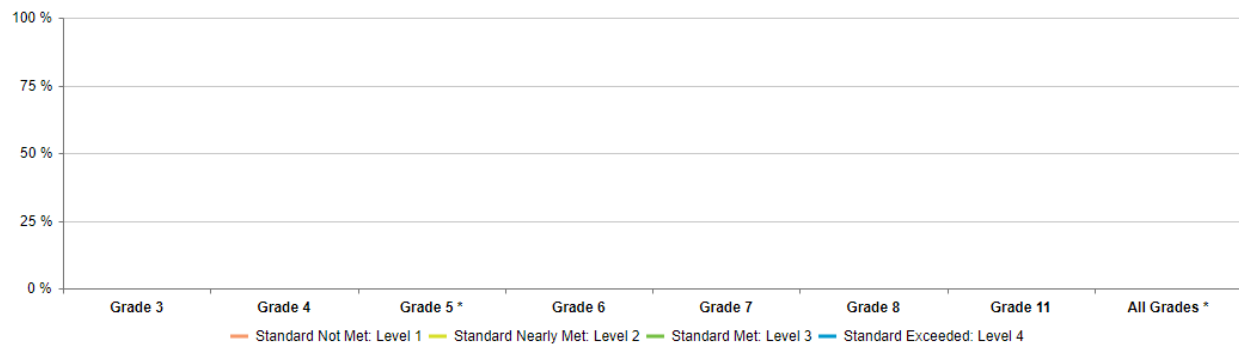
Monarch River Academy
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax 559) 532-0203

English Language Learners (No EL Students were Tested Last Year)

English Language Arts

In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

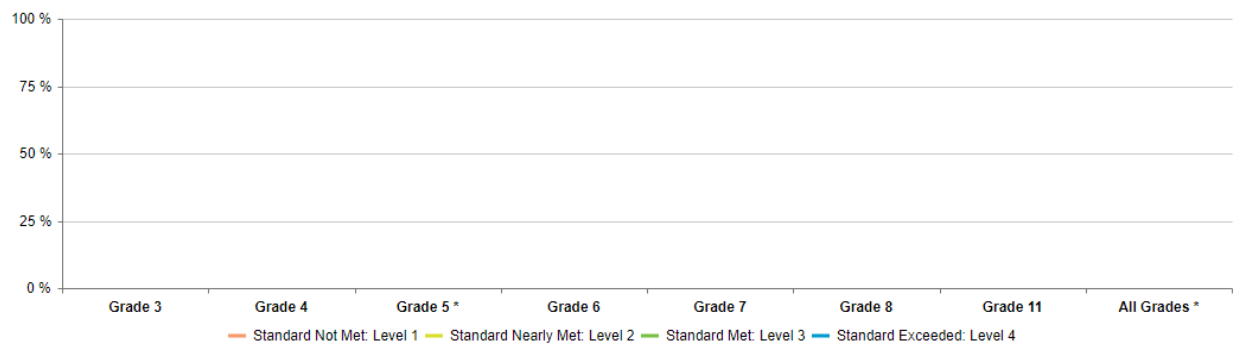
Achievement Level Distribution



English Language Learners (No EL Students were Tested Last Year)

Mathematics

Achievement Level Distribution





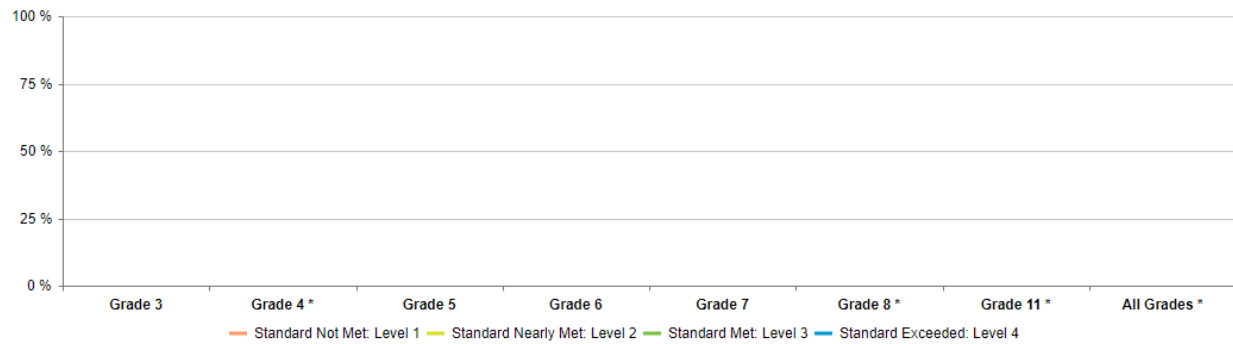
Monarch River Academy
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax 559) 532-0203

Migrant, Homeless, & Foster Youth (No Migrant Students were Tested Last Year) English Language Arts

In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

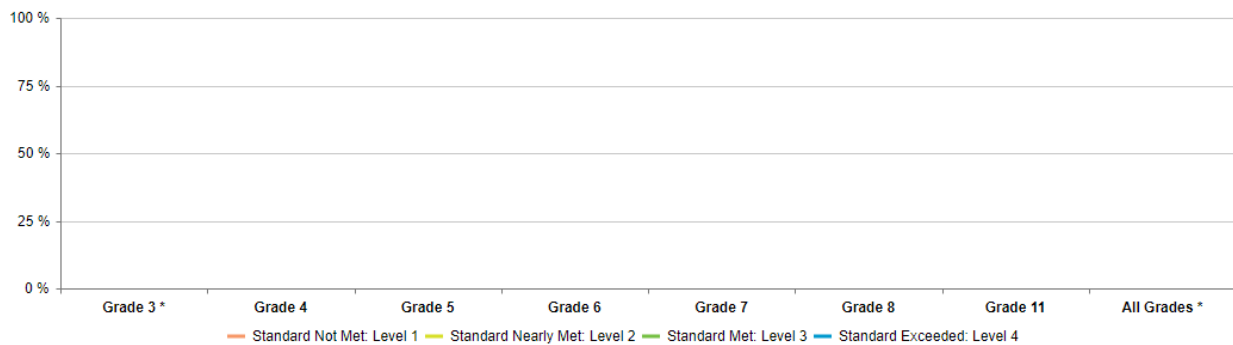
Homeless

Achievement Level Distribution



Foster Youth

Achievement Level Distribution





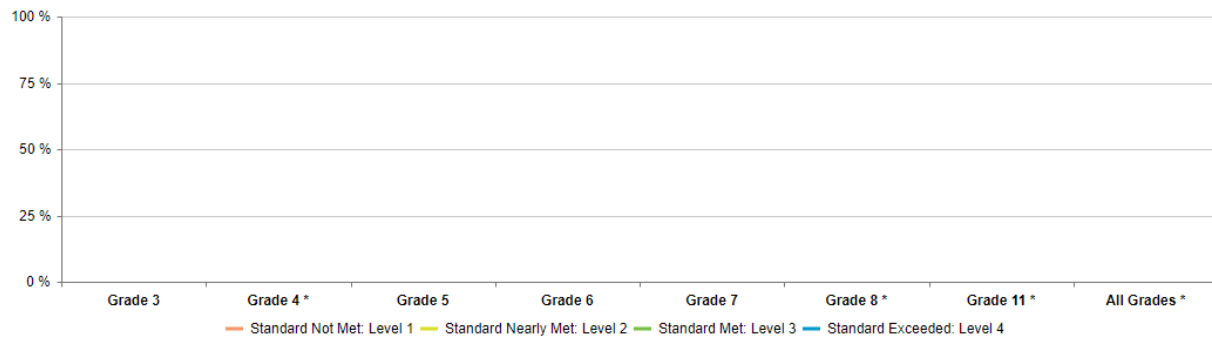
Monarch River Academy
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax 559) 532-0203

Migrant, Homeless, & Foster Youth (No Migrant Students were Tested Last Year) Mathematics

In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

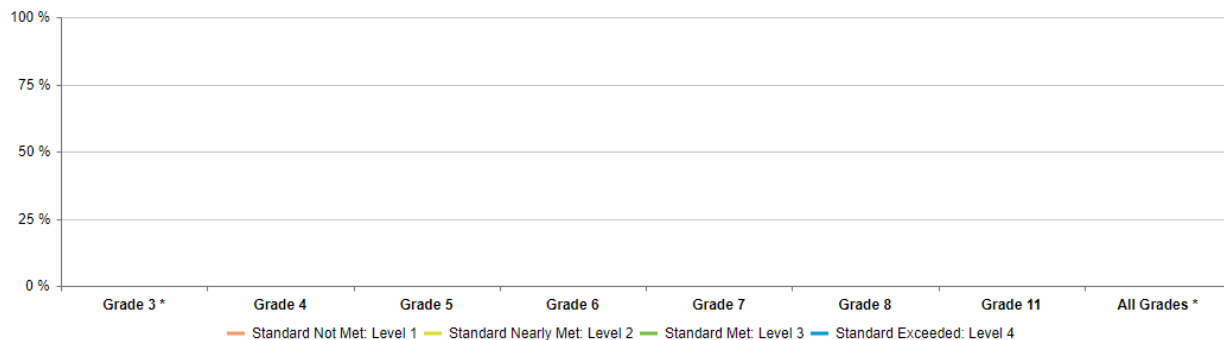
Homeless

Achievement Level Distribution



Foster

Achievement Level Distribution

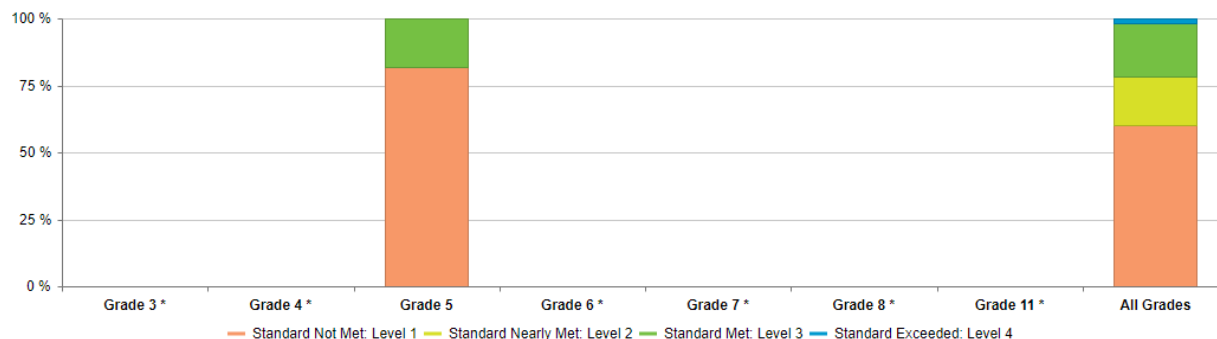




Monarch River Academy
3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 258-0800 | Fax 559) 532-0203

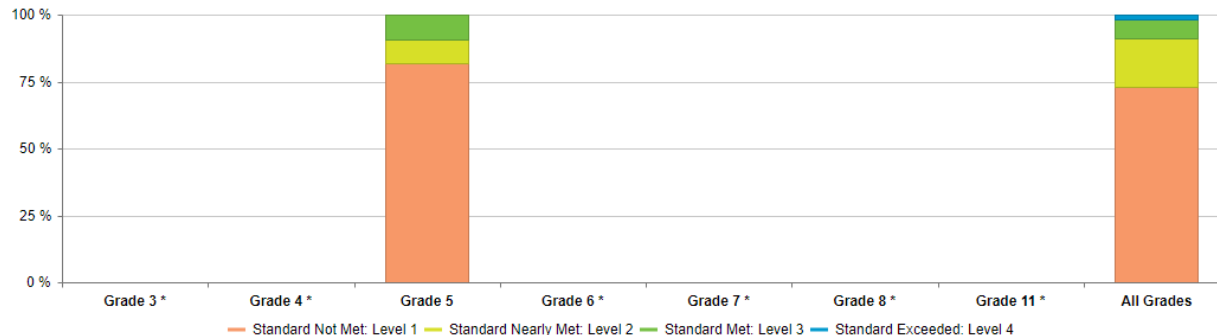
Students with Disabilities English Language Arts

Achievement Level Distribution



Students with Disabilities Mathematics

Achievement Level Distribution



Cover Sheet

Western Association of Schools and Colleges (WASC) Report

Section:	IV. Academic Excellence
Item:	D. Western Association of Schools and Colleges (WASC) Report
Purpose:	Presentation & Potential Discussion - Informational
Related Material:	2022-23 MRA ACS WASC CDE Self-Study Report

BACKGROUND:

- The Accrediting Commission for Schools, WASC, extends its services to over 5,200 public, independent, church-related, and proprietary pre-K–12 and adult schools, works with 20 associations in joint accreditation processes, and collaborates with other organizations such as the California Department of Education (CDE).
- CDE has collaborated with ACS WASC in order to align the accreditation process with the planning process for California public schools required by state and federal statutes in the School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan
- The collaborative process helps schools engage in continuous school improvement that focuses on high-quality learning and well-being for all students.



Monarch River Academy SELF-STUDY REPORT

3610 E. Ashlan Avenue

Fresno, CA 93726

Alta Vista

January 23-25, 2023

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2019 Edited Edition (2020-2021/2021-2022 SY Visits)**

TABLE OF CONTENTS

Preface	3
Chapter I: Progress Report	5
Chapter II: Student/Community Profile and Supporting Data and Findings	7
Students by Grade:	11
Chapter III: Self-Study Findings	19
Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	19
Category B: Curriculum	28
Category C: Learning and Teaching	39
Category D: Assessment and Accountability	45
Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth	53
Prioritized Areas of Growth Needs from Categories A through E	61
Chapter IV: Summary from Analysis of Identified Major Student Learner Needs	63
Chapter V: Schoolwide Action Plan	64

Preface

Monarch River Academy began the official self study process in Fall of 2022, although work on revising and identifying critical learner needs has been ongoing since the WASC initial visit in 2020.

The entire staff of Monarch River Academy has been made aware of the California Dashboard Indicators at an all staff meeting as well as at the various department and regional meetings. The school's leadership team reviewed the California Dashboard Indicators, as well as other local assessment data, to determine the critical student learner needs and worked to ensure the WASC action plan and Local Control Accountability Plan (LCAP) are aligned with the school's charter and our areas of need.

All Monarch River Academy staff have been mobilized to address various items regarding this WASC full self-study in several ways. First, a data team of administrators was established during the 19-20 school year to compile annual reports, surveys, and compliance documents. Lead staff were identified to coordinate WASC group activities and make presentations to various educational partners including the Parent Council and Governing Board.

The four regional teams across Monarch River Academy's service area consisted of one Regional Coordinator (RC), Independent Study Teachers (ISTs), Virtual Academy Teachers, Education Specialists, as well as other service providers, and administrators. The different teams consist of 14-15 regular members as well as a few other members that float between the teams.

Each team meets weekly throughout the year to identify, examine, and provide evidence for the variety of reporting prompts and indicators included in the report.

Modifications from the model focus on learning approach as follows:

- As a non-classroom based program, Monarch River Academy's structure and staffing are not traditional. With that, Monarch River Academy does not support traditional roles like principal, student government, department chairs, transportation, or security staff.
- Without a centralized brick and mortar campus, students and staff are spread across multiple counties and often interact with their assigned independent study teacher, local community partners, appropriate student support staff that may work closely with the student, as well as Regional Coordinators that support both virtual and in-person enrichment activities. Beyond this, families have limited contact with

- other school staff.
- As faculty serve students in grades TK-12th and all subject areas, they were fully engaged in the WASC self-study process as much as possible. This included specific analysis of items in Chapter III as well as reviewing the full draft of the Self-Study prior to submission. Monarch River Academy faculty also assist with proctoring local and state assessments, processing purchase orders, partnering with local community partners and vendors, assisting families with choosing curriculum, and referring students to specific supports and services offered by the school. Given the faculty's comprehensive and central role in students' learning, support, and access to resources, they were a primary focus in the self-study process.
 - A variety of groups served as Focus Groups to contribute to this report.
 - WASC leadership - Chapters I, II, IV, and V as well as Category A and E.
 - General Education Faculty - Categories B, C, and D.
 - Assessment and Accountability - Chapter II and Category D.
 - Online Instruction Faculty (Gen Ed & SPED) - Category D.
 - Special Education - Categories B and E.
 - Parent Council members - Category E.
 - Student Support and CTE staff and faculty - Category E.
 - An educational partner review of the draft report was conducted prior to submission

From this process, the following goals were identified:

Growth Area #1: The school's leadership team will investigate and promote opportunities for staff involvement in the development of the LCAP.	
Goal 1:	Staff will become aware of Dashboard results and the implications of the results, as well as local indicators that align with the 8 state priorities.
Goal 2:	The school will align their achievement goals in reading and math with their LCAP goals.
Goal 3:	Staff will be included in the development of surveys and educational partner meetings that occur each spring before the revision of the LCAP for the following school year.
Growth Area #2: The leadership team and instructional staff members will develop a plan to ensure school educational partners, particularly students and parents/guardians, are aware of and understand the Schoolwide Learner Outcomes (SLOs). This may include highlighting the SLOs in the school's weekly newsletter.	
Goal 1:	Create a Learning Period (LP) guide for Monthly LP meetings to remind teachers of

the language to use within LP meetings.	
Goal 2:	Educate parents and families about the SLOs.
Goal 3:	Tie SLOs into Community Connections activities.
Growth Area #3: Teachers need additional professional development to help prepare students for standardized assessments. This is an important area of growth needed because most students are not getting the test preparation that students in a traditional classroom setting would be getting. It is important to find creative ways that Teachers can better prepare students for high stakes standardized testing.	
Goal 1:	Expand our current Rock the Test prep sessions to provide more opportunities for teachers, parents, and students to be test ready.
Goal 2:	Provide targeted academic intervention to students who performed below grade level on the CAASPP and internal benchmark assessments.
Goal 3:	Facilitate focused/skill-related test prep mini sessions at 3 LP meetings per year.

Chapter I: Progress Report

Aside from the COVID-19 disruptions that affected all schools starting in the Spring of 2020, there have been no significant developments that caused any major setbacks to the school or its curricular programs. Some significant improvements have come in the manner of additional student support staff identified through the [LCAP process](#).

Monarch River Academy (MRA) is a non-classroom based school which focuses on individual educational plans for each student. Over the last three years, MRA has undergone several changes to address the many needs due to the pandemic and based on our data.

Assigned staff review the WASC schoolwide action plan periodically and make adjustments for implementation of the goals and tasks. The leadership team implements the action plan working toward ongoing improvement. Each year, the leadership team reviews the goals and action plan to ensure the LCAP is in alignment with WASC goals. A summary of progress since the last self study is provided under each goal.

Growth Goal 1: The school’s leadership team will investigate and promote opportunities for staff involvement in the development of the LCAP.

Progress towards Goal 1:

Over the last four years, MRA has significantly changed their systems and processes to include all educational partners focused on the four goals and thirty actions of the LCAP as well as state and local data to inform planning and implementation of practices that address the needs of each

student. Because MRA had to close due to COVID during the first year the charter opened, there are no dashboard indicators based on state data. We have used local data to determine alignment and success to our LCAP goals.

Professional development has occurred several times over the last four years focused on the LCAP goals and the development of any adjustments in the actions according to data and successful implementation. Teachers, staff, and educational partners are surveyed to determine their success and growth areas as they support the implementation of the goals. Newsletters are sent to families and staff on a weekly basis that are aligned with the LCAP goals as well as the mission, vision, and SLOs of MRA. Budget development and budget monitoring are aligned with LCAP goals and examined on a weekly basis. Each month our board of directors receive metric reports from various departments and programs that are aligned with our LCAP goals. Teachers meet with families and students in person at least once each learning period to review the educational plan and data points aligned with the LCAP goals. The LCAP has become the guiding document for MRA.

Growth Goal 2: The leadership team and instructional staff members will develop a plan to ensure school educational partners, particularly students and parents/guardians are aware of and understand the Schoolwide Learner Outcomes (SLOs). This may include highlighting the SLOs in the school's weekly newsletter.

Progress Towards Goal 2:

MRA has incorporated the SLOs into every aspect of our charter as well as supports that will increase the success of each student as they progress towards mastery of the SLOs which are aligned with their educational plans and based on data. Teachers meet weekly with their regional coordinators to discuss and plan for on-going success towards SLOs. Teachers monitor and support the implementation of the SLOs as well as interventions and programs if SLOs are not being met. Interventions and programs are available to all students and connected to the policies and mission of the charter. Regional coordinators assume the role of a lead teacher/vice principal to provide support to teachers and students when SLOs are not being met. Catch-up plans, intervention plans, and other resources are assigned to students and monitored every month. Our Director of Community Engagement provides a weekly newsletter to parents and students that includes the supports aligned with the school's SLOs as well as supports aligned with students' individual learning goals.

Growth Goal 3: Teachers need additional professional development to help prepare students for standardized assessments. This is an important area of growth needed because most students are not getting the test preparation that students in a traditional classroom setting would be getting. It is important to find creative ways that Teachers can better prepare students for high stakes standardized testing.

Progress Towards Goal 3:

Last year, staff, teachers, and families received professional development to better prepare them

for the state testing. MRA was able to meet the state percentage requirement according to CDE. Teachers worked with families throughout the year to promote the importance of the state testing as well as examining their educational plan to ensure that students have the knowledge as well as the strategies to access the test as well as apply their knowledge to the assessment. The Director of Community Engagement designed a series of fun and engaging events called, "Rock the Test" in order for students to feel comfortable with the testing process and format. Currently, testing information and professional development occurs every month to help prepare students, families, and staff for standardized testing.

There are no Critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.

Chapter II: Student/Community Profile and Supporting Data and Findings

School Description

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

Our programs provide students with many opportunities to:

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

Monarch River Academy (MRA) is a tuition-free public charter school offering personalized student learning in grades TK through 12. We are a non-classroom-based independent study work charter school serving students and families throughout Tulare, Kings, Fresno, Kern, and Inyo Counties and employs approximately 181 staff members. MRA is unique and provides students with a standards-based public education in an independent-study homeschool environment. We offer multiple educational programs and facilitate the individualization of each child's learning experience alongside our parents and families. Under the direct supervision of a credentialed teacher and through multiple program offerings, students can complete their standards-aligned educational program in a setting that best meets their needs. As a non-classroom-based charter, we are proud to offer our standards-aligned educational program completely online, as part of a blended model of online coursework with some direct instruction, and/or offline through state-adopted course outline and textbook options. Students are also encouraged to participate in project-based or career technical education courses, and/or a multitude of enrichment opportunities to help round out their educational experience. We also partner with local organizations and colleges, to ensure that students are prepared for college and career.

In March of 2020, MRA halted all in-person services and activities in response to the COVID-19 pandemic. Throughout the rest of the school year, we provided staff, students, parents, and educational partners with ongoing updates and guidance for state and local agencies.

During the months of June and July, the leadership team worked with all educational partners to plan and prepare for a safe and successful August 2020 reopening that considered the challenges related to COVID-19 restrictions. MRA remained deeply committed to making sure that all students made academic progress and continued towards college and career readiness. Each of our students was significantly impacted, like other schools, with the initial closure of the school and swift move to distance learning. MRA continued to provide a full educational program as a non-classroom-based charter school.

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.

Vision

Monarch River Academy develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century.

Schoolwide Learner Outcomes (SLOs)

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

EVERY Monarch River Academy STUDENT is a...

NAVIGATOR OF THE DIGITAL WORLD

Navigator of the digital world who is proficient in the use of technology, media, and online resources.

SELF-DIRECTED INDIVIDUAL

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

PERSONALIZED LEARNER

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

INDEPENDENT CRITICAL THINKER

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

RESPONSIBLE CITIZEN

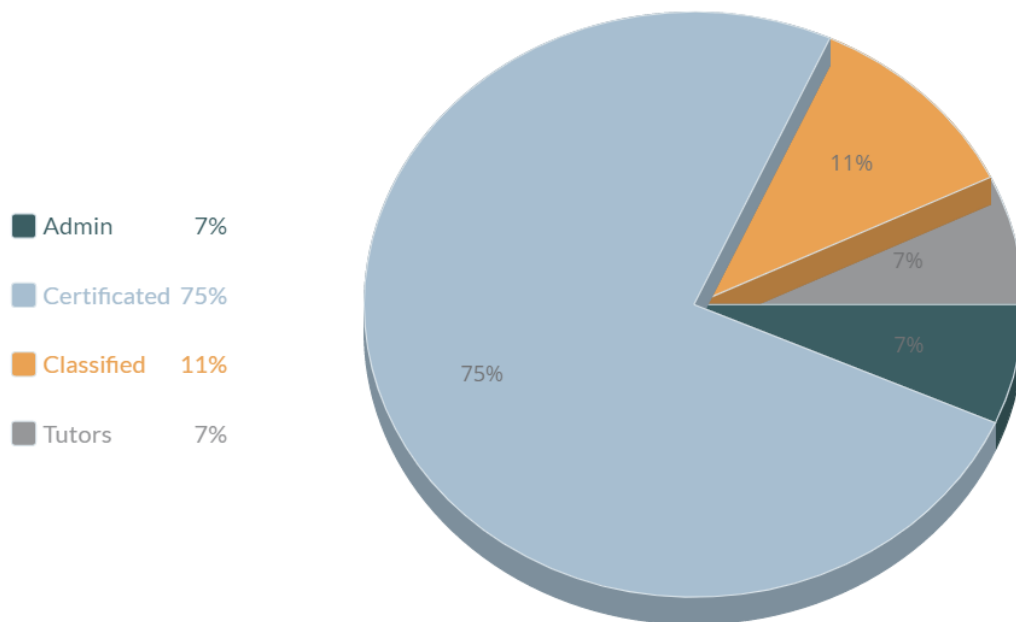
Responsible citizen who demonstrates integrity and respect while actively seeking knowledge of local and global issues.

EFFECTIVE COMMUNICATOR

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

School Staff:

Monarch River Academy is a collaborative team of 181 staff members. There are 148 highly qualified certificated educators that are supported by 33 classified/clerical staff, including tutors



and paraprofessionals. The certificated team is made up of 88 teachers, 12 Administrators, 2 Counselors, 1 Nurse, and 1 Occupational Therapist, 4 Psychologists, 31 Case Managers, and 6 Speech and Language Pathologists and 3 Program Specialists.

Student Enrollment:

Monarch River Academy serves approximately 1,201 students, grades TK-12. Our student demographics indicate that 34.1% are of Hispanic descent, 62.2% are Caucasian, 4.6% are Black or African American, 3.6% are Asian, 1.7% are American Indian or Alaska Native, and .4% are

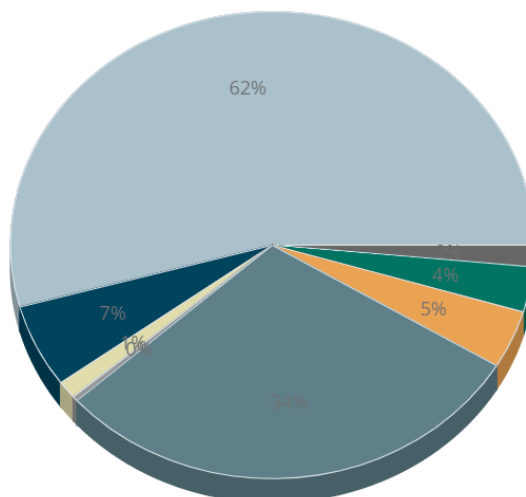
Middle Eastern. .07% of our student population are English Learners. 38.2% of our students come from socioeconomically disadvantaged backgrounds.

Students by Gender:

	Female	Male	Unspecified
Students by Gender	51.90%	48.00%	0.10%

Students by Grade:

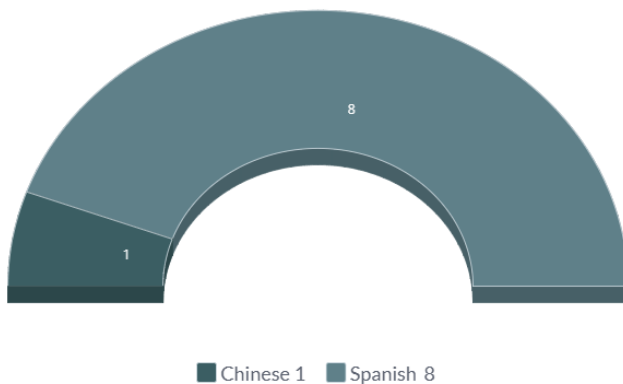
American Indian or Alaska Native	2%
Asian	4%
Black or African American	5%
Hispanic or Latino	34%
Middle Eastern	0%
Pacific Islander	1%
Unspecified/ Declined to State	7%
White	62%



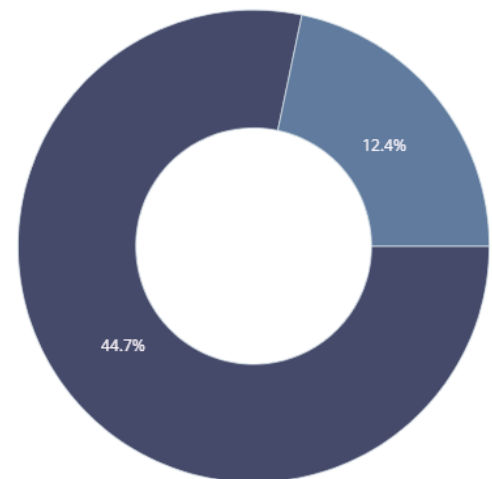
Students by Gradelevel
(based on most recent enrollment in range)

	Student Count	Percent of Total
Grade: KN	183	15.20%
Grade: 01	123	10.20%
Grade: 02	144	12.00%
Grade: 03	116	9.70%
Grade: 04	116	9.70%
Grade: 05	110	9.20%
Grade: 06	92	7.70%
Grade: 07	97	8.10%
Grade: 08	78	6.50%
Grade: 09	40	3.30%
Grade: 10	53	4.40%
Grade: 11	24	2.00%
Grade: 12	25	2.10%
Total:	1201	100.00%

Languages of English Learners



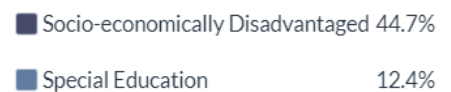
Student Eligibility Reported Programs



School

Program Data:

Monarch River Academy has implemented various school programs to better support students due to the statewide



learning loss that occurred due to the COVID-19 pandemic.

<u>Virtual Academy</u>
<u>Intervention</u>
<u>Transition and Social Emotional Learning (SEL)</u>

State Standardized Tests Data Results

[California Assessment of Student Performance and Progress \(CAASPP\)](#)

[ELPAC: Testing for English Language Learners](#)

Local Benchmark Assessment

[STAR 360](#)

Data Analysis Platform

[Performance Matters](#)

Learner Outcomes/Student Achievement Data:

Data provided is limited due to COVID-19 restrictions.

Graduation Rate:

Monarch River Academy had a baseline graduation rate of 86.8%.

2019	2020	2021
MRA did not have 12th graders during the 19-20 school year. 20-21 data will become the baseline.	MRA did not have 12th graders during the 19-20 school year. 20-21 data will become the baseline.	86.8%

Suspension/Expulsions:

Suspension and Expulsion rates have been 0 from 2019 - 2022.

Highschool Data:

[2022 College/Career Readiness Report](#)

Metric	2020	2021
CTE Pathway Completion	We are building our CTE program to include a full pathway starting in the 2022-23 school year. 2023 data will become the baseline	
A-G Completion	MRA did not have 12th graders during the 19-20 school year. 20-21 data will become the baseline.	The A-G completion rate for 2021 was 16%.
Advanced Placement Passage	In 2020, the percentage of students scoring 3 or higher on AP exams was 100%	For 2021, we had 3 students take AP tests, all were passed with a 3 or higher. MRA is currently at 100% of passing with a 3 or higher.
College and Career Indicator (CCI)	MRA did not have 12th graders during the 19-20 school year. 20-21 data will become the baseline.	Data is not available from the state for 2021.

EL Reclassification:

2019	2020	2021
Data unavailable on Dashboard	3 out of 8 students were reclassified.	1 out of 5 students were reclassified.

Star 360 Data:

	2019-20	2020-21	2021-22
Reading	76% of students participated in the reading STAR360. 76% tested above Benchmark for the Spring semester of 2020.	88% of students participated in the reading STAR360. 45% tested above Benchmark for the Spring semester of 2021.	89% of students participated in the reading STAR360. 40% tested above Benchmark for the Spring semester of 2021.
Mathematics	77% of students participated in the Mathematics STAR360. 75% tested above Benchmark for the Spring semester of 2020.	97% of students participated in the Mathematics STAR360. 32% tested above Benchmark for the Spring semester of 2021.	97% of students participated in the Mathematics STAR360. 32% tested above Benchmark for the Fall semester of 2022.
Early Literacy	38% of students participated in the Early Literacy STAR360. 73% tested above Benchmark for the Spring semester of 2020.	47% of students participated in the Early Literacy STAR360. 75% tested above Benchmark for the Spring semester of 2021.	43% of students participated in the Early Literacy STAR360. 80% tested above Benchmark for the Spring semester of 2022.

Local Indicators

Academic Engagement: Access to Broad Course of Study

Monarch River Academy (MRA) uses several tools to confirm that we are offering a broad course of study. Tools included surveys to educational partners, educational partner meetings, closely working with the county office of education, and working with local community colleges and universities. MRA uses tracking tools for all students which occurs every twenty days to ensure all groups and grade spans have access to a board course of study. Grades 1st through 8th have student clubs connected to their interests as well as enrichment courses which include STEM and VACA courses. Our high school students are tracked every two weeks to ensure that they are successful. Each student has an individual graduation plan that is revised throughout the school year.

Each of the students is enrolled in a broad course of study according to their interest and/or his/her graduation plan. Differences in the broad course of study would vary according to geographic location. About 25% of our high school students are concurrently enrolled in a

community college or other IHE. Each community college has different areas of study and certification that are of interest to our students. We have also expanded our enrichment offerings to include courses that include VACA, AG, and STEM for all grade levels and we have spotlights for these courses in order for students to have greater access.

Monarch River Academy partners with local community colleges as well as the county office of education. There are very few barriers to access; however, access may include Wi-Fi connectivity due to location, transportation to courses offered away from central locations, and course enrollment caps which fill up quickly.

Monarch River Academy will provide more hotspots for students to increase access, and we will partner with more community colleges to increase access as well as enrollment opportunities when space in courses is limited. We will also seek to increase access through local course development to offset any barriers due to location and travel.

Educational Partner Input

Monarch River Academy (MRA) believes that educational partner input is a key component in the creation of its educational programs and services. To gain input and consultation regarding goals, actions, and expenditures, MRA consulted with various educational partner groups.

The groups consisted but were not limited to the following:

- Parents/Guardian
- Pupils
- School personnel
- Teachers
- Administrators
- The Parent Advocacy Committee (PAC)
- District English Learner Advisory Committee (DELAC)
- SELPA administrator
- School Site Council
- Community

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

School leadership including MRA Directors and Assistant Directors met to receive and reflect on feedback from their staff, students, and parents about MRA educational programs including actions and services. Recommendations from this process included incorporating both formal and informal data collection into our MTSS process and teacher/parent training in order to more effectively drive the selection of appropriate interventions and support. This recommendation was incorporated into Goal 1, Action 13 and Goal 2, Action 3. Translation services were available as needed. The school made a strong effort to ensure that voices were heard from educational partners throughout these meetings that represented English Learner students, socioeconomically disadvantaged students, and homeless students.

At these meetings, the following information was shared by the school:

- Available dashboard data
- Local data
- LCAP goals
- Progress made toward meeting goals/metrics
- Budget information

Educational partners were then given the opportunity to respond to the plans, providing feedback, questions for the Executive Director, or comments.

Virtual meetings were conducted using Zoom on the following dates:

- School Site Council Meeting: 02/28/22, 04/27/22, 08/18/22
- Parent and Community Meeting: 04/27/22, 05/02/22, 07/26/22, 07/27/22, 07/28/22, 08/18/22
- Staff Meeting: 03/07/22, 04/04/22, 05/02/22, 05/11/22, 06/03/22, 08/01/22, 08/02/22, 08/03/22, 08/08/22, 08/15/22, 08/22/22, 08/29/22
- Meeting with Student representatives: 04/27/22, 05/02/22, 08/18/22
- Parent Advocacy Committee Meeting: 03/24/22, 05/13/22
- ELAC/DELAC Meetings: 04/27/22, 05/02/22, 08/18/22
- Board Meetings: 03/22/22, 04/26/22, 05/06/22, 05/24/22, 06/23/22, 07/26/22, 08/23/22, 09/13/22, 10/18/22

Another way that MRA provides opportunity for educational partners to voice their concerns and/or provide feedback is through online Feedback Surveys:

Annual Self-Assessment

An annual survey was administered to all staff, all students in grades TK-12, and offered to all parents. We increased our online efforts to collect surveys this year, creating multiple opportunities for educational partners to provide survey feedback through online forms and virtual meetings.

1. 90% of parents feel that their child's school provides access to professionals and resources to support social-emotional learning and other emotional health needs.
2. 96% of parents feel that their child's school provides a quality education that focuses on the academic success of each child.
3. 91% of parents feel that their child's school offers support that promotes learning at high levels.
4. 85% of parents feel that their child's school provides a variety of activities as well as vendor and enrichment opportunities in which students can participate.
5. 98% of parents feel that their child's school welcomes parental participation at all levels.
6. 98% of parents feel that their child's school has teachers that go out of their way to help students
7. 91% of our students who surveyed feel that Monarch River Academy works with their parents/guardians to help them do their best in school.
8. 96% of the educational partners feel that Monarch River Academy has clear guidelines and supports to ensure all students are on track to graduate from high school and meet the

high school graduation requirements.

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

Findings and Implications of Data

While overall school enrollment has been relatively consistent over the last three years, we have adjusted programs, student supports, and added new programs to meet the needs of an influx of students with an IEP and high school aged students.

The ethnic makeup and language diversity of our school shows two themes. The majority of our students are white and our student population is less diverse than our multi-county service area. The second theme is the increase in students who are educationally disadvantaged which is over 43%. Educational partners are included in planning to support and engage these specific students that are enrolling at our school.

With the state CAASPP assessments suspended in 19-20, the data available for 21-22 is the first data received for the MRA. MRA have relied on administration of local assessments to inform student performance and instructional practice. The STAR360 assessment results have been a baseline to further assessments and interventions.

Post-secondary outcomes indicate a renewed focus on preparation for both college and careers. The A-G baseline for MRA is 0% from our first graduating class of 1 in 2020 and increased to 18% for the Class of 2021. MRA had 38% of graduates completing the AG college entrance requirements for the class of 2022 an 9% of students are concurrently enrolled for the the Fall of 2022. MRA continues to focus on plans for high school students to become college and career ready according to our dashboard and data indicators.

The results from parent, staff, and student surveys demonstrate that MRA needs to continue to move forward in supporting students in their learning in ELA and math through individualized learning as well as virtual instruction. Our focus on the individual needs of each student means that we do not use a school-wide standard curriculum. This approach empowers students and parents in the educational process and also means that many of the ways schools traditionally improve student performance (such as required school wide initiatives), have to be done differently in our model.

Based on this analysis, we propose the following critical learner needs:

1. Continue to prioritize effective instructional practice and professional development in support of increasing proficiency in both ELA and Math.
2. Utilize MTSS best practices to align student supports with data-driven decision-making.
3. Continue to prioritize effective and academically relevant student and family engagement practices.
4. Continue and expand on the plan for High School Academies, Online Class Based Instruction, and CTE programs to further support the enrollment

growth of our high school.

5. Continue to support students and families with school-wide SEL practices.

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all educational partners in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other educational partners of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The Mission statement of Monarch River Academy focuses on individual choices and commitment to providing innovative public education while collaborating with students, parents and teachers.	Mission Statement
We believe every student is a unique individual and personalize their educational plan and experience to meet their identified needs and educational goals. Monthly educational partners are involved in the process to refine our systems and processes aligned with our SLOs.	Educational Plan Example Community Partner (Vendor) Search Feature on School Website
Our Student Learner Outcomes (SLOs) relate to high-quality content standards to ensure access to a broad course of study.	Student Learner Outcomes (SLOs)

<p>Educational partners are surveyed throughout the year as well as invited to LCAP, PAC, and SSC meetings to measure the understanding and mission of MRA's vision, mission and LCAP.</p>	<p>Educational Partner Communication The Weekly Buzz The Eagle's N.E.S.T. (sample)</p> <p>Social Media Facebook Instagram Private Group - YVC & MRA Central Support</p> <p>Annual Self Assessment</p> <p>LCAP Surveys</p>
<p>Board Metrics are report each monthly during a public meeting to create transparency and feedback regarding our governance, purpose, leadership, staff, and resources.</p>	<p>School Website - School Board</p> <p>Board on Track</p>

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how educational partners can be involved.

A2.2. Relationship between Governing Board and School: The school's educational partners understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>Monarch River Academy operates a parent advisory council, a School Site Council, and a governing board. Our</p>	<p>School Site Council Webpage</p>

governing board is our official school board, making decisions and approving required policies and procedures. Our parent advisory council and our School Site Council are designed to increase parent, staff, and student involvement in school-wide decisions. The School Site Council (SSC) follows all of the guidelines required as a Title 1 targeted assistance school. SSC members are elected from parents of enrolled students and follow the Green Act during meetings as required. The governing board is composed of parents and community members.	Board Packet PAC Meetings
Governing board meetings follow the Brown Act and are open to the public. We follow all applicable requirements and have a designated governing board webpage. Monthly meetings are focused on metrics from data and compliance requirements for a public school.	School Website - School Board School Site Council Webpage Board on Track
Our Uniform Complaint Procedure was updated to reflect the most recent laws, and was revised/adopted by our governing board in October 2022. It is housed on our webpage with all of our important/required school policies so that it is easily accessible to stakeholders.	School Policies Uniform Complaint Procedures Policy

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>MRA uses a continuous improvement cycle based on data, WASC, LCAP, and local assessments cycle as part of our continuous improvement cycle. MRA has made significant progress since our initial WASC visit on being a data driven organization that uses both student performance data and feedback data to collaboratively make decisions that impact student success. .</p>	LCAP
<p>As a single charter school, the LCAP is adopted as the school action plan. Our goals are based on the LCAP educational partner process and analyzing a variety of data points.</p>	
<p>Monarch River Academy has a collaborative leadership structure. Most decisions are made in groups, rather than by a single individual. Leadership groups include business directors, educational leadership, advisory council, all-directors meetings, and department meetings.</p>	Website/Organizational Chart
<p>Staff and parents are regularly surveyed to collect feedback which is then analyzed and used for decision making. We have a regular schedule of parent surveys that are sent at specific times throughout the year to monitor the effectiveness of our processes and programs.</p>	Annual Self Assessment LCAP Surveys Fall Feedback Survey Data Analysis
<p>MRA has several processes and systems in place to ensure communication, planning, and resolving differences with all educational partners. Policies and practices have been implemented to ensure equity and alignment with Ed Code.</p>	Atlas Newsletter Staff Feedback from 2022 Feedback Results 2022 Employee Complaint Resolution Policy

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
MRA uses data to determine the needs of all educators in the area of professional development. Each staff member has a personalized PD plan. Each department has staff development targeted to the needs of their students and program. The leadership staff is engaged in leadership development in the area of coaching.	Information (including Expected Learning Outcomes) Staff Feedback from 2022 Feedback Results 2022
Each year, professional development goals are aligned with resources, metrics, LCAP, and funds are dedicated from several sources including the Educator Effectiveness Grant.	EEBG
MRA uses survey data to determine if educators think that achievement has increased due to PD. Program analysis occurs at least twice a year to measure growth of each student in the program.	Staff Feedback from 2022 Feedback Results 2022
Each staff member of MRA is assigned peer coaches/supervisors to form SMART goals, review professional standards and outcome goals for the year. HR policies and	SMART Goals HR Eval Policies

processes have been developed to support this system.	
MRA has a robust teacher handbook that contains all the information needed to answer professional questions. Newsletters are sent out on a weekly basis and each regional coordinator meets with staff. There are system-wide communication systems and processes in place.	CVCS Handbook Atlas Newsletter RC Team Meetings

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
MRA students receive a personalized educational plan, ISTs guide students and learning coaches are regularly purchasing new curriculum and learning supports to meet the unique needs of each student. MRA maintains a robust list of educational partners from which families and ISTs can order products or services. MRA allocates planning amounts to be used for each student to secure the supports necessary to help them achieve the SLOs and become college and career ready..	Educational Plans
MRA builds their budget based on LCAP goals which are developed with educational partners using data and best	Board Meeting Finance Report

practices. MRA has two additional supports for fiscal management. Weekly budget and cash analysis occurs and monthly budget reports are presented to the board in our public board meeting. The FCMAT's budget manual and MRA fiscal manual drives the accounting practices.	
MRA is a non-classroom based program that does not have a resource center.	
MRA ensures that resources are available to students as soon as they enroll in the charter. These resources are purchased for every student in the charter. MRA has a resource library which is open three days a week for students and families to come in and check out any resources needed for enrichment, intervention, and core curriculum supports. Internet access is provide through Hotspots for any student who needs it as well as any tech to support learning.	COS Vendor List Lending Library Site
MRA has a rigorous employee support system for current, veteran, and new teachers which includes an HR department, assistant director, Director of Talent development, and peer support. Weekly and monthly meetings with task trackers support staff in all of their required duties.	Assistant Director of PD Just in time training schedule HR Hiring Support HR Supports Writeup CVCS Handbook TTC Resources

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators

A6.1. Long-range Financial (and Other Resources) Plan and Educational Partner Involvement: The school regularly involves educational partners in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and educational partner involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
MRA builds their budget based on LCAP goals which are developed with educational partners including the county office and the authorizer of the charter and by using data and best practices. MRA presents data and plans at the board meeting which include a 3-5 year plan meeting best fiscal practices.	Educational Partner Meeting Dates MRA Authorizer
MRA has a yearly audit with a well respected firm as well as monthly meetings with the auditor. The fiscal policy manual is updated on an annual basis and matched with best accounting/fiscal practices.	Fiscal Manual Description of Services
MRA has systems in place to ensure that all requests and expenses are coded to the LCAP goals and connected to very specific funding sources. Every invoice and charge expense is reviewed throughout the month to confirm that the processes and systems are being followed by all staff.	Budget Notes LCAP

<p>Budgets, interim reports, unaudited actuals, and annual audit results are reviewed and approved by the school's governing board during the public meeting. While more parent friendly budget information is presented to the School Site Council to ensure that transparency occurs for all educational partners.</p>	<p>School Website - School Board Board Packet Board on Track Interim Report School Site Council</p>
<p>Human resources monitors and maintains position control and salary schedules, employer contributions, and employee benefits at or near market comparisons to further inform the budgetary process.</p>	<p>Human Resources - Employee Handbook Salary Schedules IST Pay Rate Schedule Health Benefits</p>
<p>A fully staffed Communications and Marketing team supports MRA in efforts to ensure transparency, stakeholder engagement, broad community outreach, as well as accessible and timely communication throughout the school community.</p>	<p>Recruitment Onboarding Items Family Email Samples: <ul style="list-style-type: none"> • LP 3 Reminder • Household Data Collection Form • Title 1 Parent Notification Letter LP Family Reminder Family Onboarding Educational Partner Communication The Weekly Buzz The Eagle's N.E.S.T. (sample) Social Media Facebook Instagram Private Group - YVC & MRA Central Support</p>

Category A.

Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. MRA has very specific systems and processes in place for governance, policy development, educational partner engagement, and fiscal management.
2. MRA uses data throughout the school year to share results, create transparency, and involve all educational partners in all governance elements.
3. MRA has a continuous growth model in place to review, analyze, and course correct systems and processes.
4. MRA, through their shared leadership decisions model, creates a culture of success.

Areas of Growth

1. MRA is challenged each year on the recruitment of speciality positions.
2. MRA is a targeted Title 1 school that has also accepted CARES funding and is in the process of FPM development including policies and procedures.
3. MRA continues to search for resources that would best serve students in this model who need accelerated learning to occur due to the pandemic.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

Findings	Supporting Evidence
<p>Curriculum Choices and Learning Paths</p> <p>Monarch River Academy's academic program is designed to be flexible and customizable. Working together, credentialed teachers and parents design an educational plan that can incorporate:</p> <ul style="list-style-type: none"> • A variety of curriculum options and platforms • Academic support including interventions • A child's optimal learning modalities • A wide variety of enrichment resources, materials, and experiences • School-sponsored learning enrichment, field trips, and student activities • A blend of virtual and in-person support <p>The school curricula includes learning paths and platforms designed to address the needs of all students including:</p> <ul style="list-style-type: none"> • Active Military • English Language Learners • Gifted & Talented • Homeless/Foster Youth • Socioeconomically Disadvantaged Youth • Students in Special Education • Students with 504 Plans <p>Optional Opportunities for Synchronous Instruction</p> <p>The assigned teacher offers optional opportunities for synchronous instruction through a regularly scheduled Enrichment Academy Online (EAO) session.</p> <ul style="list-style-type: none"> • Grades TK-8 have a session scheduled daily 	<p>Curriculum</p> <p>Recommended Curriculum Choices</p> <p>Intervention Overview and FAQs newsletter for staff</p> <p>ODI informational Newsletter</p> <p>Intervention teacher training slides</p> <p>Intervention Orientation Slides for parents Video for teachers</p> <p>Intervention Tracker 2021/22 for students in need of intervention</p> <p>Results and Conclusions/ Changes for 2022/23 based on Intervention Tracker from 2021/2022</p>

<ul style="list-style-type: none"> Grades 9-12 have a session scheduled bi-weekly <p>Optional Opportunities for Daily Live Interaction: School staff offer optional opportunities for daily live interaction for all grades. This will occur through teacher check-ins, club offerings, and other special opportunities.</p> <p>Curriculum: Transitional Kindergarten - 8th Grade Transitional Kindergarten through 8th grade students have many options including various online curriculum with built-in pacing, bundled textbook programs, or unlimited choices of curriculum for a personalized learning path. A credentialed teacher will help guide families on how to gain the most from the curriculum.</p>	<p>Intervention Resource Spreadsheet (internal for staff resources)</p> <p>Online Subscription Package Offerings</p> <p>Virtual Academy Instruction List</p> <p>Daily Instruction Enrichment Academy Online (EAO) class list</p> <p>Curriculum Short List (external for parents and staff)</p> <p>Recommendation list with resources developed by PLC teams for both parents and staff</p>
--	--

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Findings	Supporting Evidence
<p>Curriculum: High School</p> <p>The school offers an Individualized Graduation Plan (IGP) for all high school students. Upon enrollment, students will discuss and create an IGP with their Teacher or a High School Counselor, based on the student's short and long-term academic goals. We provide high school students with various curricula and vendor options, including all AG core courses, AP courses, concurrent enrollment, dual enrollment, and many other online providers. Students have the freedom to choose courses in:</p> <ul style="list-style-type: none"> High School Virtual Academy (HSVA) - Uniquely designed courses taught live twice weekly by a HSVA 	<p>IGP- 4 year plan template</p> <p>IGP- Concurrent Plan</p> <p>IGP- Dual Enrollment</p> <p>CofC IGP</p> <p>Sample ATP IGP</p> <p>How to Create an IGP</p> <p>HSVA Website for Families and</p>

<p>Teacher in an online classroom. Internet access is required to attend scheduled courses and submit work.</p> <ul style="list-style-type: none"> ● Edgenuity - Online (HSVA Teacher instructor supports classes) ● Silicon Valley High School - Video based, self-paced (within the semester) and teacher supporte ● Edmentum EdOptions Academy - Online with a highly qualified instructor ● FuelEducation - Online with a highly qualified instructor ● Odysseyware - Online (Highly qualified instructor optional through Odysseyware Academy) ● ALEKS - Online math courses ● Acellus - Online, customizable option that can be completed when teaming with the Teacher ● A combination of the above ● Other Curriculum - Can be ordered through the Ordering System ● Bright Thinker - Online or Workbooks, not teacher led, no videos, and independent work ● Brigham Young University (BYU) ● Dual and Concurrent Enrollment in Community College courses <p>AP courses are also offered through Edgenuity Direct, BYU, K12, UC Scout, APEX, and other curricula options that offer College Board adoptable AP courses with an AP instructor attached.</p>	<p>Teachers</p> <p>High School Curriculum Options</p> <p>High School Teacher Training Slides SY2223</p> <p>Middle School Transition to High School Information Session for families</p> <p>Dual/Concurrent Enrollment</p>
---	---

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Findings	Supporting Evidence
<p>Monarch River Academy uses both TK-8 Ed Plans as well as HS Ed Plans.</p> <p>We have multidisciplinary course offerings and a project based learning/Mastery Academic Program (MAP).</p> <p>We offer a wide variety of courses including those that are</p>	<p>Ed Plan Curriculum Choices for High School</p> <p>Ed Plans Quick Guide</p> <p>Ed Plans Website (22-23)</p>

standards-based to meet core graduation requirements.	Mastery Academic Program introduction with links.
We have a school lending library which houses a full diversity of curriculum for students in grades TK-12, across content areas. Students can check out and use these curricula free of charge.	Standard Checklists Lending Library
We acknowledge various educational philosophies, and we promote curriculum options to support each.	Recommended Curriculum Choices (Learning Style, Modality, or Unique Needs)
We encourage subject-based professional development and parent webinars.	Parent Trainings

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

Findings	Supporting Evidence
Monarch River Academy matches students with academic and career technical opportunities by giving students an interest survey and then assisting them to choose a career technical education pathway.	CTE Pathway Offerings SY2223
Given the personalized learning nature of our school, students are able to integrate multiple disciplines into their learning. We take a holistic approach that integrates student interest.	Local Community College CTE Options
A member of the transition team meets with students and families a minimum of once every 20 days to review their program. An Independent Study Teacher (IST) also meets with students and families a minimum of once every 20 days to review their work/program/progress.	Transition Team

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
Multiple orientations for new families were offered before the school year started by the Assistant Director of	New Family Orientation

<p>Professional Growth and Development.</p> <p>Every family meets with their teacher in the first month of school to go over expectations for the teachers, families, and students, and to discuss support for students and families available.</p> <p>Partnerships with local community colleges, and encourage students to take courses to fulfill course requirements and gain college readiness skills.</p> <p>Our schools partner with several high school tutors who our families can use with their educational funds to assist in a range of subjects and grade levels. Monarch families also can use a wide range of vendors to assist with their school goals.</p> <p>Various departments offer Office Hours for parents to assist them with their educational and school needs. Parents are also offered funds for parent education.</p> <p>Our schools are members of California School Development Center (CSDC), and staff participate in their regional meetings, webinars, and conferences.</p> <p>The charter school regularly collaborates with the SELPA in addressing students with disabilities and respective outcomes.</p>	<p>Independent Study Teacher Back to School Presentation</p> <p>Virtual Academy Teacher Back to School Presentation</p> <p>Virtual Back to School Schedule</p> <p>Back to School Email</p> <p>Community College Partners</p> <p>Student Tutors</p> <p>Enrichment Ordering Guidelines with parent education listed.</p> <p>CSDC Membership</p> <p>El Dorado SELPA MOE email thread</p>
---	---

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal educational plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
----------	---------------------

<p>Students are able to enroll in up to 2 college courses concurrently in addition to their Monarch River Academy coursework. This allows them to explore college level coursework and get ahead in their school pathway.</p> <p>We developed an in-house CTE program in the Informational Technology Pathway, allowing students the possibility to earn industry certifications. Students also have access to additional CTE pathways through external educational partners.</p> <p>SAI synchronous instruction for HS/SPED/Transition is required for all Special Education Students.</p> <p>7-8 grade students who are demonstrating strong academic performance can take HS courses. They are allowed to take high school courses (for elective credit) so that they may get ahead in credits while at the same time taking the opportunity to explore career goals.</p> <p>All of our students have an Individualized Graduation Plan (IGP) that identifies their specific needs and develops goals to help them improve and then tracks their progress.</p> <p>Guidance meetings for 8-12: Students, parents, Education Specialist (ES) and guidance coordinator collaboratively meet to discuss student's post HS goals and the courses required to meet their goals and to graduate in 4 years.</p> <p>Custom Curriculum: If a course is not listed in our high school course catalog, students are able to work with their ES to create a custom curriculum that meets appropriate standards.</p> <p>Career Exploration custom courses are available to students which allows students to explore career opportunities.</p> <p>We've recently developed a high school academy which has different pathways for students to graduate based on their</p>	<p>Central School Guide to Community College Programs</p> <p>CTE Pathway Offerings SY2223 Local Community College CTE Options</p> <p>Family Resource for Middle School Students Taking High School Courses</p> <p>Course Outlines</p> <p>HSVA Website for Families and Teachers</p> <p>How to select a HS curriculum</p> <p>NCAA IGP Plan</p>
---	---

<p>individual needs and interests. This is a new approach to supporting our students through their high school program.</p> <p>NCAA course options: Our students are able to leave with a NCAA compliant transcript and work with a NCAA approved school counselor to prepare them to pursue athletics at the collegiate level.</p> <p>Parent webinars regarding curriculum, online course options, and college preparedness are provided for parents and students regarding a wide variety of topics.</p> <p>Students must complete a FAFSA Financial Aid training requirement; however, they are given options ranging from independent study to a 5 credit course.</p> <p>Engagement Opportunities, both virtual and in-person, as well as student clubs are available to all students, and cover a wide variety of interests.</p> <p>We partner with a wide variety of community vendors that support all students in making appropriate choices to pursue a full range of college and career options.</p> <p>Core Honors and AP high school classes options: Students can select from a range of vendors including online, self-paced courses that meet the scheduling needs of students.</p> <p>Our students can request work permits to explore career interests or to support their family. Their academic progress is closely monitored and we can support their work experience through an accompanying career exploration class that ties their real-world learning to broad career knowledge.</p> <p>We provide an extensive and interactive HS Manual and syllabi with links to books, videos, assignments. This provides our high school students with many resources at their</p>	<p>High School Curriculum</p> <p>Local Community College CTE Options</p> <p>Work Permit Process</p> <p>High School Course Catalog</p> <p>IGP- 4 year plan template IGP- Concurrent Plan IGP- Dual Enrollment CofC IGP</p>
--	--

<p>fingertips.</p> <p>We get a fair number of high school students who are behind in credits when they transfer to us. For these students, we provide an IGP that outlines how they can catch up and graduate on time.</p>	<p>Sample ATP IGP</p> <p>How to Create an IGP</p>
--	---

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Findings	Supporting Evidence
<p>As a personalized learning independent study school, each of our students is provided a personalized curriculum based on the individual student's strengths and weaknesses. This tailoring of curriculum and support services means no two students have the exact same curricular program.</p> <p>Daily engagement opportunities:</p> <p>A School Calendar has office hours offered by different departments where students and families can access office hours daily.</p> <p>In addition to the numerous curriculum options offered, Monarch also offers Virtual Academy classes with in-house highly qualified teachers from TK-12th grade as well as ELD classes for all who need that additional support.</p> <p>All new Education Specialists (ES) meet with their program specialist weekly while veteran education specialists meet with their program specialists once every other week. Each student on an Education Specialist's caseload is discussed at every one of these meetings.</p> <p>EL supports and access to EL focused curriculum Curriculum Coordinator support are provided to students that require them.</p>	<p>The Recommended Curriculum Choices for each section area has a range of options and the learning style and modality for each.</p> <p>Extended Learning Opportunities provide extra daily instruction.</p> <p>CVCS Calendar</p> <p>ESVA, MSVA, HSVA and ELD classes</p> <p>Concurrent Enrollment Numbers</p> <p>Ed. Specialist - Program Specialist</p> <p>Program Specialist Duty Statement</p> <p>ELD Rosters</p>

<p>Mental Health resources and access to office hours gives students the ability to get help when they feel they need it and also allows ESs to offer qualified help to students. Support and community for our LGBTQ HS students.</p>	<p>Social Emotional Learning (SEL)</p> <p>SEL Padlet</p>
--	--

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal educational plan, including college and career and/or other educational goals.

Findings	Supporting Evidence
<p>Each of our high school students is placed on an individualized 4-year plan to work towards graduating. This plan is based on their individualized needs and post-secondary goals. It is overseen by the Secondary Education Specialists (SES) Coordinators and a School Counselor and developed in conjunction with the student and parent. The plan is reviewed each semester and changes are made as necessary with the SES. The plan is unique to each student regardless if they are on an A-G track, doing concurrent or dual enrollment, or have an IEP and are working on a certificate of completion.</p> <p>High school students and families are assisted in the development of their unique high school educational plan and which curriculum options can assist with their unique learning styles needs.</p> <p>Financial Aid and the completion of the FAFSA is offered to every student who wants it multiple times a year. These sessions are recorded for any who cannot attend the actual presentation.</p> <p>The school employs two full-time, credentialed school counselors with master's degrees in school counseling and PPSC. High school students and parents have access to a school counselor.</p> <p>Bi-monthly guidance news about specific grade level</p>	<p>IGP- 4 year plan template</p> <p>IGP- Concurrent Plan</p> <p>IGP- Dual Enrollment</p> <p>CofC IGP</p> <p>Sample ATP IGP</p> <p>How to Create an IGP</p> <p>Course Outlines</p> <p>How to choose HS curriculum</p> <p>Curriculum Options</p> <p>FAFSA Slides</p> <p>FAFSA Recording</p> <p>High School Counselors Duty Statement</p>

<p>curriculum 9-12, reminders about graduation, and post-high school plan options are shared with students and parents.</p> <p>High School Hangouts are offered weekly to help build a sense of community and to offer additional support for those who might be in need of social/emotional assistance.</p>	<p>High School Hangouts</p>
--	---

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Findings	Supporting Evidence
<p>Monarch River Academy has a transition team to assist students and families in whatever their goals are after they leave our school. The transition team consists of a director and two mild/mod education specialists, two mod/severe education specialists, two job coaches, and an admin assistant.</p> <p>For those students on an IEP who are on track to receive a certificate of completion, the transition team works with them and provides an information sheet to assist families.</p> <p>The team has launched a transition YouTube channel and a Transition Podcast to help students transition.</p> <p>Two job coaches work with and are part of the transition team and help students with finding job placements and by working with business partners in the community. They assist with job and career exploration by using interest inventories and job searches.</p> <p>The transition team has put together transition resources for families to assist in all areas of transition.</p>	<p>Transition Website</p> <p>Transition Team</p> <p>CofC and Transition Non A-G Electives Information Sheet</p> <p>CVCS Transition Youtube Channel</p> <p>Transition Podcast</p> <p>Job Coaches</p> <p>Job and Career Exploration</p> <p>Family Transition Resources</p> <p>Transition Padlet</p>

Category B.

Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. Families have many options to individualize instruction, from online or textbook, online subscription packages with adaptive curriculum for math and reading comprehension/writing, and other curriculum for many modalities of learning.
2. All high school courses are A-G approved.
3. Individualized graduation plans for all high school students that includes partnerships with local community colleges for students to do dual enrollment.
4. ...

Areas of Growth

1. Creating a shorter list of the preferred curriculum.
2. Creating 1-2 options for late-starting students.
3. Utilizing an “easy to follow” curriculum and progress monitoring through the curriculum for struggling families (K-8). Currently onboarding Bright Thinker to meet this need.
4. ...

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>At minimum, an Independent Study Teacher (IST) meets with the learning coach and student/s once every 20 school days for a learning period meeting (LP) that is connected to their educational plan. During this meeting, completed work, standards, and achievement are reviewed and documented on the student's Individualized Learning Plan (ILP) for the current learning period.</p> <p>Independent Study Teachers that are in virtual programs work weekly with students to provide work completion support as well as sub skill instruction in case any access skills are needed for grade level content and standards.</p>	<p>Educational Plans</p> <p>School Calendar</p> <p>HSVA Schedule</p> <p>Virtual Academy Schedule</p>
<p>Intervention programs and classes are integrated into the weekly schedule and connected to Star360 results, the body of work, state testing results, and sub skill needs. By providing additional support, students can be challenged and supported in all of the areas that are in development. We provide several different types of intervention including live Outstanding Direct Instruction (ODI), asynchronous resources and supports, and curriculum. This creates data driven opportunities for students to make extra growth working towards grade level.</p>	<p>HSVA and MSVA Schedule</p> <p>ELA / Other T/TH Class Links</p> <p>WASC Math Focus Links</p> <p>Intervention Information</p>
<p>In grades TK-2nd grade, diagnostic testing occurs in the area of emergent literacy to determine an exact instruction plan. An expert in early literacy instruction and intervention is part of the support team for TK-2 success.</p>	<p>K-2 Early Literacy Job Description</p> <p>Universal Screening/Star CBM</p>

	Resources
Office/enrichment hours and extra opportunities for engagement have been created in response to AB130. We offer daily interaction and engagement opportunities for all of our students.	EA Schedule
MRA has vendor classes, high school tutors, and tutoring from several vendors that provide specific support for student intervention, instructional support, and additional enrichment. Contracting with over 700 Community Partners (vendors) provides different live and asynchronous opportunities and materials for different students to find personalized curriculum and instruction that meets their needs.	High School Curriculum and Resources High School Tutors
<p>Due to the unique educational structure, we strive for close partnerships with parents/learning coaches to better support student learning. We created “parent friendly” versions of the common core standards to help parents/learning coaches better understand then so that they can help their students better learn the standards. This plan is in their learning record/educational plans which is based on essential standards, vocabulary, and essential guiding questions.</p> <p>Teachers meet with students and families at least every 20 days to evaluate the effectiveness of the educational plan, intervention plans, MTSS, and college and career readiness. The results of these meetings help guide the teacher and students forward to continue with the plan or make adjustments according to the data and feedback from the educational partners.</p>	Trail Guide Examples Educational Plans Example of grade level learning support plan Certificate of Completion Guidelines MTSS Sped PD

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
Annually, we provide access to a curated list of pedagogically appropriate curriculum and ed tech programs that students can use to learn both content and tech skills necessary for success in the 21st century as well as have a personalized curriculum connected to critical thinking and college and career readiness.	Curriculum list
Daily, we provide virtual access to direct instruction for TK-8th grades through our Enrichment Academies taught by our ISTs for a daily instructional hour. We provide opportunities for direct instruction with additional Educational Support Services weekly or bi-weekly in the areas of SEL, enrichment, intervention, and online classes.	Social Emotional Learning (SEL) SEL Padlet ODI ESVA
We provide opportunities for direct instruction with group and individual tutoring through our vendors, support programs, and online programs. We provide access to High School Support Specialists and counselors who provide further expanding A-G course options for students and support to be college and career ready.	High School Specialist
One of our strengths is the amount of choice we provide students and parents to meet each individual child's needs.	Mission Statement

<p>We provide choice with educational, instructional, curricular, and enrichment opportunities with a great deal of support and direction by the IST and other support staff.</p>	
<p>A Reading Specialist supports classes and specific curriculum for TK-2nd grade students. Students can be tested and given specific opportunities for growth in reading in small groups and in our intervention courses designed to target students academic needs.</p> <p>EL Classes are added for extra classes and supported by EL instructors with curriculum specific to EL students as well as opportunity for direct EL instruction with a specific trained professional and opportunities for interaction in English. Parents are also included in our School Site Council as representing our EL population.</p>	<p>K-2 Early Literacy Job Description</p> <p>ELA / Other T/TH Class Links</p> <p>WASC Math Focus Links</p> <p>School Site Council Webpage</p> <p>School Site Council Agenda</p>
<p>Students have access to real world experiences through our academic adventures opportunities. The school sponsors academic enrichment events and virtual opportunities throughout the school year.</p> <p>MRA students in grade 6-12 can qualify and participate in the Academic Decathlon as well as National Junior Honor Society and National Honor Society.</p>	<p>Adventure days</p> <p>NJHS</p> <p>Academic Decathlon Student Spotlights</p>
<p>Every student will meet with a school counselor at least once every year during highschool and they create a plan for their years in highschool as well as after high school. The school counselor has resources for students to take career tests then provides guidance to resources that will help students know what they need to do for their future careers.</p>	<p>Transition and SEL Instruction Presentation</p>

Category C. Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Personalize educational plans based on student interest and assessment data connected to the standards for college and career readiness.
2. Extension MTSS process and systems to support student progress in all areas of need. Monthly data collection allows for IST, learning coach, student and support staff to determine targeted support for each student.
3. High School students are supported by a team of teachers and leaders that monitor and support their success. Students are encouraged to concurrently enroll in college courses and CTE pathways.
4. Over 700 vendors offer enrichment services including tutoring, foreign languages and rich VAFA courses.
5. Enrichment academies are offered daily (AB/130) to increase engagement and provide support as well as build relationships with students and families.
6. An extensive network of on-line direct and support services in the areas of intervention, virtual academies, SAI, SEL, and transition courses.
7. Academic in-person events occur each month for K-8 students and HS students. This events are themed build community, meet SEL goals, and connect with extended learning opportunities.

Areas of Growth

1. Increase effectiveness of direct instruction practices, rigorous curriculum , instructional activities, body of work to match instructional minutes, and standards-based work products that align with grade level performance requirements..
2. Increased participation and awareness of supports available to students as noted by the MTSS model.
3. Networking with educational partners that also have a non-classroom based program to examine models of success in teaching and learning,
4. Develop models for learning coaches of best research-based strategies and routines for teaching and learning.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all educational partners.

Findings	Supporting Evidence
MRA has several assessment systems in place in order to gauge student achievement and outcomes. The collection and data analysis is essential to decision making and development of educational plans for each student. This ongoing process also enables the school to examine trends in specific subgroups. We have recently partnered with two data analytic companies for our EL learners and all populations of students to provide ready access to our local and state assessment data. This data can be disaggregated by subgroups and special populations to allow tracking of student' outcome trends.	Renaissance Performance Matters Ellevation Star 360 info

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Findings	Supporting Evidence
Teachers with the guidance of leadership have systems to support the growth and performance levels for all students throughout the year. Professional learning communities of teachers and leaders with the support of the Tulare County Office of Education(TCOE) spent two years building out each grade level educational plans for each grade level to ensure consistency.	Curriculum guides PLC Curriculum Resources

School administration keeps a monthly organizational data chart where we monitor key metrics within our school and report the metrics to the board in a public meeting.	Board metrics
---	-------------------------------

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

Findings	Supporting Evidence
<p>MRA targets outcomes for all of our students and monitors growth and progress to meeting our SLOs and grade level benchmarks. Students are tracked and analyzed, providing timely data helping students, teachers, and learning coaches make needed adjustments to their learning and intervention plans.</p> <p>Learning Records and Learning Record Meetings: Teachers review with each student and parent the learning that has occurred during the previous 20 days by having the student share work completed.</p>	<p>SLOs</p> <p>HS IGP</p> <p>Pear Deck Information</p>

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
<p>Weekly MRA leadership meets to assess program success including gradation tracking and course completion. We have systems to regularly track student usage and participation in our intervention program and our high school and elementary virtual academies. MRA uses the results to change our practices, policies, and offerings for this school year and the following school year.</p> <p>Regional Coordinators meet with IST and virtual academy teachers and support staff every Monday to discuss data and systems connected to student progress.</p> <p>Special Education administrators meet with their staff every</p>	<p>Atlas Newsletter</p> <p>High school tracking form</p> <p>Monday RC meeting agenda</p>

<p>Monday as well to discuss ways to assist students with their goals and their program.</p> <p>Students who are not meeting their goals work with their IST to create an academic plan (including interventions) to ensure student success.</p> <p>Administrative staff meet weekly in Ed Leadership meetings and with various Department Staff. All Directors meet semi-annually at our Leadership Summit to assess programs and expectations, as well as policy and procedures to ensure we are meeting the needs of our students through a strong academic program.</p>	<p>Sped meeting agenda</p> <p>Back to School PD Agenda/Schedule</p> <p>Back to School Planning Document</p> <p>All Staff Collaboration Day</p>
---	--

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Findings	Supporting Evidence
<p>MRA is a results and progress driven charter. We set clear expectations for growth, and performance. These are outlined in course syllabi as well as the educational plans which are aligned to grade level standards.</p> <p>Each of our students have a Personalized educational plan based on their grade level, program, and assessment data. Their teacher, alongside the parent/guardian, sets goals and plans and their progress towards those goals which are monitored. Adjustments to their educational plan are made based on student progress towards their individualized goals and assessment data. These educational plans are reviewed each month.</p> <p>MRA has a team that works with our Special Education (SPED) students. They are monitored in a formal manner with the completion of IEP goal progress every week and at the end of each semester. Both general education staff and staff in our Sped department work closely with parents and</p>	<p>Educational plans</p> <p>STAR assessment plan and data</p> <p>LP Calendar</p> <p>Transition/SEL Summary</p> <p>Additional transition opportunities for all students in grades 9-12 (no IEP required)</p> <p>SST program and progress</p> <p>Inclusion Model</p>

<p>students. MRA has an inclusion model for our virtual academies as well as our specialized academic instruction (SAI). Internal services for our students are also monitored for both Sped and Gen Ed in the area of counseling and SEL needs. Parents are provided a copy of their student's IEP goals and the progress being made on each goal, as well as staff updates prior to each IEP meeting.</p> <p>STAR 360 is our local assessment which is administered three times a year. Data is analyzed and shared across departments and with students and their learning coaches. Assessment data is shared at leadership meetings when looking at student performance as a whole for all subgroups. Course corrections and program correction are made based on the assessment results. Data is also routinely discussed for individual students at IEP meetings, SST meetings, and Learning Record meetings. Adjustments to instruction are driven by assessment data and student needs.</p>	<p>Counseling as part of MTSS</p> <p>And HS career counseling</p> <p>Star Reporting Training</p>
<p>MRA has a rigorous ELD program which allows the coordinator and teachers to work closely with the parents and students to meet goals and course correct according to the data results on a monthly basis. Our EL data is presented to our board at least twice a year.</p>	<p>ELD Board Update</p>

D1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>We use our LCAP process to receive feedback and review assessment results. This determines the supplemental and intervention academic offerings we will offer the following year as well as corrections that need to be made this year.</p>	<p>LCAP</p>

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Supporting Evidence
<p>MRA uses multiple measures to monitor growth. Student growth is assessed through monitoring STAR 360 results, completion of a body of work, intervention pre and post assessments and specific diagnostic assessments are offered to all students in grades TK-12th three times a year. Students who score below grade level on an diagnostic assessment are prescribed an intervention plan which the Independent Study Teacher (IST) develops with the parent/learning coach.</p> <p>All students have access to STAR 360 lessons based on their diagnostic scores in language arts and math. ISTs have the ability to individualize and modify lessons to meet specific student needs based on data.</p> <p>Students who are in Tier 2 and Tier 3 of the MTSS system and based on their diagnostic scores, receive intervention tutoring through our Outstanding Direct Instruction (ODI) courses. Students are placed in small groups based on their diagnostic results and student needs.</p> <p>We offer intervention programs that target specific student needs. Some examples of our programs are Reading Eggs and Math Seeds, all of which include assessment components to track student growth. ODI teachers also monitor and assess students in the six week cycle of direct targeted teaching.</p> <p>Students taking A-G high school approved courses are required to take final exams. Midterms and final exams are</p>	<p>STAR 360 Process</p> <p>MTSS system</p> <p>Intervention Tracker</p> <p>High School Tracking Catch up plan</p> <p>Inclusion Model</p> <p>Example of TK assessments</p>

<p>available to all students taking high school courses.</p> <p>Our high school special education students take online group Specialized Academic Instruction (SAI) courses as well as regular high school courses within our inclusion model. Our special education teachers conduct regular assessment of student progress towards goals on their IEP.</p> <p>Our Reading Specialist conducts evaluations of primary grade students' reading abilities in grades K-2.</p> <p>After completing the ELPAC, students identified as English language learners are enrolled in our ELD program taught by our ELD teachers. Instruction is tailored to the student level as identified by the assessment.</p>	<p>Schedule of EL courses,</p> <p>ELPAC Reclassification Celebration</p>
---	--

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Findings	Supporting Evidence
<p>Growth monitoring provides frequent feedback to help monitor student progress. Teachers use those results to provide data to families and suggestions for continued growth.</p> <p>Weekly feedback surveys are embedded in the newsletter to inform leadership of staff needs in all areas. Leadership responds to staff needs in a timely manner.</p> <p>Parents, ISTs and students that request assessment testing experience a rigorous SST process to determine targeted intervention. Feedback and data determine the plan details.</p> <p>Monthly meetings with learning coaches and students target learning modalities which gives them a variety of</p>	<p>Educational Plan Example</p> <p>Atlas and check-in survey</p> <p>SST process and parent survey and Results</p> <p>Curriculum list</p>

<p>instructional methods and curriculum. These are offered to students depending on learning methods, learning styles by credentialed teachers</p> <p>Based on feedback, teachers provide intervention, enrichment and acceleration opportunities and experiences to supplement their chosen curriculum allowing for further growth and timely feedback on where students are meeting goals.</p> <p>Teachers collect work samples every 20 school days in all subjects to monitor chosen curriculum and to ensure it is appropriate for both grade and skill level, and that they can attain their goals through the implementation of their educational plan.</p> <p>Teachers set ELA and math goals based on multiple measures of data and evidence of learning while taking parent and student input into consideration while creating the goal, and frequently monitoring it to ensure students are making progress towards achieving their goals.</p> <p>High school students are required to meet with a Guidance Counselor to create a 4-year plan for meeting graduation requirements based on their post-high school plans. Annual meetings with Guidance Counselors and high school specialists assure that students are successfully meeting requirements.</p> <p>High school students have the opportunity for career based classes and opportunities for CTE courses based on feedback and interests.</p> <p>The school participates in all mandatory state testing, including CAASPP, CAST, CAA, ELPAC, and PFT.</p> <p>Schoology and other learning platforms are used to leave feedback on specific assignments for error correction and positive feedback for students and learning coaches.</p>	<p>COS Vendor List</p> <p>Learning Period Calendar</p> <p>Sample Master Agreement</p> <p>Family Trail Guide Resources</p> <p>IGP sample</p> <p>HS Counselor Duty Statement</p> <p>HS Specialist Duty statement</p> <p>CTE Opportunities</p> <p>Testing Timeline & Planning Document 2022-2023</p> <p>Pear Deck Information and Schoology</p>
---	--

A parent lead advisory council meets monthly labeled as learning coach meetings to provide information and feedback to school leadership about systems and programs effectiveness.	
--	--

Category D.
Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. STAR 360 assessment is given 3 times a year.
2. K-2 students are given the STAR phonetic assessments
3. Targeted diagnostics are given every six weeks to K-8 students in intervention
4. Regular progress monitoring for High School students for accountability
5. Tracking the growth percentile of each student in STAR360

Areas of Growth

1. Onboarding a data system - Performance Matters to centrally track students progress is new this year.
2. Utilizing a system to track student progress in specific curriculum choices.
3. Transition planning for every high school students not dependent on whether or not the student has an IEP or 504 plan.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all educational partner support groups in the learning and teaching process for all students.

Findings	Supporting Evidence
<p>Monarch River Academy has a Director of Community Engagement. The job of this individual is to, among other duties, oversee and implement community connections, community involvement, and community service.</p> <p>Adventure Days occur several times a semester and each is chaperoned by school administrators, teachers, and paraprofessionals. These are held in multiple counties simultaneously providing access to students across our service area including Adventure days in the following cities: Fresno, Clovis, Merced, Oakhurst, Monterey, Bakersfield, Visalia, and Kingsburg.</p> <p>School sponsored extended learning events are events where families can sign-up to participate in learning activities and use their Planning Amounts. These events are specifically chosen to include students across our service area so all may participate.</p> <p>There are several school clubs offered to Monarch students that they can attend regardless of their location. During the</p>	<p>Director of Community Engagement Duty Statement</p> <p>Adventure Days teams</p> <p>Enrichment Events</p> <p>Clubs Fall Schedule</p> <p>Tk-3rd Grade Clubs</p>

<p>pandemic Monarch offered dozens of clubs to provide as much interaction for our students as possible. As the school transitions back to more in-person activities several clubs are still offered, but the focus for the school has moved to in-person events at parent request.</p> <p>The Monarch River Academy's School Site Council (SSC) serves as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The SSC takes an active role in how the school functions and is made up by parents, educational staff, and school administrators to assist with the common goal of the success of all students.</p> <p>All parents/guardians are directly involved with developing the personalized educational plan for their children with their Independent School Teachers (IST) in their Learning Period (LP) meetings.</p> <p>Education Specialists routinely and regularly collaborate with ISTs and parents as part of the Special Education program. Dyads are when education specialists and general education teachers meet, and triads is where education specialists, general education teachers, and parents meet to discuss each student's program.</p> <p>During Individualized Education Program (IEP) meetings, parents are asked routine questions regarding their children's strengths, interests, and areas of opportunities.</p> <p>Back to School Night for all students.</p> <p>Welcome emails go out to parents annually.</p>	<p>4th-8th Grade Clubs</p> <p>High School Clubs</p> <p>School Site Council</p> <p>Learning Period Agenda</p> <p>SPED/GE Collaboration Schedule 22/23</p> <p>Input forms for teachers and parents to be filled out prior to IEPs.</p> <p>Back to School Presentation</p> <p>Welcome Email from ISTs</p> <p>Welcome Email from Enrichment Teachers</p>
--	--

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

Findings	Supporting Evidence
<p>As a non-classroom based independent study charter school, our school office is located at the same location of our school's lending library. Most of our students have visited the library at some time or another, but the office section of the building is far less utilized by families. For those who live farther away from our office, the lending library makes deliveries. It is possible to be successful in our school without ever visiting our school owned facility as their learning takes place at home and in the community.</p> <p>Monarch River Academy offers Social Emotional Learning for all students.</p> <p>Monarch has a schoolwide comprehensive safety plan that has a focus on keeping students safe regardless of the location in which they are being served.</p> <p>Our Uniform Complaint Procedures Policy was updated in 2021 to reflect recent legal changes.</p> <p>The Civility Policy is in place.</p> <p>The school adheres to a plagiarism and academic honesty policy as well as a suspension/expulsion policy</p>	<p>Lending Library</p> <p>Social Emotional Learning (SEL) SEL Tier 3 Supports for Families</p> <p>Comprehensive Safety Plan</p> <p>Universal Complaint Procedure</p> <p>Suicide Prevention Policy</p> <p>Transgender and Gender Nonconforming Students Policy</p> <p>Parent-Student Information Technology Acceptable Use</p>

	Policy
--	------------------------

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

Findings	Supporting Evidence
<p>Special education sets high standards and goals (per Endrew F. legal precedent).</p> <p>Special Education staff have the opportunity to be trained in Reading Horizons and Math training by Dr. Jo Bowler</p> <p>Any student concerns communicated are escalated to the appropriate administrator and/or support team.</p> <p>Training on behavioral supports happens throughout the year at staff meetings. The behaviorist works with students/families who have behavioral consult services.</p> <p>Reinforcing collaborative and social skills for students to interact with one another and learn from their peers.</p> <p>We have a robust parent feedback process that includes the LCAP, department surveys, surveys timed throughout the year, parent townhall meetings, and more.</p>	<p>Math Resources in \Mathematical Mindsets</p> <p>Universal Complaint Procedure</p> <p>Staff who attend in-person events and support students with behavioral needs are trained in Crisis Prevention Intervention or Handle with Care de-escalation strategies.</p> <p>Club Schedule 22-23</p> <p>Fall Feedback Survey</p>

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Supporting Evidence
<p>MRA offers multiple professional development trainings on a weekly, monthly and yearly basis that are connected to the vision, mission, and LCAP goals for the charter.</p> <p>Personalized professional development is offered for all teachers and based on their own needs assessment. These trainings are offered by leaders in the charter and staff can</p>	<p>PD List</p> <p>Charter Safe/Vector Training</p> <p>Family Trail Guide Resources</p>

<p>earn credits through a local private university. Additional professional development training is available through our risk provider Charter Safe in several areas.</p> <p>Our school model shows respect for parent choice and participation. We seek to partner with parents which often results in increased trust and respect. We also survey our parents throughout the year. MRA has a family trail guide which is a parent support system to support the professionalism and respect that is part of our culture.</p> <p>We have extensive supports for our staff who work from home, we provide weekly reminders about professionalism and professional expectations which are also supported by a tracker for task completion and communication. This culture respects the IST's time and professionalism to achieve schoolwide goals through shared leadership that recognizes the ability of our professional staff to successfully work from home our other environments.</p> <p>MRA has an LCAP goal and funding devoted to the supporting staff, students, and parents with respect and understanding through our SEL and staff support department.</p>	<p>Parent Survey results Fall Feedback Survey Data Analysis</p> <p>Atlas Newsletter RC tracker</p> <p>Link to SEL support for staff and students</p>
--	--

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

Findings	Supporting Evidence
MRA has a Universal Design for Learning and Multi-Tiered Systems of Support are in practice with Specialized Academic Instruction for all students who have and IEP or designated	<p>5-Tier MTSS-RTI Overview</p> <p>SST Meeting sample</p>

<p>needs.</p> <p>Weekly there is an interdepartmental team meeting to monitor referrals to SSTs, Mental Health support, and evaluation for Special Education. Data drives the process to individualize the support plan and needs based on the data.</p> <p>All staff have access to a tracker which contains all data for each student including all communication and interventions applied to the student and for the family.</p>	<p>Transition/SEL Summary WASC Statement</p> <p>Dedicated Websites for Transition/SEL Resources</p> <p>Family Trail Guide Resources</p>
--	---

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

Findings	Supporting Evidence
<p>MRA has an extensive academic and SEL MTSS tiers of support to further identify student learning needs and provide needed support based on the targeted data collection and plan.</p> <p>Tier 1 universal plans are created for all students establishing a Personalized Student educational plan developed with the learning coach.</p> <p>Extensive diagnostic assessments are used to determine targeted intervention with academics and/or mental health. Staff have been extensively trained to locate which resources to pursue when supporting their student.</p>	<p>5-Tier MTSS-RTI Overview</p> <p>Example of educational plan</p> <p>5-Tier MTSS-RTI Overview</p>

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

Findings	Supporting Evidence
<p>MRA has an extensive academic and SEL MTSS tiers of support to further identify student learning needs and</p>	<p>5-Tier MTSS-RTI Overview</p>

provide needed support based on the targeted data collection and plan.	
--	--

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
<p>MRA has two school Counselors, five high school success coordinators, and transition team who meet with all 8th and 9th grade students to plan for their 4-year plan.</p> <p>All students have access to SEL supports, High School hangout supports, and counselor supports during scheduled open office hours each week.</p> <p>Per AB130, daily live synchronous instruction is offered to support student learning, explore passions, and engage with the school called our enrichments academic sessions for TK-8th grade.</p> <p>MRA has a rigorous transition program with learning coaches, pod-casts, You-Tube videos and connections with the local community. This team serves our Special Education students as well as our General Education Students are shared with local districts and county offices.</p> <p>Students with mental health needs are being addressed with the support of a licensed mental health professional and trained guidance counselors.</p> <p>Director of Community Engagement provides a robust offering of engagement opportunities focused on extended learning opportunities for SEL development and learning recovery. These offerings include on-line clubs and in-person events..</p>	<p>High School Web page</p> <p>High School Hangouts</p> <p>EA schedule</p> <p>SEL Topics TK-5</p> <p>SEL Topics 6-8</p> <p>Dedicated Websites for Transition/SEL Resources</p> <p>Transition Information</p> <p>SEL Tier 3 Supports</p> <p>Adventure Day Schedule</p>

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Supporting Evidence
MRA has an extensive process and system in place to build students into their own advocates and find their voice as they build their future.	Transition/SEL Summary WASC Statement
The high school virtual academy has leadership courses designed to build connections as well as the attributes of leaders. These students also serve on our School Site Council.	Alumni Newsletters Alumni Podcast
MRA includes students in our LCAP educational partners as a key group that provides feedback for the LCAP success and development. MRA also uses survey results from students during the school year.	Student survey results
By design, the ILP monthly meetings with students provides them a voice to become an advocate for their own college and career pathway in the future.	

Category E. Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Cultural change of academic focus school-wide.
2. SEL courses and free counseling
3. In-person Adventure Days that promote STEM activities with grade level peers to increase critical thinking.

Areas of Growth

1. Increase regional opportunities for students and parents to learn in person to include writing and STEM activities.
2. Increase parent education options targeted in math.
3. Increase parent education options targeted in writing.
4. Increase parent education options targeted in reading.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Parent Education Days
- TK-8 Progress Monitoring and Curriculum team
- Streamlined Curriculum Path (Bright Thinker)
- 5 Tiers of Support offerings increased and included in onboarding process
- Regional communities further developed to include teachers, case managers, support staff, parents and students
-
-
-

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Cover Sheet

New Ordering System Spend Summary Widget

Section:	IVI. Academic Excellence
Item:	C. New Ordering System Spend Summary Widget
Purpose:	Presentation & Potential Discussion - Informational
Related Material:	Ordering System - Spend Summary Widget

BACKGROUND:

- The school's Ordering System for materials and services has been enhanced by a new widget that helps teachers and families better track and utilize Planning Amounts.



SPEND SUMMARY WIDGET

—

A NEW FEATURE

Engineered by



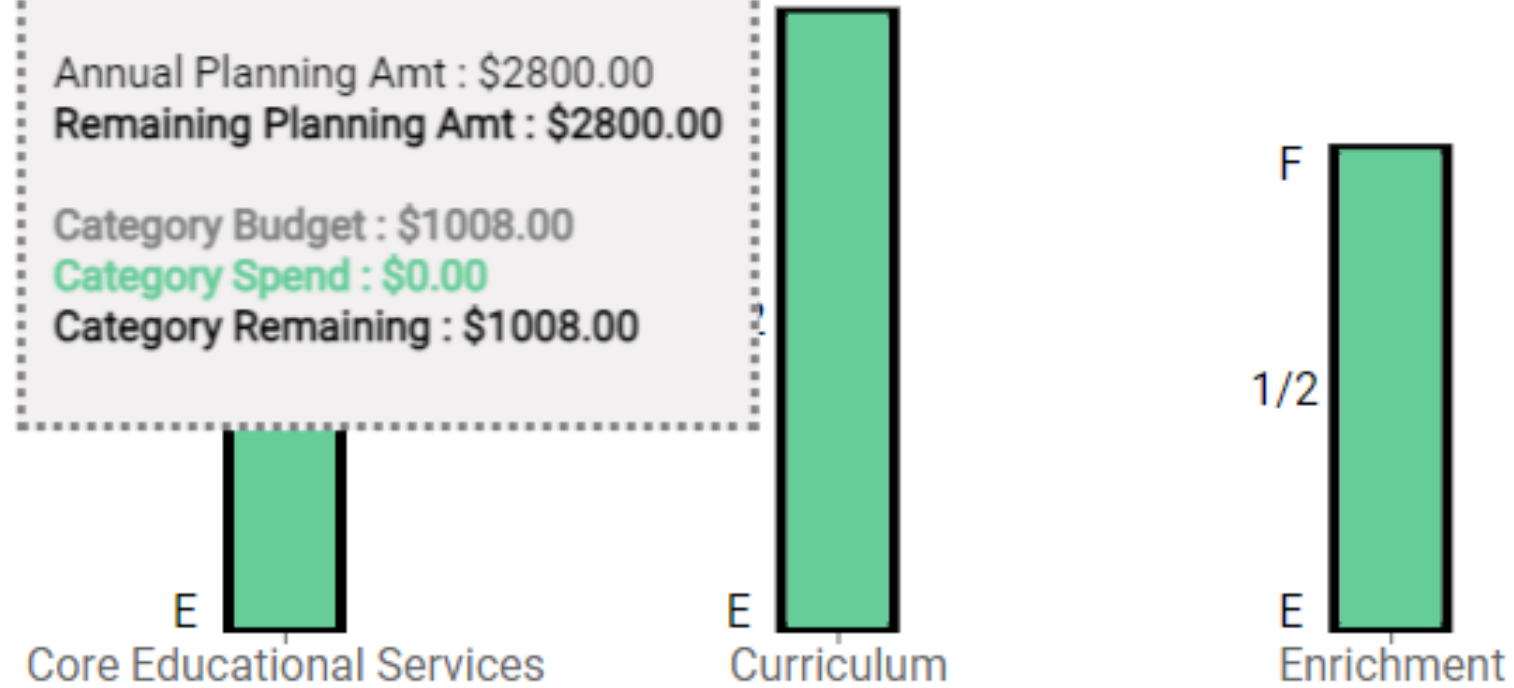


Spend Summary

Curriculum

Annual Planning Amt : \$2800.00
Remaining Planning Amt : \$2800.00

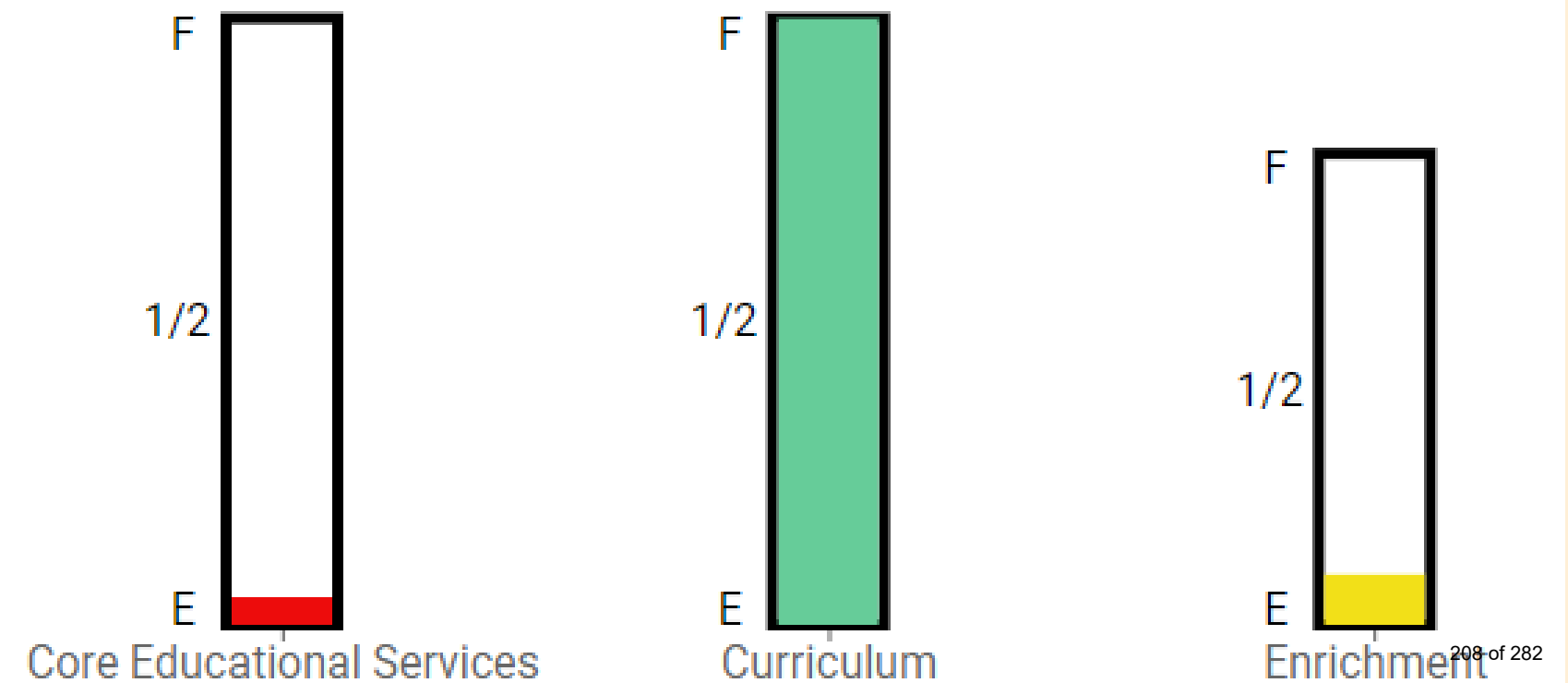
Category Budget : \$1008.00
Category Spend : \$0.00
Category Remaining : \$1008.00



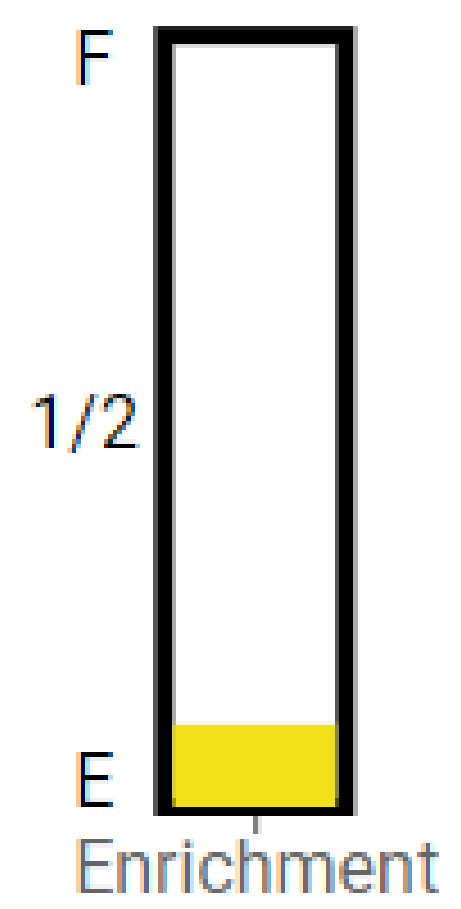
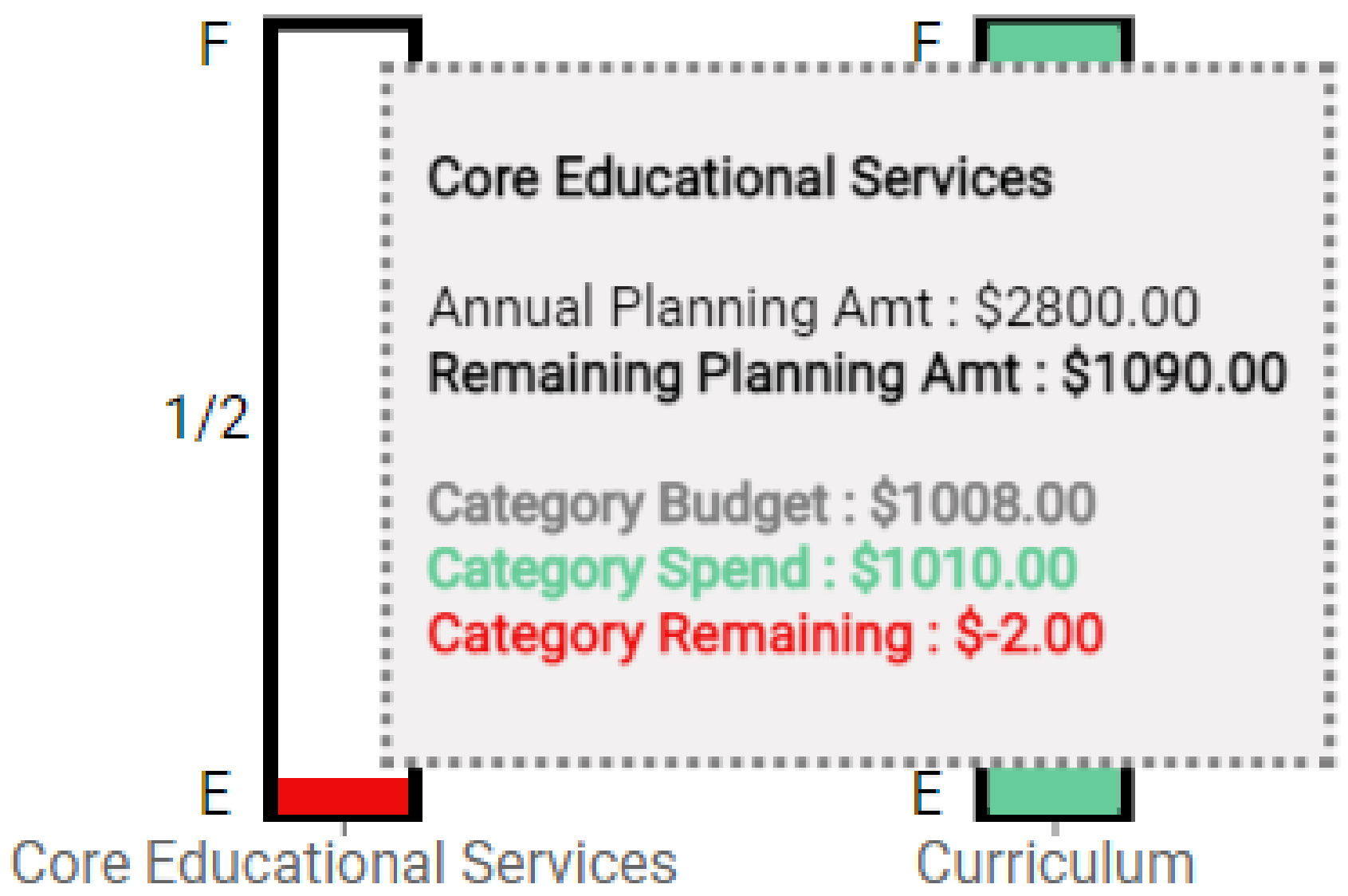
Category Budgets

Curriculum - 36%
Core Ed. Services - 36%
Enrichment - 28%

Spend Summary



Spend Summary





SPEND SUMMARY



Student is following their educational plan and all academic needs are met.



Student is compliant with a signed Master Agreement.



The request is for items that meet all ordering guidelines.



Supporting documentation is provided when requested.



Students

Back

Student Details

Student Name: Test Student Eleven

Grade Level: 5

Teacher Name: Test Teacher One

Birth Date: Oct 01, 2011

Case Manager Name: Test Case Manager

Student Email: ts00011@yosemitevalleycharter.org

Learning Center: K-8

Teacher Email: test-teacher@theaxiagroup.com

Start Date: Jul 01, 2022

Case Manager Email: test.casemanager@mailinator.com

Guardian Details

Guardian Name

Test Parent One

Email

test-parent@theaxiagroup.com

Sibling Details

District ID	Sibling Name	Learning Center	Pending Balance
3	Test Student Four	K-8	\$2,480.97
10	Test Student Ten	K-8	\$90.00

Transaction Log

Fund History

Transaction Log

Posted Balance ⓘ : \$1,800.00

Date	Order Request ID	Status	Updated By	Description
Oct 11, 2022 11:36 AM	2022-056218	Credit	edwin.ortiz@theaxiagroup.com	Order Request Canceled: - Cancelled order items
Oct 11, 2022 11:36 AM	2022-056218	Credit	edwin.ortiz@theaxiagroup.com	Order Request Canceled: Cancelled order items

Spend Summary

F

1/2

E

Core Educational Services

F

1/2

E

Curriculum

F

1/2

E

Enrichment

Student Order Requests

Order Request ID	Status	Last Update	Vendor
2022-060068	Canceled	Nov 10, 2022 10:35 AM	Test Product Only [DO NOT USE]
2022-056218	Canceled	Oct 11, 2022 11:36 AM	Curriculum
2022-054993	Canceled	Oct 10, 2022 09:11 AM	FTE

212 of 282



Order Request

Back

Order ID: 2022-060068 Status: Canceled

Student Details

Student Name: Test Student Eleven

Grade Level: 5

Teacher Name: Test Teacher One

Birth Date: Oct 01, 2011

Case Manager Name: Test Case Manager

Posted Balance ⓘ : \$1,800.00

Student Email: ts00011@yosemitevalleycharter.org

Learning Center: K-8

Teacher Email: test-teacher@theaxiagroup.com

Start Date: Jul 01, 2022

Case Manager Email: test.casemanager@mailinator.com

Order Request Info

Order Type: Product

Requested By: ftsystemadmin@inspireschools.org

Approved By: ftsystemadmin@inspireschools.org

Processed By: ftsystemadmin@inspireschools.org

Order Total: \$0.00

Vendor ID: 8942

Vendor Name: Test P

Vendor URL: [https://](#)

Date Submitted: Nov 01

▼ Tax and Shipping Fee

^ Spend Summary

F

1/2

E

Core Educational Services

F

1/2

E

Curriculum

F

1/2

E

Enrichment

Order Summary

Order Item #1 - Canceled

Sub-Category

Core Educational Services

Item to Order

CS

Unit Price

\$ 7

—

Qty

1

+

Sub-Total

\$7.00

Tax Amount

\$0.70

Item Description

Item URL

<https://www.amazon.in/Okean%C2%AE-Penc>

☐ Consumable

Educational Description

213 of 282

Cover Sheet

Co-Director Job Descriptions

to Change the Position Titles to Assistant Superintendent Student Services & Assistant Superintendent Educational Services

Section:	V. Operations
Item:	A. Co-Director Positions to Change the Titles to to Assistant Superintendent Student Services & Assistant Superintendent Educational Services
Purpose:	Discussion & Potential Action - Vote
Related Material:	Job Description - Assistant Superintendent Educational Services; Job Description - Assistant Superintendent Student Support Services

BACKGROUND:

- The school is requesting to change the current Co-Director positions to Assistant Superintendents.

RECOMMENDATION:

- Consider approving the change of job titles from Co-Director to Assistant Superintendents.



Assistant Superintendent Educational Services

GENERAL FUNCTIONS

Under the supervision of 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 Assistant Superintendent Educational Services to 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 Assistant Superintendent Educational Services will uphold and promote the school's mission and vision at all times.

DUTIES:

- Develop and lead the Elementary/Middle School Virtual Academy (ESVA) for Math, ELA, Science, Social Studies and Social Emotional Learning (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-Assistant Director to develop a push-in implementation plan with the school's 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.
- Under this position collaborate with AXIA on the school operations.

ABILITY TO:

- Establish and maintain cooperative working relationships
- 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.

WORKPLACE EXPECTATIONS:

- Work effectively with and respond to people from diverse cultures or backgrounds
- The employee will demonstrate professionalism and appropriate judgment in the work setting.
- Have a regular and punctual attendance
- Confer regularly with immediate supervisor
- Follow the school's policies, work procedures and reasonable requests by proper authority.

EDUCATION/CREDENTIALING/LICENSING:

- Master's Degree
- Valid, California Teaching Credential
- Valid Administrative Credential/or equivalent experience/assessment

Job Description



Assistant Superintendent Student Support Services

GENERAL FUNCTIONS

Under the supervision of the Superintendent, who 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 Assistant Superintendent Student Support Services 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 Assistant Superintendent Student Support Services will uphold and promote the school's mission and vision at all times.

DUTIES:

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

- Run/create reports for special groups for Title 1 and intervention purposes.
- Lending Library support in sorting and recommending core curriculum, and developing videos and resources for core curriculum for our librarians and families.
- Coach new admin in passing the CPACE (knowledge and strategies).
- Under this position collaborate with AXIA on the school operations.

Ability To:

- Establish and maintain cooperative working relationships
- 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.

WORKPLACE EXPECTATIONS:

- Work effectively with and respond to people from diverse cultures or backgrounds
- The employee will demonstrate professionalism and appropriate judgment in the work setting.
- Have a regular and punctual attendance
- Confer regularly with immediate supervisor
- Follow the District policies, work procedures and reasonable requests by proper authority.

EDUCATION/CREDENTIALING/LICENSING:

- Master's Degree
- Valid, California Teaching Credential
- Valid Administrative Credential/or equivalent experience/assessment

Cover Sheet

Revised Compensation Policy

Section:	V. Operations
Item:	B. Revised Compensation Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Compensation Policy - MR

BACKGROUND:

- Highlighted changes:
 - Updated job titles
 - Classified Substitute Pay
 - Revised Administrative Salary Table with updated job titles (salary amounts are the same)

RECOMMENDATION:

- Consider approving the revised Compensation Policy.



Monarch River Academy

MONARCH RIVER ACADEMY

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

Dedication to Non-discrimination

It is the policy of Monarch River Academy 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 ~~Superintendent~~~~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 ~~Superintendent~~[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 ~~Superintendent~~~~Executive Director~~ or designee.

The ~~Superintendent~~~~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 ~~Superintendent~~~~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 ~~Superintendent~~~~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 ~~Superintendent~~~~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 ~~Superintendent~~~~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 ~~Superintendent~~~~Executive Director~~.

Additional Supplement Bonus ("Supplement"):

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

- An ~~Superintendent~~~~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 ~~Superintendent~~~~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 ~~Superintendent~~~~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 ~~Superintendent~~~~Executive Director~~:
 - 1. The ~~Superintendent~~~~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 Superintendent~~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 Superintendent~~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 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 Superintendent~~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 Superintendent~~Executive Director~~ or designee. Some hard-to staff positions may be compensated out of the salary schedule as approved by the Superintendent~~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 ~~Superintendent~~~~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 ~~Superintendent~~~~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 ~~Superintendent~~~~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 ~~Superintendent~~~~Executive Director~~ may recommend a Supplement for classified staff members as set forth in this section.

- An ~~Superintendent~~~~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 ~~Superintendent~~~~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 ~~Superintendent~~~~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 ~~Superintendent~~~~Executive Director~~:
 - The ~~Superintendent~~~~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 n 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	The two payments of equal installments (in December and March) of the total stipend amount will only be paid to current employees

				October 1 of the current school year.	
Associates Degree Stipend	Provided to all Classified staff who hold a Associate's degree	\$500		For Classified staff who obtain their degree after October 1 of the current school year.	The two payments of equal installments (in December and March) of the total stipend amount will only be paid to current employees
Extra Student Stipend	Provided to each teacher that agrees to handle additional students over their roster limits. Provided for Case Managers who agree to handle additional students over 22 students for M/M and 10 students for M/S	\$100/month/student over required roster limit (40) max up to \$12,000	up to 40-50	Becomes eligible once their rosters surpass required roster limits, with directors approval.	Paid biweekly over 10.5 months; August 16 - June. Will be prorated based on period of service during the school year.
CHYA	California Healthy Youth Act	\$2,500	up to 35	Eligibility starts at the beginning of the school year or whenever job duties begin, whichever is later.	Lump sum 3/25/22
Summer School GE	Paid to general education teachers who provide services after the end of the academic school year.	\$3,500	up to 40	Eligibility is earned after service has been completed from start date to end date.	Half paid during the each of the two pay periods of June 30th and July 15th
Extended School Year (ESY)	Paid to special education teachers who provide services from the end of the academic school year to approximately July 15th	\$3,500	up to 40	Eligibility is earned after service has been completed from start date to end date.	Half paid during the each of the two pay periods of June 30th and July 15th

AcaPenta Stipend	Assigned Position: Provided to credentialed teachers who meet with students to determine if they are meeting academic decathlon course requirements	\$5,000	up to 35	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 12 months; July - June. Will be prorated based on period of service during the school year.
AcaDeca Stipend	Assigned Position: Provided to credentialed teachers who meet with students to determine if they are meeting academic decathlon course requirements	\$5,000	up to 35	Eligibility starts at the beginning of the school year and once the coaching begins.	Paid biweekly over 12 months; July - June. Will be prorated based on period of service during the school year.
Mileage Stipend	As an alternative to the mileage reimbursement process, certificated and classified employees who hold 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 Superintendent 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	Paid as one lump sum during the first quarter of the school year.

				year.	
Substitute Teacher	<p>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.</p> <p><u>Classified staff who substitute for a teacher during their work day will be compensated according to the number of hours they worked overtime during that day.</u></p>	<p>\$156/day</p> <p>\$78/Half day</p> <p><u>Various, per hour rate</u></p>	N/A	<p>Eligibility is earned after service has been completed from start date to end date.</p> <p><u>Eligibility is earned on the day of service.</u></p>	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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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 ~~Superintendent~~~~Executive Director~~ and ~~Assistant Superintendent~~~~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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- Other duties as assigned.

~~Superintendent~~~~Executive Director~~

Job Summary:

The ~~Superintendent~~~~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 ~~Superintendent~~~~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 ~~Superintendent~~~~Executive Director~~ will uphold and promote the school's mission and vision at all times. The ~~Superintendent~~~~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
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.~~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
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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 Assistant Superintendent~~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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.

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 ~~Superintendent~~~~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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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 additional \$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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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
- Classified staff who substitute for a teacher during their work day will be compensated according to the number of hours they worked overtime during that day.
- 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.
 - Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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 ~~SuperintendentExecutive Director~~ and Assistant SuperintendentCo-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.

- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- Other duties as assigned by administration based on school and student need

Independent Study Teacher

Job Summary:

Under the direction of the ~~Superintendent~~~~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
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- Help to develop and maintain positive relationships with vendors

Education Specialist Sped Case Manager

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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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
 - Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- Other duties as assigned

Executive Administrative Assistant

Job Summary:

Assists the ~~Superintendent~~~~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 ~~Superintendent~~~~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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.

Administrative Assistant

Job Summary:

Under the direction and general supervision of the ~~Superintendent~~~~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.

- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.

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.
 - Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.

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 ~~Superintendent~~~~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 ~~Superintendent~~~~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
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.

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.
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.

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

- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.

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 ~~Superintendent~~~~Executive Director~~ and ~~Assistant Superintendent~~~~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
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.

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

Assistant Superintendent Student Services~~Director of Curriculum and Engagement~~

Job Summary:

Under the supervision of the Superintendent~~Executive Director~~, the Assistant Superintendent~~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 Assistant Superintendent~~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 Assistant Superintendent~~Co-Director~~ will uphold and promote the school's mission and vision at all times. The Assistant Superintendent~~Co-Director~~ will be placed on the Admin Salary Schedule.

Duties and responsibilities:

- Leading Intervention including Speech (RTI strategies and curriculum). Create our MTSS models of support (oversight and monitoring of training, strategies, and curriculum)
- Develop, lead, and monitor Student Study Team processes and collaboration with SPED; attend Student Study Team meetings with parents when an admin is needed

- MAP program development (Student Academic Incentive programs), and collaborate with the director of community engagement
- Oversee:
 - Attendance platform development for Title 1 and AB167 and compliance monitoring
 - Development of Early Literacy curriculum, training, resources, and Early Literacy coordinator
 - TK program development and grant writing oversight
 - 504 department, Speech Intervention, Social Emotional/Community Development plan as pertains to the TK-8 Enrichment Academy program and intervention plans
- Co-Lead
 - Development and oversight of Educational Planning Program (School wide Ed Plans)
 - Development of K-8 Course Outlines Program
 - Development and monitoring of Summer school program
 - On the planning of curriculum/resources Professional Development; Teach some of the planned PDs
- Support Regional Coordinators with instructional coaching of their team
- Participating Hiring Team member for all new and internal staff positions
- "Develop/create diagnostic assessments for intervention program, Early Lit, and tracking through Performance Matters and STAR360
- Performance Matters oversight - our schoolwide diagnostic and assessment platform
- Run/create reports for special groups for Title 1 and intervention purposes
- Lending Library support in sorting and recommending core curriculum, and developing videos and resources for core curriculum for our librarians and families
- Coach new admin in passing the CPACE (knowledge and strategies)
- Collaborate with ~~Axia~~XIA on school operations
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.

Assistant Superintendent Educational Services~~Director of Innovation and Instruction~~

Job Summary:

Under the supervision of the ~~Superintendent~~~~Executive Director~~, the ~~Assistant Superintendent~~~~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 ~~Assistant Superintendent~~~~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 ~~Assistant Superintendent~~~~Co-Director~~ will uphold and promote the school's mission and vision at all times. The ~~Assistant Superintendent~~~~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 ~~AxiaXIA~~ on the school operations
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.

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
- Attend and engage in in-person events that address student achievement in all areas and mitigate learning loss as well as prepare students for college and career.
- 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 Assistant Superintendent 220 Day Calendar	\$147,500	\$150,000	\$152,500	\$155,000	\$157,500	\$160,000	\$162,500	\$165,000	\$167,500	\$170,000
Superintendent 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
------------	---------------------	---	--	--



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

Approved: October 18, 2022

Revise

Cover Sheet

Board Meeting Teleconferencing Options & Future Board Meeting Format

Section:	VI. Governance
Item:	A. Teleconference Options & Board Meeting Format
Purpose:	Discussion & Potential Action - Vote
Related Material:	Teleconferencing Options for Board Members

BACKGROUND:

- Approved by the governor on September 13, 2022, the laws for public meetings are changing with the new year through the passage of AB 2449.
- The Board will need to confer to decide how best to implement the changes for future board meetings.

RECOMMENDATION:

- Consider discussion of what would be best for the School Board Members in the future.

Teleconferencing Options for Board Members

Original Teleconferencing Rules

Reasons for Teleconferencing	Any reason
Notice Requirements	Address of the teleconference location needs to be identified on the agenda; agenda must be posted at the teleconference location using same posting requirements as the usual agenda (i.e., 72 or 24 hours in advance); agenda posted at teleconference location must be accessible to the public 24 hours a day and in a location that is compliant with the Americans with Disabilities Act
Americans with Disabilities Act Issues	The teleconference location must be compliant with the Americans with Disabilities Act regarding access
Public Participation	The public is entitled to appear and participate from any teleconference location
Location of Quorum	The quorum of the board must be located in the jurisdiction of the school, also follow location requirements identified in Education Code.
Limitation on Use of Teleconferencing Option	None
Process for Appearing via Teleconference Option	Post the teleconference location on the agenda and post the agenda at the teleconference location
Disclosures	None
Member Participation	Nothing specific

AB 2449 Teleconferencing Rules Beginning 1/1/2023

Reasons for Teleconferencing	<p>Just Cause:</p> <ul style="list-style-type: none"> • Childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner • A contagious illness that prevents the member from attending in person • A need related to a physical or mental disability • Travel while on official business of the board or another state or local agency <p>Emergency Circumstances:</p> <ul style="list-style-type: none"> • Physical or family medical emergency that prevents a member from attending in person
-------------------------------------	--

Notice Requirements	Teleconference locations need not be listed on the agenda. The agenda must identify the in-person location where a quorum is meeting, and the way for public participation via an internet-based option, call-in option, or in-person option.
Americans with Disabilities Act Issues	Nothing in addition to usual ADA issues.
Public Participation	Public may participate at the in-person location, via call-in or internet-based platform. The public has the right to address the board in real time and cannot be required to submit comments in advance of the meeting.
Location of Quorum	Must participate in person from a singular physical location clearly identified on the agenda which is open to the public and situated within the jurisdiction of the school (also comply with location restrictions identified in Education Code)
Limitation on Use of Teleconference Options	Just Cause: No more than two meetings per calendar year Emergency Circumstances: No more than three consecutive months or 20 % of the regular meetings within a calendar year or more than 2 meetings if the body regularly meets fewer than 10 times per calendar year.
Process for Appearing via Teleconference Options	Just Cause: <ul style="list-style-type: none"> Member notifies the board at the earliest opportunity possible, including the start of a regular meeting, of the need to participate remotely for just cause, including a general description of the circumstances relating to the need to appear remotely at a given meeting. Emergency Circumstances: <ul style="list-style-type: none"> Member requests the board to allow to participate remotely due to emergency circumstance. The board would take action to approve the request. The board requests a general description of the circumstances relating to the need to appear remotely. A general description need not exceed 20 words and need not disclose any medical diagnosis or disability, or any personal medical information. The request should be made as soon as possible. If the request to appear remotely does not allow time to place the item on the agenda, the board may take action to approve the request at the beginning of the meeting by majority vote.
Disclosures	Disclose, before any action taken, whether any individuals 18+ years old are present in the room at the remote location and the general nature of the member's relationship to such individuals.
Member Participation	Member must participate through both audio and visual technology.

Clarifications:

- One board member may only use the just cause circumstances two meetings per calendar year (not school year).
- Emergency circumstances use is limited, per member, to no more than 3 consecutive months or 20% of the regular meetings per calendar year. That board member may not, collectively with just cause and emergency circumstances, teleconference more than 3 consecutive months or 20% of the regular meetings per calendar year.
- The in-person location of Board Meetings must be in the county where the majority of the school's students reside.