



## Board Meeting @ Tue Jan 24, 2023 6pm - 8pm Agenda

Jan 24th, 2023 6:00pm - 8:00pm PST

### I. Mission Statement

6:00pm

- A. 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.

5 minutes

6:00pm

Board Policy No. 4361

### II. Opening Items

5 minutes

6:05pm

- A. Record Attendance
- B. Call the Meeting to Order
- C. Flag Salute

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

**E. Public Comment**

**F. Discussion & Potential Action to Approve Board Meeting Minutes**

**1. Regular Board Meeting: December 13, 2022**

 [12-13-2022 - Board Meeting Minutes - MR.pdf](#)

**2. Special Board Meeting: December 16, 2022**

 [12-16-2023 - Special Board Meeting - MR.pdf](#)

**III. Finance**

6:10pm

**A. Discussion & Potential Action on the December 2022 Financial Report**

5 minutes

6:10pm

 Jim Surmeian

 [Coversheet - December Financials.pdf](#)

 [Financial Report - Monarch River.pdf](#)

**B. Discussion & Potential Action on the Executive Director & Deputy Director Divvy Expenses**

5 minutes

6:15pm

 Steph Johnson

 [Coversheet - Divvy.pdf](#)

 [MRA Divvy - December.pdf](#)

**IV. Academic Excellence**

6:20pm

**A. Discussion & Potential Action on the School Accountability Report Card (SARC)**

5 minutes

6:20pm

 Dr. Laurie Goodman

 [Coversheet - SARC.pdf](#)

 [2022 SARC - Monarch River.pdf](#)

**B. Discussion & Potential Action on Extended School Year (ESY)** 5 minutes

6:25pm

 Steph Johnson

 [Coversheet - ESY.pdf](#)

 [Extended School Year \(ESY\) - Monarch.pdf](#)

**C. Presentation & Potential Discussion of the School Dashboard** 5 minutes

6:30pm

 Dr. Damien Phillips

 [Coversheet - Dashboard.pdf](#)

 [MRA\\_CA Dashboard\\_2022-23.pdf](#)

**D. Discussion & Potential Action on the Suicide Prevention Policies Grades TK-7 & 8-12 Grades** 5 minutes

6:35pm

 Yolanda Vazquez

Board Policy No. 5141.A & 5141.B

 [Coversheet - Suicide Prevention Policies.pdf](#)

 [5141.A - Suicide Prevention Policy Grades TK-7 - MR.pdf](#)

 [5141.B - Suicide Prevention Policy Grades 8-12 - MR.pdf](#)

**V. Operations**

6:40pm


**A. Discussion & Potential Action on the Revised Paid Sick Leave (PSL), Personal Necessity Leave (PNL), & Time Off Balances Policy** 5 minutes









6:40pm

 Steph Johnson

















Board Policy No. 4361

 [Coversheet - PSL PNL Sick Leave.pdf](#)

 [4361-Paid Sick Leave \(PSL\), Personal Necessity Leave \(PNL\), & Time Off Balances Policy-MR.pdf](#)

<p><b>B. Discussion &amp; Potential Action on the Salary Change to AD-1 &amp; Position Title Change from Virtual Academy Coordinator to Assistant Director of Virtual Elementary Education</b></p> <p> Steph Johnson</p> <p> <a href="#">Coversheet - VA.pdf</a></p> <p> <a href="#">AD of Virtual Elementary Education - MR.pdf</a></p>	5 minutes	6:45pm
<p><b>C. Discussion &amp; Potential Action on the Salary Change to Director-1 &amp; Position Title Change from Assistant Director of Special Education to Director of Student Support Services</b></p> <p> Steph Johnson</p> <p> <a href="#">Coversheet - Director SSS.pdf</a></p> <p> <a href="#">Director of Student Services and Support - MR.pdf</a></p>	5 minutes	6:50pm
<p><b>D. Discussion &amp; Potential Action on the Enrollment &amp; Staffing Projection Proposal</b></p> <p> Steph Johnson</p> <p> <a href="#">Coversheet - Enrollment &amp; Staffing Proposal.pdf</a></p> <p> <a href="#">Enrollment Proposal - 2023-2024 - MR.pdf</a></p>	5 minutes	6:55pm
<p><b>E. Discussion &amp; Potential Action on the 2023-2024 School Calendar</b></p> <p> Steph Johnson</p> <p> <a href="#">Coversheet - 2022-2023 School Calendar.pdf</a></p> <p> <a href="#">2023-2024 School Calendar - DRAFT.pdf</a></p> <p> <a href="#">2023-2024 School Calendar - Staff &amp; Family Input.pdf</a></p>	5 minutes	7:00pm
<b>VI. Governance</b>		7:05pm
<p><b>A. Presentation &amp; Potential Discussion of the Board Metrics Report - January</b></p>	10 minutes	7:05pm



<p> Dr. Laurie Goodman</p> <p> <a href="#">Coversheet - Board Metrics January.pdf</a></p> <p> <a href="#">Board Metrics Report - January - MR.pdf</a></p>			
<p><b>B. Discussion &amp; Potential Action on the Superintendent Evaluation Process</b></p> <p> Steph Johnson</p> <p> <a href="#">Coversheet - Evaluation Process.pdf</a></p> <p> <a href="#">Superintendent Evaluation Process and Timeline.pdf</a></p>	5 minutes	7:15pm	
<p><b>C. Presentation &amp; Potential Discussion of the Superintendent &amp; Deputy Director's Mid-Year School Goals Report</b></p> <p> Dr. Laurie Goodman    Steph Johnson</p> <p> <a href="#">Coversheet - Mid-Year Report.pdf</a></p> <p> <a href="#">2022-2023 Goals and Actions - Mid-Year Report.pdf</a></p>	10 minutes	7:20pm	
<p><b>D. Presentation &amp; Potential Discussion on the Annual Form 700</b></p> <p> Dr. Laurie Goodman</p> <p> <a href="#">Coversheet - Form 700.pdf</a></p>	5 minutes	7:30pm	
<p><b>E. Discussion &amp; Potential Action on the Annual Board Meeting Calendar &amp; 2022-2023 Board Meeting Calendar</b></p> <p> Dr. Laurie Goodman</p> <p> <a href="#">Coversheet - Board Meeting Calendar.pdf</a></p> <p> <a href="#">Proposed Annual Board Schedule.pdf</a></p> <p> <a href="#">2022-2023 Board Meeting Calendar - Revised Draft.pdf</a></p>	5 minutes	7:35pm	
<p><b>F. Discussion &amp; Potential Action on the Board Meeting Teleconferencing Options</b></p>	5 minutes	7:40pm	

 Dr. Laurie Goodman

 [Coversheet - Teleconferencing.pdf](#)

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

## VII. Closing Items

10 minutes

7:45pm

### A. Board of Director Comments & Request

### B. Announcement of the Next Scheduled Board Meeting

Regular: February 28, 2023 at 6:00 PM

### C. Adjourn Meeting

## /III. Meeting Notes

- A. **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.

**B. 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))**

**C. 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.**

END  
8:00pm

## II. Opening Items

### A. Record Attendance

Board Members Present: Dr. Sam Nofziger; Dr. Monique Ouwinga-DeRuiter; Elizabeth Wagner; & Sarah Sanchez

Board Members Absent: Dr. Craig Wheaton

Other Attendees: Dr. Laurie Goodman; Steph Johnson; Jenny Plumb; Maria Thoeni; Lorrinda Riffel; Anna Wilkinson; Denise Voth; Jim Surmeian; Rhonda Duerksen

### B. Call the Meeting to Order

Dr. Nofziger called the meeting to order at 6:03 pm.

### C. Flag Salute

Dr. Nofziger led the flag salute.

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

Sarah Sanchez motioned to approve the agenda.

Elizabeth Wagner seconded the motion.

The Board VOTED unanimously to approve the motion.

### E. Public Comment

No public comment.

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

Elizabeth Wagner motioned to approve the October 18, 2022 Board Meeting Minutes.

Sarah Sanchez seconded the motion.

The Board VOTED unanimously to approve the motion.

## III. Finance

### A. Discussion & Potential Action on the October 2022 Financial Report

Sarah Sanchez motioned to approve the October 2022 Financial Report.

Elizabeth Wagner seconded the motion.

The Board VOTED unanimously to approve the motion.

### B. Discussion & Potential Action on the First Interim Report

Sarah Sanchez motioned to approve the First Interim Report.

Elizabeth Wagner seconded the motion.

The Board VOTED unanimously to approve the motion.

### C. Discussion & Potential Action on the November Executive Director & Deputy Director

Divvy Expenses

November Divvy: \$500 expense for Stephanie Johnson for the Charter School Development Center Convention.

Sarah Sanchez motioned to approve the Divvy Expenses made.

Dr. Sam Nofziger seconded the motion.

The Board VOTED unanimously to approve the motion.

**D. Discussion & Potential Action on the 2021-2022 Audit**

The Annual Audit for 2021-2022 is complete and there were no findings.

Sarah Sanchez made a motion to approve the 2021-2022 Audit.

Dr. Monique Ouwinga-DeRuiter seconded the motion.

The Board VOTED unanimously to approve the motion.

**IV. Academic Excellence**

**A. Discussion & Potential Action on the Updated Homeless Education Policy**

The Homeless Education Policy was updated to current standards.

Sarah Sanchez made a motion to approve the updated Homeless Education Policy.

Dr. Monique Ouwinga-DeRuiter seconded the motion.

The Board VOTED unanimously to approve the motion.

**B. Presentation & Potential Discussion of the November Board Metrics Report**

The Board Metrics Report included information about the Virtual Academy and Professional Development.

**C. Presentation and Potential Discussion of the Western Association of Schools and Colleges (WASC) Report**

The school shared that the WASC self-study report is complete. Dr. Sam Nofziger asked what the next steps will be. Dr. Laurie Goodman and Dr. Damien Philips shared that there will be a virtual visit on January 23rd, 24th, & 25th.

Dr. Monique Ouwinga-DeRuiter made a motion to approve the WASC Report.

Sarah Sanchez seconded the motion.

The Board VOTED unanimously to approve the motion.

**D. Presentation and Potential Discussion of the New Ordering System Spend Summary Widget**

Maria Thoeni presented the new Ordering System's Spending Summary Widget. It is a new visual guide for families that reflects their educational planning amount use.

Dr. Sam Nofziger asked if the Teacher has the final approval for the items requested. Maria Thoeni answered in the affirmative.

## 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

Elizabeth Wagner motioned to approve the job description with the change in job title.

Dr. Monique Ouwinga-DeRuiter seconded the motion.

The Board VOTED unanimously to approve the motion.

### B. Discussion & Potential Action on the Revised Compensation Policy

Sarah Sanchez made a motion to approve the revised Compensation Policy.

Dr. Monique Ouwinga-DeRuiter seconded the motion.

The Board VOTED unanimously to approve the motion.

## VI. Governance

### A. Discussion & Potential Action on Teleconferencing Options & Future Board Meeting Format

The State of Emergency which allowed the current teleconferencing option is ending January/February. Moving forward, in February Teleconferencing will only be allowed for certain cases (illness...) and is limited to two times per year. The school is looking to potentially move to six meetings a year.

Board meetings need to be held in the county that represents the majority of the student residence. Beginning in January, MRA Board Meetings will take place at the Fresno office.

Further discussion will take place during the January Board meeting

## VII. Closing Items

### A. Board of Director Comments & Request

1. Provide a document to the Board which details the rules for teleconferencing.

2. Look into the California School Board Association Conference for Board members, considering cost and options for Professional Development for the Board.

### B. Announcement of the Next Scheduled Board Meeting

1. Regular: January 24, 2023 at 6:00 PM

To be held in a hybrid format with in-person being held at the Fresno Office.

### C. Adjourn Meeting

Sarah Sanchez made a motion to adjourn the meeting at 7:17 pm.

Elizabeth Wagner seconded the motion.

The Board VOTED unanimously to approve the motion.

## **I. Mission Statement**

- A.** 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**

### **A. Record Attendance**

Dr. Sam Nofziger, Sarah Sanchez, Elizabeth Wagner, & Dr. Monique Ouwinga-DeRuiter

Absent: Dr. Craig Wheaton

### **B. Call the Meeting to Order**

Dr. Sam Nofziger called the meeting of the board of directors of Monarch River Academy to order on December 16, 2022 at 4:04 PM

### **C. Flag Salute**

Dr. Sam Nofziger led the Flag Salute.

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

Sarah Sanchez made a motion to approve the agenda.

Elizabeth Wagner seconded the motion.

The board VOTED unanimously to approve the motion.

### **E. Public Comment**

No public comments were made.

## **III. Governance**

### **A. Board of Director Brown Act Training for the 2022-2023 School Year**

Jennifer McQuarrie went through the Brown Act Training.

## **IV. Closing Items**

### **A. Board of Director Comments & Request**

No Board comments or requests were made at this time.

### **B. Announcement of the Next Scheduled Board Meeting**

- 1.** Regular: January 24, 2023 at 6:00 PM

### **C. Adjourn Meeting**

Sarah Sanchez made a motion to approve the agenda.

Dr. Monique Ouwinga-DeRuiter seconded the motion.

The board VOTED unanimously to approve the motion.

## V. Meeting Notes

- A. 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.
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# **Cover Sheet**

## **December 2022 Financial Report**

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<b>Section:</b>	<b>III. Finance</b>
<b>Item:</b>	<b>A. October 2022 Financial Report</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Financial Report - Monarch River</b>

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### **BACKGROUND:**

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

### **RECOMMENDATION:**

- Consider the approval of the December Financials.

# **Monarch River Academy**

## **December 2022 Financial Presentation**

# MONARCH RIVER - Highlights

- Enrollment at 1095 through December vs. 1245 Budgeted
- Revenue and Expenses both lower than budget
- ESSER and GEER Funds scheduled to be fully spent by end of FY22-23
- Year-end surplus projected at \$963.4K vs. Budgeted Surplus of \$675.8K

- Senate Bill 740 Requirements:

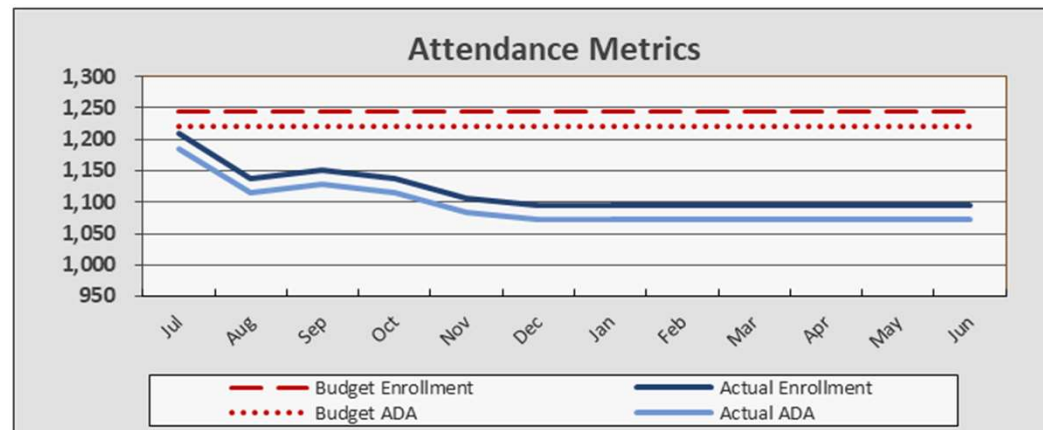
- 40/80 Expense Ratio ✓
- 25:1 Pupil Teacher Ratio ✓

Cert.	Instr.
53.7%	85.0%
1,887,452	693,489

Pupil:Teacher Ratio
16.77 :1

# Attendance & Data Metrics

<b>Enrollment &amp; Per Pupil Data</b>			
	<b><u>Average</u></b>	<b><u>Forecast</u></b>	<b><u>Budget</u></b>
Average Enrollment	1117	1095	1245
ADA	1095	1073	1220
Attendance Rate	98.0%	98.0%	98.0%
Unduplicated %	43.4%	43.3%	43.3%
Revenue per ADA		\$12,807	\$11,727
Expenses per ADA		\$11,910	\$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	\$ 4,297,225	\$ 4,148,755
Federal Revenue	295,992	186,207
Other State Revenue	577,035	356,998
Other Local Revenue	990	-
<b>Total Revenue</b>	<b>\$ 5,171,242</b>	<b>\$ 4,691,960</b>

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 11,704,111	\$ 12,521,351	\$ (817,240)
727,949	459,073	268,876
1,310,612	1,328,170	(17,557)
990	-	990
<b>\$ 13,743,662</b>	<b>\$ 14,308,594</b>	<b>\$ (564,931)</b>

# MONARCH RIVER - Expenses

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

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 3,108,973	\$ 2,769,339	\$ (339,634)	\$ 6,631,955	\$ 6,038,398	\$ (593,556)
Classified Salaries	107,603	69,545	(38,059)	177,148	139,089	(38,059)
Benefits	985,079	915,929	(69,151)	2,031,607	1,954,566	(77,041)
Books and Supplies	736,270	938,305	202,035	1,203,149	1,651,998	448,849
Subagreement Services	751,099	1,452,164	701,065	1,773,643	2,774,703	1,001,059
Operations	94,015	59,150	(34,865)	172,245	118,300	(53,945)
Facilities	-	-	-	-	-	-
Professional Services	373,435	385,900	12,464	742,208	910,460	168,252
Depreciation	24,161	22,644	(1,517)	48,323	45,288	(3,035)
Interest	-	-	-	-	-	-
<b>Total Expenses</b>	<b>\$ 6,180,634</b>	<b>\$ 6,612,975</b>	<b>\$ 432,340</b>	<b>\$ 12,780,277</b>	<b>\$ 13,632,802</b>	<b>\$ 852,525</b>

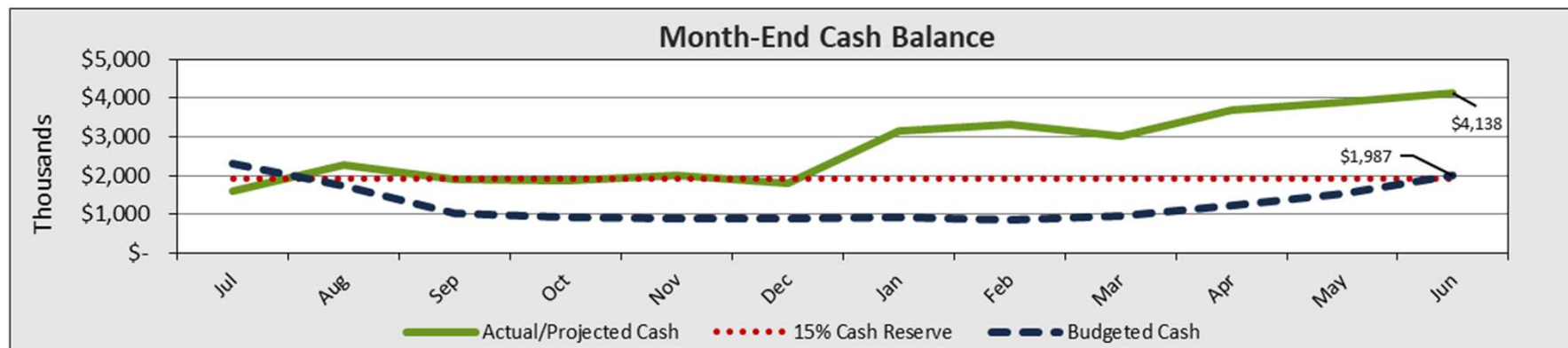
# MONARCH RIVER - Fund Balance

- Projected current year-end surplus represents about 7.5% of annual expenses. ...
- Total Fund Surplus is projected to be 32.2% of annual expenses by end of the Fiscal Year

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	\$ (1,009,392)	\$ (1,921,015)	\$ 911,623	\$ 963,385	\$ 675,792	\$ 287,594
Beginning Fund Balance	3,147,053	3,147,053		3,147,053	3,147,053	
<b>Ending Fund Balance</b>	<b><u>\$ 2,137,661</u></b>	<b><u>\$ 1,226,038</u></b>		<b><u>\$ 4,110,438</u></b>	<b><u>\$ 3,822,845</u></b>	
<i>As a % of Annual Expenses</i>	16.7%	9.0%		32.2%	28.0%	

# MONARCH RIVER - Cash Balance

- No further factoring required
- Cash growth for FY22-23 expected to be \$2.17MM
- Year-end cash balance now projected to be \$4.138MM.





# MONARCH RIVER – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jan-18	<b>Mid-Year Expenditure Report due to SELPA (LACOE)</b> - Interim financial reporting for actuals through December 31 are due to LACOE Charter SELPA.	Charter Impact	No	No	<a href="https://www.lacountycharterselpa.org/">https://www.lacountycharterselpa.org/</a>
FINANCE	Jan-13	<b>Federal Stimulus Reporting</b> - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2021 - December 31, 2021.	Charter Impact with Client support	No	No	<a href="https://www.cde.ca.gov/fg/cr/reporting.asp">https://www.cde.ca.gov/fg/cr/reporting.asp</a>
FINANCE	Jan-18	<b>Mid-Year Expenditure Report due to SELPA (EDCOE)</b> - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	<a href="http://charterselpa.org/fiscal/">http://charterselpa.org/fiscal/</a>
FINANCE	Jan-18	<b>SELPA Pandemic Dispute Prevention &amp; Learning Recovery Funding Reports due (EDCOE)</b> - Expenditure reports are due to El Dorado Charter SELPA.	Charter Impact	No	No	<a href="http://charterselpa.org/fiscal/">http://charterselpa.org/fiscal/</a>
FINANCE	Jan-23	<b>SELPA ADA/Enrollment report #2 (EDCOE)</b> - Interim financial reporting due to El Dorado Charter SELPA.	Charter Impact	No	No	<a href="http://charterselpa.org/fiscal/">http://charterselpa.org/fiscal/</a>
FINANCE	Jan-13	<b>Federal Stimulus Annual Report</b> - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period July 1, 2021 - June 30, 2022.	Charter Impact with Client support	No	No	<a href="https://www.cde.ca.gov/fg/cr/anreporhelp.asp">https://www.cde.ca.gov/fg/cr/anreporhelp.asp</a>
FINANCE	Jan-30	<b>ASES Grant Renewal</b> - After School Education and Safety Program applications and renewals due to the CDE for fiscal year 2023/24. Grants are scheduled to be renewed every three years.	Client	No	Yes	<a href="https://www.cde.ca.gov/ls/ex/asesrenewalcycles.asp">https://www.cde.ca.gov/ls/ex/asesrenewalcycles.asp</a>
FINANCE	Jan-31	<b>ASES - 2nd Quarter Expenditure Report</b> - The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	Charter Impact or After School Provider	No	No	<a href="https://www.cde.ca.gov/ls/ex/asesduates.asp">https://www.cde.ca.gov/ls/ex/asesduates.asp</a>
FINANCE	Jan-31	<b>Federal Cash Management - Period 3</b> - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	<a href="https://www.cde.ca.gov/fg/aa/cm/">https://www.cde.ca.gov/fg/aa/cm/</a>
FINANCE	Jan-31	<b>IRS Form 1095-C, Employer-Provided Health Insurance Offer and Coverage</b> - Employers with 50 or more full-time employees (including full-time equivalent employees) in the previous year use Forms 1094-C and 1095-C to report the information required under sections 6055 and 6056 about offers of health coverage and enrollment in health coverage for their employees.	Client with Charter Impact support	No	No	<a href="https://www.irs.gov/forms-pubs/about-form-1095-c">https://www.irs.gov/forms-pubs/about-form-1095-c</a>
FINANCE	Jan-31	<b>SELPA ADR &amp; Learning Recovery Funding Reports due (LACOE)</b> - Expenditure reports are due to LACOE Charter SELPA.	Charter Impact	No	No	<a href="https://www.lacountycharterselpa.org/">https://www.lacountycharterselpa.org/</a>
DATA	Feb-01	<b>School Accountability Report Card</b> - All public schools in California are required to prepare an annual SARC (2021/22). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Client	Yes	No	<a href="http://www.cde.ca.gov/ta/ac/sa/">http://www.cde.ca.gov/ta/ac/sa/</a>
FINANCE	Feb-10	<b>ASES - New applicants for 2023/24</b> - These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe, constructive alternatives for students in kindergarten through ninth grade. Funding is designed to: (1) maintain existing before and after school program funding; and (2) provide eligibility to all elementary and middle schools that submit quality applications throughout California. The application is for new grantees as well as existing grant recipients who wish to increase funding.	Client with Charter Impact support	No	Yes	<a href="https://www.cde.ca.gov/fg/fo/r27/ases23rfa.asp">https://www.cde.ca.gov/fg/fo/r27/ases23rfa.asp</a>
FINANCE	Feb-15	<b>Board of Equalization Property Tax Exemption</b> - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	<a href="https://www.boe.ca.gov/proptaxes/lessor_exemption.htm">https://www.boe.ca.gov/proptaxes/lessor_exemption.htm</a>
FINANCE	Feb-20	<b>Certification of the First Principal Apportionment</b> - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	Charter Impact	No	No	<a href="https://www.cde.ca.gov/fg/aa/pa/">https://www.cde.ca.gov/fg/aa/pa/</a>
DATA	Feb-24	<b>CALPADS - Fall 2 deadline</b> - 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 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services. Students' course enrollments, teacher course assignments, staff job assignments, FTE count and English Learner education services are reported datasets.	Charter Impact submits with data provided by Client	No	No	<a href="https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp">https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp</a>
FINANCE	Set by Authorizer (by Mar 15)	<b>2nd Interim Financial Report</b> - 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 is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31.	Charter Impact	Yes	Yes	<a href="https://www.cde.ca.gov/fg/sf/tr/calendar19district.asp">https://www.cde.ca.gov/fg/sf/tr/calendar19district.asp</a>

# MONARCH RIVER - Appendix

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

# Monarch River Academy

## Monthly Cash Flow/Forecast FY22-23

Revised 01/13/2023

ADA = 1073.10



### Revenues

#### State Aid - Revenue Limit

8011	LCFF State Aid	-	563,212	563,212	1,013,782	1,013,782	1,013,782	1,013,782	1,013,782	1,033,211	1,033,211	1,033,211	1,033,211	1,033,213
8012	Education Protection Account	-	-	-	53,497	-	-	53,655	-	-	53,813	-	-	23,621
8019	State Aid - Prior Year	-	(1)	9,501	-	-	-	-	-	-	-	-	-	9,500
8096	In Lieu of Property Taxes	-	-	37,976	12,548	3,276	12,659	12,143	12,143	19,296	9,648	9,648	9,648	9,648

#### Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	12,329	12,329	21,896	21,896	21,896	21,896	21,896
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	147,819
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
8296	Other Federal Revenue	-	12,009	184,116	-	-	99,867	-	-	150,000	-	-	-	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-

#### Other State Revenue

8311	State Special Education	42,232	42,232	76,018	75,761	75,761	75,761	76,931	76,931	59,078	59,078	59,078	59,078	59,078
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	Mandated Cost	-	-	-	-	-	-	-	-	-	-	-	-	-
8560	State Lottery	-	-	-	-	-	-	64,931	-	64,931	-	-	-	124,462
8598	Prior Year Revenue	-	-	-	41,038	-	4,469	-	-	-	-	-	-	-
8599	Other State Revenue	-	14,102	11,634	51,294	36,235	30,498	-	-	-	-	-	30,000	-

#### Other Local Revenue

8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest Revenue	-	484	-	-	506	-	-	-	-	-	-	-	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-

### Total Revenue

### Expenses

#### Certificated Salaries

1100	Teachers' Salaries	360	278,925	279,496	278,446	275,764	269,097	270,735	270,735	270,735	270,735	270,735	270,735	-
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	10,700	50,976	53,712	50,233	93,755	48,510	47,415	47,415	47,415	47,415	47,415	47,415	-
1200	Pupil Support Salaries	-	162,281	171,708	168,880	193,570	169,427	169,429	169,429	169,429	169,429	169,429	169,429	-
1300	Administrators' Salaries	59,013	78,043	77,593	77,443	88,916	80,961	80,720	80,720	80,720	80,720	80,720	80,720	-
1900	Other Certificated Salaries	-	17,052	17,152	17,102	20,064	19,792	18,865	18,865	18,865	18,865	18,865	18,865	-

#### Classified Salaries

2100	Instructional Salaries	-	-	4,357	7,701	8,134	4,744	-	-	-	-	-	-	-
2200	Support Salaries	4,051	4,465	4,664	4,192	5,484	4,352	4,099	4,099	4,099	4,099	4,099	4,099	-
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical and Office Staff Salaries	378	-	-	-	-	-	-	-	-	-	-	-	-
2900	Other Classified Salaries	7,347	9,761	9,362	8,516	11,411	8,685	7,491	7,491	7,491	7,491	7,491	7,491	-

#### Benefits

3101	STRS	11,673	109,053	111,091	109,776	114,037	108,959	107,076	107,076	107,076	107,076	107,076	107,076	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	728	880	1,137	1,262	1,549	1,092	564	564	564	564	564	564	-
3311	Medicare	1,167	8,402	8,625	8,545	9,771	8,442	8,697	8,697	8,697	8,697	8,697	8,697	-
3401	Health and Welfare	60,479	41,611	49,194	58,394	61,195	53,450	53,533	53,533	53,533	53,533	53,533	53,533	-
3501	State Unemployment	280	4,664	550	414	195	8,373	3,325	2,660	1,330	665	665	665	-
3601	Workers' Compensation	2,842	2,842	15,878	2,842	2,842	2,842	2,999	2,999	2,999	2,999	2,999	2,999	-
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-

#### Books and Supplies

4100	Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
4302	School Supplies	28,167	202,215	177,477	67,937	50,570	65,833	53,530	56,112	77,890	70,372	24,602	27,596	-
4305	Software	77,946	3,590	23,507	11,167	1,576	1,895	1,417	1,417	1,417	1,417	1,417	1,417	-
4310	Office Expense	5,268	10,373	4,083	2,100	406	1,782	2,708	2,708	2,708	2,708	2,708	2,708	-
4311	Business Meals	-	25	45	25	-	233	-	-	-	-	-	-	-
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	-	-	-	49	-	-	124,791	1,582	2,197	1,985	694	778	-
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
ADA = 1220.10		
11,361,390	12,108,335	(746,945)
184,586	244,020	(59,434)
9,500	-	9,500
148,635	168,996	(20,361)
11,704,111	12,521,351	(817,240)
134,138	147,632	(13,495)
-	-	-
147,819	137,144	10,675
-	-	-
-	-	-
-	-	-
-	-	-
445,992	174,297	271,695
-	-	-
727,949	459,073	268,876
837,018	1,000,482	(163,464)
-	-	-
-	-	-
254,325	24,505	(24,505)
45,507	278,183	(23,858)
173,763	25,000	148,763
1,310,612	1,328,170	(17,557)
-	-	-
-	-	-
990	-	990
13,743,662	14,308,594	(564,931)
3,006,501	4,046,502	1,040,001
-	-	-
592,376	592,237	(139)
1,882,438	-	(1,882,438)
946,291	757,700	(188,591)
204,350	641,959	437,609
6,631,955	6,038,398	(593,556)
24,937	-	(24,937)
51,803	49,192	(2,611)
-	-	-
378	-	(378)
100,030	89,897	(10,133)
177,148	139,089	(38,059)
1,207,046	1,153,334	(53,712)
-	-	-
10,033	8,624	(1,409)
97,135	89,574	(7,561)
645,523	584,000	(61,523)
23,786	32,550	8,764
48,084	86,485	38,401
-	-	-
2,031,607	1,954,566	(77,041)
-	-	-
-	-	-
902,301	1,259,855	357,553
128,182	144,500	16,318
40,263	19,900	(20,363)
328	-	(328)
132,075	227,743	95,668
-	-	-
1,203,149	1,651,998	448,849

# Monarch River Academy

## Monthly Cash Flow/Forecast FY22-23

Revised 01/13/2023

ADA = 1073.10



### Subagreement Services

5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-
5102	Special Education	-	16,655	(70,432)	37,664	(4,238)	(85,679)	13,658	13,658	13,658	13,658	13,658	-
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-
5105	Security	-	-	-	-	-	-	-	-	-	-	-	-
5106	Other Educational Consultants	(61,081)	26,498	(155,044)	555,567	(202,412)	30,943	47,978	50,291	69,811	63,072	22,050	24,734
5107	Instructional Services	110,443	110,443	110,443	110,443	110,443	110,443	110,443	110,443	110,443	110,443	110,443	110,443
		49,362	153,596	(115,032)	703,674	(96,208)	55,707	172,079	174,393	193,912	187,174	146,152	148,835

### Operations and Housekeeping

5201	Auto and Travel	18	-	2,420	4,621	6,770	3,836	317	317	317	317	317	317
5300	Dues & Memberships	-	1,130	-	-	-	-	-	-	-	-	-	-
5400	Insurance	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530
5501	Utilities	-	-	-	-	-	-	-	-	-	-	-	-
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-
5516	Miscellaneous Expense	99	-	80	-	-	-	-	-	-	-	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	-	612	1,031	845	940	976	958	958	958	958	958	958
5901	Postage and Shipping	-	-	142	505	426	385	233	233	233	233	233	233
		11,647	13,271	15,203	17,501	19,666	16,726	13,038	13,038	13,038	13,038	13,038	13,038

### Facilities, Repairs and Other Leases

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

### Professional/Consulting Services

5801	IT	-	-	-	-	-	-	358	358	358	358	358	358
5802	Audit & Taxes	-	1,200	-	-	4,441	-	-	-	-	-	-	-
5803	Legal	-	242	4,789	4,366	(2,473)	4,875	3,833	3,833	3,833	3,833	3,833	3,833
5804	Professional Development	1,795	8,165	926	3,087	2,639	309	2,083	2,083	2,083	2,083	2,083	2,083
5805	General Consulting	-	750	750	750	-	1,000	750	750	750	750	750	750
5806	Special Activities/Field Trips	3,029	1,189	1,453	2,468	736	1,584	5,116	5,363	7,444	6,726	2,351	2,637
5807	Bank Charges	-	246	-	-	-	-	642	642	642	642	642	642
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-
5809	Other taxes and fees	-	-	70	386	451	36	542	542	542	542	542	542
5810	Payroll Service Fee	512	324	523	983	1,715	2,380	975	975	975	975	975	975
5811	Management Fee	20,867	20,867	21,256	21,256	26,093	20,056	20,043	20,043	20,043	20,043	20,043	20,043
5812	District Oversight Fee	-	16,896	18,036	32,395	88,719	31,300	32,387	30,778	31,575	32,900	31,286	31,286
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-
		26,203	49,880	47,802	65,691	122,321	61,539	66,730	65,367	68,246	68,852	62,863	63,149

### Depreciation

6900	Depreciation Expense	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027
		4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027

### Interest

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

### Total Expenses

### Monthly Surplus (Deficit)

Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	16,655	(70,432)	37,664	(4,238)	(85,679)	13,658	13,658	13,658	13,658	13,658	13,658	-	(24,080)	413,800	437,880
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(61,081)	26,498	(155,044)	555,567	(202,412)	30,943	47,978	50,291	69,811	63,072	22,050	24,734	-	472,407	858,500	386,093
110,443	110,443	110,443	110,443	110,443	110,443	110,443	110,443	110,443	110,443	110,443	110,443	-	1,325,316	1,502,402	177,086
49,362	153,596	(115,032)	703,674	(96,208)	55,707	172,079	174,393	193,912	187,174	146,152	148,835	-	1,773,643	2,774,703	1,001,059
18	-	2,420	4,621	6,770	3,836	317	317	317	317	317	317	-	19,564	3,800	(15,764)
-	1,130	-	-	-	-	-	-	-	-	-	-	-	1,130	-	(1,130)
11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	11,530	-	138,358	91,500	(46,858)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
99	-	80	-	-	-	-	-	-	-	-	-	-	179	6,700	6,521
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	612	1,031	845	940	976	958	958	958	958	958	958	-	10,154	13,100	2,946
-	-	142	505	426	385	233	233	233	233	233	233	-	2,859	3,200	341
11,647	13,271	15,203	17,501	19,666	16,726	13,038	13,038	13,038	13,038	13,038	13,038	-	172,245	118,300	(53,945)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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# Monarch River Academy

## Monthly Cash Flow/Forecast FY22-23

Revised 01/13/2023

ADA = 1073.10



### 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

Cash flows from financing activities

Proceeds from Factoring

Payments on Factoring

Proceeds(Payments) on Debt

Total Change in Cash

Cash, Beginning 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)	(417,999)	140,512	240,566	20,503	22,257	147,092	120,716	96,043	119,995	1,446,171
4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	-
181,476	1,031,446	(165,522)	75,096	58,485	(99,517)	892,771	-	-	536,420	240,000	-	(1,419,737)
104,576	29,828	(349,107)	149,106	(148,244)	(284,447)	465,471	132,087	(457,216)	17,117	(112,638)	119,780	-
-	-	-	-	-	-	-	-	-	-	-	-	-
(141,906)	(111,090)	119,983	44,012	9,297	14,239	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
(145,315)	(86,146)	103,280	114,577	130,475	(104,271)	-	-	-	-	-	-	(26,434)
(233,147)	401,019	20,606	33,509	(74,935)	57,666	-	-	-	-	-	-	-
195,357	(17,335)	(11,298)	(41,088)	(2,319)	(26,033)	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
(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)	117,299	(202,980)	1,377,564	153,163	(311,305)	673,072	222,224	238,594	-
1,964,025	1,604,480	2,277,128	1,914,715	1,870,746	1,988,045	1,785,065	3,162,629	3,315,792	3,004,487	3,677,559	3,899,783	-
1,604,480	2,277,128	1,914,715	1,870,746	1,988,045	1,785,065	3,162,629	3,315,792	3,004,487	3,677,559	3,899,783	4,138,377	-

Annual Forecast
963,386
48,323
1,330,917
(333,689)
-
(65,465)
-
(13,834)
204,718
97,284
(57,290)

Original Budget Total	Favorable / (Unfav.)

Cert.	Instr.
53.7%	85.0%
1,887,452	693,489

Pupil:Teacher Ratio
16.77

# Monarch River Academy

## Budget vs Actual

For the period ended December 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
State Aid - Revenue Limit							
LCFF State Aid	\$ 1,013,782	\$ 978,810	\$ 34,971	\$ 4,167,769	\$ 4,023,998	\$ 143,771	\$ 12,108,335
Education Protection Account	-	-	-	53,497	61,005	(7,508)	244,020
State Aid - Prior Year	-	-	-	9,500	-	9,500	-
In Lieu of Property Taxes	12,659	12,143	516	66,459	63,752	2,707	168,996
Total State Aid - Revenue Limit	1,026,441	990,954	35,487	4,297,225	4,148,755	148,470	12,521,351
Federal Revenue							
Special Education - Entitlement	-	11,934	(11,934)	-	49,063	(49,063)	147,632
Title I, Part A - Basic Low Income	-	102,858	(102,858)	-	137,144	(137,144)	137,144
Other Federal Revenue	99,867	-	99,867	295,992	-	295,992	174,297
Total Federal Revenue	99,867	114,792	(14,925)	295,992	186,207	109,785	459,073
Other State Revenue							
State Special Education	75,761	80,877	(5,116)	387,765	332,493	55,272	1,000,482
Mandated Cost	-	24,505	(24,505)	-	24,505	(24,505)	24,505
State Lottery	-	-	-	-	-	-	278,183
Prior Year Revenue	4,469	-	4,469	45,507	-	45,507	-
Other State Revenue	30,498	-	30,498	143,763	-	143,763	25,000
Total Other State Revenue	110,728	105,382	5,347	577,035	356,998	220,037	1,328,170
Other Local Revenue							
Interest Revenue	-	-	-	990	-	990	-
Total Other Local Revenue	-	-	-	990	-	990	-
<b>Total Revenues</b>	<b>\$ 1,237,036</b>	<b>\$ 1,211,128</b>	<b>\$ 25,909</b>	<b>\$ 5,171,242</b>	<b>\$ 4,691,960</b>	<b>\$ 479,282</b>	<b>\$ 14,308,594</b>
<b>Expenses</b>							
Certificated Salaries							
Teachers' Salaries	\$ 269,097	\$ 367,864	\$ 98,767	\$ 1,382,088	\$ 1,839,319	\$ 457,231	\$ 4,046,502
Teachers' Extra Duty/Stipends	48,510	59,224	10,714	307,886	236,895	(70,991)	592,237
Pupil Support Salaries	169,427	-	(169,427)	865,866	-	(865,866)	-
Administrators' Salaries	80,961	64,259	(16,702)	461,970	372,145	(89,825)	757,700
Other Certificated Salaries	19,792	53,497	33,704	91,162	320,979	229,817	641,959
Total Certificated Salaries	587,788	544,843	(42,944)	3,108,973	2,769,339	(339,634)	6,038,398
Classified Salaries							
Instructional Salaries	4,744	-	(4,744)	24,937	-	(24,937)	-
Support Salaries	4,352	4,099	(252)	27,207	24,596	(2,611)	49,192
Clerical and Office Staff Salaries	-	-	-	378	-	(378)	-
Other Classified Salaries	8,685	7,491	(1,193)	55,082	44,949	(10,133)	89,897
Total Classified Salaries	17,781	11,591	(6,190)	107,603	69,545	(38,059)	139,089
Benefits							
State Teachers' Retirement System, certificated positions	108,959	104,065	(4,894)	564,590	528,944	(35,646)	1,153,334
OASDI/Medicare/Alternative, certificated positions	1,092	719	(373)	6,648	4,312	(2,336)	8,624
Medicare/Alternative, certificated positions	8,442	8,068	(374)	44,953	41,164	(3,789)	89,574
Health and Welfare Benefits, certificated positions	53,450	48,667	(4,784)	324,323	292,000	(32,323)	584,000
State Unemployment Insurance, certificated positions	8,373	1,628	(6,746)	14,476	9,765	(4,711)	32,550
Workers' Compensation Insurance, certificated positions	2,842	7,790	4,948	30,090	39,744	9,654	86,485
Total Benefits	183,160	170,936	(12,224)	985,079	915,929	(69,151)	1,954,566
Books & Supplies							
School Supplies	65,833	119,270	53,437	592,198	725,040	132,842	1,259,855
Software	1,895	12,042	10,147	119,682	72,250	(47,432)	144,500
Office Expense	1,782	1,658	(124)	24,013	9,950	(14,063)	19,900
Business Meals	233	-	(233)	328	-	(328)	-
Noncapitalized Equipment	-	21,560	21,560	49	131,065	131,016	227,743
Total Books & Supplies	69,743	154,531	84,788	736,270	938,305	202,035	1,651,998

# Monarch River Academy

## Budget vs Actual

For the period ended December 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	(85,679)	34,483	120,163	(106,030)	206,900	312,930	413,800
Other Educational Consultants	30,943	81,274	50,331	194,471	494,063	299,592	858,500
Instructional Services	110,443	125,200	14,757	662,658	751,201	88,543	1,502,402
Total Subagreement Services	55,707	240,958	185,251	751,099	1,452,164	701,065	2,774,703
Operations & Housekeeping							
Auto and Travel	3,836	317	(3,519)	17,664	1,900	(15,764)	3,800
Dues & Memberships	-	-	-	1,130	-	(1,130)	-
Insurance	11,530	7,625	(3,905)	69,178	45,750	(23,428)	91,500
Miscellaneous Expense	-	558	558	179	3,350	3,171	6,700
Communications	976	1,092	116	4,404	6,550	2,146	13,100
Postage and Shipping	385	267	(118)	1,459	1,600	141	3,200
Total Operations & Housekeeping	16,726	9,858	(6,868)	94,015	59,150	(34,865)	118,300
Professional/Consulting Services							
IT	-	400	400	-	2,400	2,400	4,800
Audit & Taxes	-	5,567	5,567	5,641	16,700	11,059	16,700
Legal	4,875	4,358	(516)	11,798	26,150	14,352	52,300
Professional Development	309	5,833	5,525	16,921	35,000	18,079	70,000
General Consulting	1,000	417	(583)	3,250	2,500	(750)	5,000
Special Activities/Field Trips	1,584	1,351	(233)	10,459	8,212	(2,247)	14,270
Bank Charges	-	725	725	246	4,350	4,104	8,700
Other Taxes and Fees	36	617	580	943	3,700	2,757	7,400
Payroll Service Fee	2,380	1,117	(1,263)	6,437	6,700	263	13,400
Management Fee	20,056	20,867	811	130,395	125,200	(5,195)	250,400
District Oversight Fee	31,300	29,729	(1,571)	187,346	124,463	(62,883)	375,641
SPED Encroachment	-	7,425	7,425	-	30,524	30,524	91,849
Total Professional/Consulting Services	61,539	78,404	16,866	373,435	385,900	12,464	910,460
Depreciation							
Depreciation Expense	4,027	3,774	(253)	24,161	22,644	(1,517)	45,288
Total Depreciation	4,027	3,774	(253)	24,161	22,644	(1,517)	45,288
<b>Total Expenses</b>	<b>\$ 996,470</b>	<b>\$ 1,214,896</b>	<b>\$ 218,425</b>	<b>\$ 6,180,634</b>	<b>\$ 6,612,975</b>	<b>\$ 432,341</b>	<b>\$ 13,632,802</b>
<b>Change in Net Assets</b>	<b>240,566</b>	<b>(3,768)</b>	<b>244,334</b>	<b>(1,009,392)</b>	<b>(1,921,014)</b>	<b>911,623</b>	<b>675,792</b>
Net Assets, Beginning of Period	1,897,095			3,147,053			
<b>Net Assets, End of Period</b>	<b>\$ 2,137,661</b>			<b>\$ 2,137,661</b>			

**Monarch River Academy**  
**Statement of Financial Position**  
December 31, 2022

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
<b>Assets</b>				
<b>Current Assets</b>				
Unrestricted Cash	\$ 1,329,630	\$ 1,964,025	\$ (634,395)	-32%
Restricted Cash	455,435	-	455,435	0%
Total Cash & Cash Equivalents	1,785,065	1,964,025	(178,961)	-32%
Public Funding Receivables	887,998	1,969,461	(1,081,463)	-55%
Grants & Contributions Receivable	639,583	141,294	498,290	353%
Due To/From Related Parties	(250)	(250)	-	0%
Prepaid Expenses	91,575	26,110	65,465	251%
<b>Total Current Assets</b>	<b>3,403,971</b>	<b>4,100,640</b>	<b>(696,670)</b>	<b>-17%</b>
<b>Long-Term Assets</b>				
Property & Equipment, Net	171,656	195,817	(24,161)	-12%
<b>Total Long Term Assets</b>	<b>171,656</b>	<b>195,817</b>	<b>(24,161)</b>	<b>-12%</b>
<b>Total Assets</b>	<b>\$ 3,575,627</b>	<b>\$ 4,296,457</b>	<b>\$ (720,830)</b>	<b>-17%</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Accounts Payable	\$ 319,757	\$ 307,156	\$ 12,601	4%
Accrued Liabilities	569,025	364,306	204,718	56%
Deferred Revenue	455,435	358,150	97,284	27%
Notes Payable, Current Portion	62,500	62,500	-	0%
<b>Total Current Liabilities</b>	<b>1,406,716</b>	<b>1,092,113</b>	<b>314,603</b>	<b>29%</b>
<b>Long-Term Liabilities</b>				
Notes Payable, Net of Current Portion	31,250	57,292	(26,042)	-45%
<b>Total Long-Term Liabilities</b>	<b>31,250</b>	<b>57,292</b>	<b>(26,042)</b>	<b>-45%</b>
<b>Total Liabilities</b>	<b>1,437,966</b>	<b>1,149,404</b>	<b>288,562</b>	<b>25%</b>
<b>Total Net Assets</b>	<b>2,137,661</b>	<b>3,147,053</b>	<b>(1,009,392)</b>	<b>-32%</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 3,575,627</b>	<b>\$ 4,296,457</b>	<b>\$ (720,830)</b>	<b>-17%</b>



## Monarch River Academy

### Statement of Cash Flows

For the period ended December 31, 2022

	Month Ended 12/31/22	YTD Ended 12/31/22
<b>Cash Flows from Operating Activities</b>		
Changes in Net Assets	\$ 240,566	\$ (1,009,392)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	4,027	24,161
Decrease/(Increase) in Operating Assets:	-	
Public Funding Receivables	(99,517)	1,081,463
Grants, Contributions & Pledges Receivable	(284,447)	(498,290)
Prepaid Expenses	14,239	(65,465)
Accounts Payable	(104,271)	12,601
Accrued Expenses	57,666	204,718
Deferred Revenue	(26,033)	97,284
<b>Total Cash Flows from Operating Activities</b>	<b>(197,772)</b>	<b>(152,919)</b>
<b>Cash Flows from Financing Activities</b>		
Proceeds from (payments on) Long-Term Debt	(5,208)	(26,042)
<b>Total Cash Flows from Financing Activities</b>	<b>(5,208)</b>	<b>(26,042)</b>
Change in Cash & Cash Equivalents	(202,980)	(178,961)
Cash & Cash Equivalents, Beginning of Period	1,988,045	1,964,025
<b>Cash and Cash Equivalents, End of Period</b>	<b>\$ 1,785,065</b>	<b>\$ 1,785,065</b>

**Monarch River Academy****Check Register**

For the period ended December 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
15322	All About Learning Press, Inc.	44,896.00	\$ 91.67
15323	America's Kids Inc.	44,896.00	648.75
15324	American Kids Sports Center	44,896.00	380.80
15325	Aspire Speech & Learning Center	44,896.00	963.00
15326	Beautiful Feet Books, Inc.	44,896.00	581.69
15327	BookShark	44,896.00	160.29
15328	Brian Hammons Piano	44,896.00	1,290.00
15329	California Dental	44,896.00	133.31
15330	Casidy Buller	44,896.00	148.06
15331	Central California Gymnastics Institute - CCGI	44,896.00	1,429.82
15332	Clovis Crossfire	44,896.00	195.00
15333	Coastline Academy	44,896.00	60.00
15334	Dance Arts	44,896.00	110.00
15335	Discount School Supply	44,896.00	108.82
15336	E-Therapy, LLC	44,896.00	4,344.82
15337	Elite Dance Academy	44,896.00	65.00
15338	Erilynn Christiansen	44,896.00	300.00
15339	Esther Igboerika	44,896.00	155.75
15340	Evan-Moor	44,896.00	99.99
15341	Fresno Music Academy & Arts	44,896.00	432.00
15342	Gateway Ice Center	44,896.00	160.00
15343	GIGIL, LLC	44,896.00	244.41
15344	Grace Note Music Studio	44,896.00	2,540.00
15345	Honest History Co	44,896.00	91.26
15346	Institute for Excellence in Writing	44,896.00	37.79
15347	Kids Club Spanish School LLC	44,896.00	1,080.00
15348	Kids Edition	44,896.00	145.00
15349	Kings Art Center	44,896.00	234.00
15350	KiwiCo, Inc	44,896.00	2,275.78
15351	Lakeshore	44,896.00	404.38
15352	Lighthouse Therapy LLC	44,896.00	22,754.60
15353	Lindsay Hughes	44,896.00	72.50
15354	Little Passports	44,896.00	363.90
15355	Madella Stables LLC	44,896.00	110.00
15356	Math-U-See Inc.	44,896.00	235.21
15357	Melissa Ens	44,896.00	1,012.00
15358	Michelle Buchanan	44,896.00	450.00
15359	Molly C. Oliver	44,896.00	360.00
15360	Moving Beyond the Page	44,896.00	88.77
15361	Mr. D Math	44,896.00	394.00
15362	Nessy Learning LLC	44,896.00	110.00
15363	Nicole Medeiros	44,896.00	2,425.00
15364	Outschool, Inc.	44,896.00	280.00
15365	Perfect 10 Gymnastics	44,896.00	225.00
15366	Playground Training Academy, LLC	44,896.00	2,152.50
15367	Progression Gymnastics LLC	44,896.00	225.00
15368	Rainbow Resource Center	44,896.00	432.85
15369	Rebecca Balakian	44,896.00	1,540.00
15371	Reliant Investments, Inc	44,896.00	10,970.00
15372	Reverent School of Movement LLC	44,896.00	285.00
15373	Rhonda J Cemo	44,896.00	80.00
15374	Sara Riley	44,896.00	107.53
15375	Shiela Skibbie	44,896.00	71.06
15376	Shirley Winters Ballet	44,896.00	128.00
15377	Silicon Valley High School Inc	44,896.00	4,625.00

**Monarch River Academy****Check Register**

For the period ended December 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
15378	Studies Weekly	44,896.00	388.13
15379	Sylvan Learning	44,896.00	620.00
15380	Teacher Synergy, LLC	44,896.00	56.19
15381	The Axia Group	44,896.00	110,443.00
15382	The Lampo Group, LLC	44,896.00	59.98
15383	Time4Learning	44,896.00	225.00
15384	Tracy Vilanova	44,896.00	56.06
15385	Valerie Scott	44,896.00	89.00
15386	Verizon Wireless	44,896.00	640.16
15387	Wendy DeRaud	44,896.00	90.00
15389	Wild Hearts Adventure Co LLC	44,896.00	7,625.00
15390	Yosemite Valley Charter School	44,896.00	171,731.31
15391	America's Kids Inc.	44,901.00	1,521.75
15392	Andrew Carmona	44,901.00	300.00
15393	Art of Problem Solving	44,901.00	96.00
15394	Aspire Speech & Learning Center	44,901.00	2,240.00
15395	Barbara Bolanos	44,901.00	332.93
15396	BookShark	44,901.00	210.45
15397	Braille Abilities, LLC	44,901.00	718.50
15398	Break the Barriers, Inc.	44,901.00	327.50
15399	Brenda Myers	44,901.00	125.00
15400	Brittany Yager	44,901.00	900.00
15401	Brooklyn VanderVeen	44,901.00	169.00
15402	Core Philosophy	44,901.00	770.00
15403	Cory Hernandez	44,901.00	152.63
15404	Deborah Cardoza	44,901.00	260.50
15405	Denise Nicholes	44,901.00	100.00
15406	Dustin Arth	44,901.00	300.00
15407	Fresno Music Academy & Arts	44,901.00	432.00
15408	Gateway Ice Center	44,901.00	180.00
15409	Generation Genius, Inc	44,901.00	175.00
15410	GL Kenpo	44,901.00	1,230.00
15411	Growing Healthy Children Therapy Services, Inc.	44,901.00	210.00
15412	Guido's Martial Arts Academy	44,901.00	1,510.00
15413	Home Science Tools	44,901.00	126.46
15414	Institute for Excellence in Writing	44,901.00	27.06
15415	Jacqueline Johnson	44,901.00	428.00
15416	Jazz Fresno	44,901.00	140.00
15417	Jenna Hulsey	44,901.00	750.00
15418	Jessica Beal	44,901.00	168.50
15419	Jessica Knutson	44,901.00	300.00
15420	Kathleen Atchley Tutor	44,901.00	440.00
15421	Kathryn Borba	44,901.00	76.68
15422	Kids Edition	44,901.00	215.00
15423	Lakeshore	44,901.00	356.92
15424	Leora Fuentes	44,901.00	23.88
15425	Logic of English	44,901.00	230.79
15426	McColgan & Associates Inc	44,901.00	1,697.50
15427	Melanie Sweet	44,901.00	320.00
15428	MicroAge	44,901.00	1,472.00
15429	Molly C. Oliver	44,901.00	360.00
15430	Monica Pilkinton	44,901.00	53.69
15431	Moving Beyond the Page	44,901.00	146.27
15432	Nayoung Ryoo	44,901.00	980.00
15433	Neil Boyer	44,901.00	618.00
15434	Olga Shabanov	44,901.00	912.00

**Monarch River Academy****Check Register**

For the period ended December 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
15435	Outschool, Inc.	44,901.00	86.00
15436	Pacific Martial Arts	44,901.00	1,350.00
15437	Playground Training Academy, LLC	44,901.00	2,250.00
15440	Project Learn LLC	44,901.00	19,500.00
15441	Rainbow Resource Center	44,901.00	243.05
15442	Rhonda J Cemo	44,901.00	240.00
15443	Rjeski Student Support	44,901.00	70.00
15444	Sheryl Reimer	44,901.00	347.19
15445	Shirley Winters Ballet	44,901.00	916.00
15446	Steinway Piano Gallery Of Fresno	44,901.00	700.00
15447	Susan Hancock	44,901.00	360.00
15448	Teacher Synergy, LLC	44,901.00	32.89
15449	The Advantage Group	44,901.00	3,765.12
15450	The Dance Company	44,901.00	716.00
15451	The Dance Studio 2	44,901.00	128.00
15452	The Talk Team	44,901.00	4,745.00
15453	The Village	44,901.00	65.00
15454	United Conservatory of Music	44,901.00	1,280.00
15455	Yosemite Valley Charter School	44,901.00	68,418.60
15456	Zoe Rebekah Pettitt	44,901.00	532.50
15457	Alta Vista Elementary School District	44,902.00	31,300.00
15458	C'est La Vie Arts	44,902.00	180.00
15459	Elizabeth Wagner	44,902.00	250.00
15460	Gracie Jiu-Jitsu Clovis	44,902.00	450.00
15461	Pacific Martial Arts	44,902.00	1,125.00
15462	Wild Hearts Adventure Co LLC	44,902.00	15.00
15463	Association of California School Administrators	44,903.00	112.50
15464	United Conservatory of Music	44,903.00	320.00
15465	VOYA Financial FBO CalSTRS Pension2	44,904.00	6,256.00
15466	A Plan in Place	44,909.00	51.79
15467	All About Learning Press, Inc.	44,909.00	280.54
15468	America's Kids Inc.	44,909.00	2,952.78
15469	American Kids Sports Center	44,909.00	1,587.10
15470	AT&T Mobility	44,909.00	153.09
15471	Beautiful Feet Books, Inc.	44,909.00	308.23
15472	Brenda Myers	44,909.00	100.00
15473	Bright Thinker	44,909.00	497.96
15474	Bungalow Lane ALC	44,909.00	600.00
15475	C'est La Vie Arts	44,909.00	140.00
15476	California Dental	44,909.00	133.31
15477	Carissa Jansson	44,909.00	120.00
15479	Christine L Beltz	44,909.00	4,790.00
15480	Christy White Inc	44,909.00	4,441.05
15481	Clovis Hills Community Church	44,909.00	1,495.00
15482	Colleen Snyder	44,909.00	1,185.00
15483	Cullinan Education Center, Inc.	44,909.00	260.00
15484	Dance Arts	44,909.00	505.00
15485	E-Therapy, LLC	44,909.00	4,932.50
15486	Erilynne Christiansen	44,909.00	300.00
15487	Evan-Moor	44,909.00	16.49
15488	Fresno Jr Hockey Club	44,909.00	50.00
15489	Fresno School of Music	44,909.00	224.00
15490	Generation Genius, Inc	44,909.00	300.00
15491	GL Kenpo	44,909.00	410.00
15492	Good Dirt Pottery Studio	44,909.00	716.00
15493	Goodfellow Occupational Therapy, Inc.	44,909.00	1,740.00

**Monarch River Academy****Check Register**

For the period ended December 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
15494	Grace Note Music Studio	44,909.00	2,260.00
15495	Gymnastics Beat	44,909.00	140.00
15496	High Performance Academy	44,909.00	350.00
15497	Honest History Co	44,909.00	91.26
15498	Institute for Excellence in Writing	44,909.00	426.29
15499	Jacqueline Johnson	44,909.00	1,547.00
15500	Janet Williams Group LLC	44,909.00	319.00
15501	Jessica Knutson	44,909.00	75.00
15502	JMJ 21 Elite Basketball and MJ Soccer Club	44,909.00	125.00
15503	Katie Verrue	44,909.00	300.00
15504	Kevin Freeman	44,909.00	260.00
15505	Kimberly Schapansky	44,909.00	210.00
15506	KiwiCo, Inc	44,909.00	291.83
15507	Law Offices of Young, Minney & Corr LLP	44,909.00	611.00
15508	Learning Without Tears	44,909.00	34.12
15509	LEGO Education	44,909.00	328.25
15510	Lori Pope	44,909.00	330.00
15511	Madella Stables LLC	44,909.00	165.00
15512	Maria Lazo	44,909.00	260.00
15513	Marjorie McIntyre	44,909.00	33.38
15514	Math-U-See Inc.	44,909.00	66.83
15515	Maureen M. Solomon	44,909.00	304.00
15516	Michele Lafferre	44,909.00	820.00
15517	Moving Beyond the Page	44,909.00	324.98
15518	Mr. D Math	44,909.00	197.00
15519	Nessy Learning LLC	44,909.00	110.00
15520	Nicole the Math Lady, LLC	44,909.00	316.00
15521	Ocean First Education	44,909.00	19.95
15522	Playground Training Academy, LLC	44,909.00	76.50
15523	PRN Nursing Consultants LLC	44,909.00	2,397.00
15524	Project Learn LLC	44,909.00	750.00
15525	Rainbow Resource Center	44,909.00	861.17
15526	Rebecca Balakian	44,909.00	1,127.50
15527	Rhonda J Cemo	44,909.00	200.00
15528	Rich Oliver Racing, Inc.	44,909.00	389.00
15529	Rob's Music Lessons	44,909.00	360.00
15530	Run Fierce Cencal Kids	44,909.00	250.00
15531	Sheryl Reimer	44,909.00	193.94
15532	Steinway Piano Gallery Of Fresno	44,909.00	840.00
15533	Studies Weekly	44,909.00	97.41
15534	Sylvan Learning	44,909.00	620.00
15535	Sylvan Learning of Bakersfield	44,909.00	196.00
15536	T-Mobile	44,909.00	80.00
15537	Teacher Synergy, LLC	44,909.00	300.67
15538	Teaching Textbooks	44,909.00	43.08
15539	The Dancers Edge LLC	44,909.00	220.00
15540	The Scholars Grove	44,909.00	120.00
15541	The Talk Team	44,909.00	-
15542	The Village	44,909.00	1,395.00
15543	Thimble Sewciety	44,909.00	140.00
15544	Tiffany Ipsen	44,909.00	1,920.00
15545	Time4Learning	44,909.00	225.00
15546	United Conservatory of Music	44,909.00	160.00
15547	United States Treasury	44,909.00	26.98
15548	Unity Farms, Inc.	44,909.00	1,440.00
15549	Wendy DeRaud	44,909.00	1,680.00

## Monarch River Academy

### Check Register

For the period ended December 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
15551	Wild Hearts Adventure Co LLC	44,909.00	7,725.00
15552	Yosemite Valley Charter School	44,909.00	18,423.90
15553	Jessica Knutson	44,916.00	1,100.00
15554	All About Learning Press, Inc.	44,917.00	352.21
15555	America's Kids Inc.	44,917.00	1,385.75
15556	Aspire Speech & Learning Center	44,917.00	1,552.00
15557	Beautiful Feet Books, Inc.	44,917.00	259.19
15558	BookShark	44,917.00	18.47
15559	Brenda Myers	44,917.00	650.00
15560	Brian Hammons Piano	44,917.00	1,740.00
15561	Brianna Leonard	44,917.00	118.50
15562	Bungalow Lane ALC	44,917.00	600.00
15563	Cen Cal Dance Academy	44,917.00	156.00
15564	CenCal Youth Sports	44,917.00	500.00
15565	Central California Gymnastics Institute - CCGI	44,917.00	1,534.50
15566	Core Philosophy	44,917.00	385.00
15567	Denise Nicholes	44,917.00	435.00
15568	Drivers Ed Direct	44,917.00	117.00
15569	Dustin Arth	44,917.00	300.00
15570	E-Therapy, LLC	44,917.00	4,083.50
15571	Efrain Cordero	44,917.00	480.00
15572	Fresno Music Academy & Arts	44,917.00	1,028.00
15573	Generation Genius, Inc	44,917.00	350.00
15574	Grace Note Music Studio	44,917.00	120.00
15575	Institute for Excellence in Writing	44,917.00	27.00
15576	JackKris Publishing, LLC	44,917.00	34.99
15577	Jeff Grunau	44,917.00	34.63
15578	Jenna Hulsey	44,917.00	400.00
15579	Jessica Beal	44,917.00	21.75
15580	Kathleen Atchley Tutor	44,917.00	120.00
15581	Kathryn Borba	44,917.00	42.25
15582	Kevin Freeman	44,917.00	65.00
15583	Kids Edition	44,917.00	645.00
15584	KiwiCo, Inc	44,917.00	543.05
15585	Lakeshore	44,917.00	96.90
15586	Law Office of Jennifer McQuarrie	44,917.00	220.00
15587	Law Offices of Young, Minney & Corr LLP	44,917.00	4,654.50
15588	Leora Fuentes	44,917.00	32.00
15589	Lori Pope	44,917.00	330.00
15590	Math-U-See Inc.	44,917.00	66.96
15591	Mathnasium of North Fresno	44,917.00	560.66
15592	Melanie Sweet	44,917.00	240.00
15593	Michele Lafferre	44,917.00	245.00
15594	Neil Boyer	44,917.00	640.00
15595	Nicole Medeiros	44,917.00	1,571.00
15596	Outschool, Inc.	44,917.00	104.00
15597	Pacific Martial Arts	44,917.00	600.00
15598	Playground Training Academy, LLC	44,917.00	1,512.00
15603	Project Learn LLC	44,917.00	15,112.86
15604	Rainbow Resource Center	44,917.00	436.96
15605	Reliant Investments, Inc	44,917.00	650.00
15606	Rob's Music Lessons	44,917.00	120.00
15607	Rojeski Student Support	44,917.00	105.00
15608	Sheryl Reimer	44,917.00	323.63
15609	Sona Atoyan	44,917.00	275.00
15610	Steinway Piano Gallery Of Fresno	44,917.00	840.00

# Monarch River Academy

## Check Register

For the period ended December 31, 2022

Check Number	Vendor Name	Check Date	Check Amount
15611	Studies Weekly	44,917.00	32.42
15612	Susan Hancock	44,917.00	180.00
15613	Sylvan Learning	44,917.00	380.00
15614	Teaching Textbooks	44,917.00	43.08
15615	The Advantage Group	44,917.00	3,765.12
15616	The Dance Studio 2	44,917.00	64.00
15617	The Dancers Edge LLC	44,917.00	330.00
15618	The Lampo Group, LLC	44,917.00	29.99
15619	The Talk Team	44,917.00	4,932.50
15620	The Village	44,917.00	620.00
15621	Think Outside, LLC	44,917.00	262.85
15622	Tiffany Ipsen	44,917.00	587.00
15623	Transamerica	44,917.00	363.46
15624	United Conservatory of Music	44,917.00	200.00
15625	Williamsburg Learning	44,917.00	1,700.00
15626	WM Music Lessons	44,917.00	30.00
15627	Yosemite Valley Charter School	44,917.00	18,751.79
15628	Zovia Adanalian	44,917.00	35.00
15629	TALK ABA Inc	44,917.00	180.00
15630	VOYA Financial FBO CalSTRS Pension2	44,917.00	3,190.00
15631	Bonnie R. Bosler	44,918.00	228.18
15632	Bethany Cantrell	44,918.00	94.50
15633	Jennifer Falco	44,918.00	324.58
15634	Anne Ramos	44,918.00	121.68
15635	Lisa Shinn	44,918.00	175.00
15636	Randy Stumpfhauser	44,918.00	20.54
15637	Cathy Troxell	44,918.00	77.29
ACH	Internal Revenue Service	44,896.00	26.98
ACH	Divvy Pay	44,902.00	12,663.15
ACH	Employment Development Department (EDD)	44,907.00	49.35
ACH	Employment Development Department (EDD)	44,907.00	15,533.51
ACH	Internal Revenue Service	44,907.00	32,925.81
ACH	Divvy Pay	44,909.00	19,809.62
ACH	Divvy Pay	44,916.00	19,087.85
ACH	Employment Development Department (EDD)	44,922.00	29.73
ACH	Employment Development Department (EDD)	44,922.00	16,291.62
ACH	Internal Revenue Service	44,922.00	34,531.54
ACH	Divvy Pay	44,923.00	4,887.86
ACH	Charter Impact, Inc.	44,901.00	20,056.00
ACH	Charter Impact, Inc.	44,901.00	1,189.87
ACH	Charter Impact, Inc.	44,909.00	1,189.87
ACH	AATK2, LLC	44,911.00	5,208.33

Total Disbursements in December \$ 877,290.21

## Monarch River Academy

### Accounts Payable Aging

For the period ended December 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.	22-059020-01	12/12/2022	1/11/2023	\$ 157	\$ -	\$ -	\$ -	\$ -	\$ 157
A3 Sports & Wellness, Inc.	22-062268-01	12/12/2022	1/11/2023	157	-	-	-	-	157
A3 Sports & Wellness, Inc.	22-062989-01	12/12/2022	1/11/2023	165	-	-	-	-	165
A3 Sports & Wellness, Inc.	22-062990-01	12/12/2022	1/11/2023	165	-	-	-	-	165
A3 Sports & Wellness, Inc.	22-063675-01	12/12/2022	1/11/2023	160	-	-	-	-	160
America's Kids Inc.	22-062922-01	12/10/2022	1/9/2023	261	-	-	-	-	261
America's Kids Inc.	22-062958-01	12/10/2022	1/9/2023	37	-	-	-	-	37
America's Kids Inc.	22-063279-01	12/10/2022	1/9/2023	37	-	-	-	-	37
America's Kids Inc.	22-063859-01	12/10/2022	1/9/2023	143	-	-	-	-	143
America's Kids Inc.	22-063860-01	12/10/2022	1/9/2023	143	-	-	-	-	143
America's Kids Inc.	22-063863-01	12/10/2022	1/9/2023	114	-	-	-	-	114
America's Kids Inc.	22-063872-01	12/10/2022	1/9/2023	41	-	-	-	-	41
America's Kids Inc.	22-064036-01	12/10/2022	1/9/2023	149	-	-	-	-	149
America's Kids Inc.	22-064095-01	12/10/2022	1/9/2023	38	-	-	-	-	38
America's Kids Inc.	22-064095-02	12/10/2022	1/9/2023	112	-	-	-	-	112
America's Kids Inc.	22-064098-01	12/10/2022	1/9/2023	112	-	-	-	-	112
America's Kids Inc.	22-064098-02	12/10/2022	1/9/2023	38	-	-	-	-	38
America's Kids Inc.	22-064139-01	12/10/2022	1/9/2023	61	-	-	-	-	61
America's Kids Inc.	22-064144-01	12/10/2022	1/9/2023	61	-	-	-	-	61
America's Kids Inc.	22-065204-01	12/10/2022	1/9/2023	311	-	-	-	-	311
America's Kids Inc.	22-065205-01	12/10/2022	1/9/2023	311	-	-	-	-	311
America's Kids Inc.	22-065391-01	12/10/2022	1/9/2023	61	-	-	-	-	61
America's Kids Inc.	22-065704-01	12/10/2022	1/9/2023	101	-	-	-	-	101
America's Kids Inc.	22-065798-01	12/10/2022	1/9/2023	112	-	-	-	-	112
America's Kids Inc.	22-067056-01	12/19/2022	1/18/2023	20	-	-	-	-	20
American Kids Sports Center	22-060396-01	12/13/2022	1/12/2023	202	-	-	-	-	202
American Kids Sports Center	22-061893-01	12/13/2022	1/12/2023	149	-	-	-	-	149
American Kids Sports Center	22-062237-01	12/13/2022	1/12/2023	112	-	-	-	-	112
American Kids Sports Center	22-062348-01	12/13/2022	1/12/2023	112	-	-	-	-	112
American Kids Sports Center	22-064119-01	12/13/2022	1/12/2023	193	-	-	-	-	193
American Kids Sports Center	22-064119-02	12/13/2022	1/12/2023	90	-	-	-	-	90
American Kids Sports Center	22-064119-03	12/13/2022	1/12/2023	90	-	-	-	-	90



# Monarch River Academy

## Accounts Payable Aging

For the period ended December 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	22-064123-01	12/13/2022	1/12/2023	306	-	-	-	-	306
American Kids Sports Center	22-064126-01	12/13/2022	1/12/2023	124	-	-	-	-	124
American Kids Sports Center	22-064126-02	12/13/2022	1/12/2023	90	-	-	-	-	90
American Kids Sports Center	22-064126-03	12/13/2022	1/12/2023	90	-	-	-	-	90
American Kids Sports Center	22-064127-01	12/13/2022	12/13/2022	193	-	-	-	-	193
American Kids Sports Center	22-064127-02	12/13/2022	1/12/2023	90	-	-	-	-	90
American Kids Sports Center	22-064127-03	12/13/2022	1/12/2023	90	-	-	-	-	90
American Kids Sports Center	22-068053-01	12/16/2022	1/15/2023	56	-	-	-	-	56
Andrew Carmona	22-058897-02	12/13/2022	1/12/2023	60	-	-	-	-	60
Andrew Carmona	22-058898-02	12/13/2022	1/12/2023	60	-	-	-	-	60
Andrew Carmona	22-058899-02	12/13/2022	1/12/2023	60	-	-	-	-	60
Andrew Carmona	22-059370-02	12/13/2022	1/12/2023	60	-	-	-	-	60
Andrew Carmona	22-059371-02	12/13/2022	1/12/2023	60	-	-	-	-	60
Andrew Carmona	22-066635-01	12/16/2022	1/15/2023	60	-	-	-	-	60
Andrew Carmona	22-066636-01	12/16/2022	1/15/2023	60	-	-	-	-	60
Art of Problem Solving	INV228503	12/19/2022	1/18/2023	420	-	-	-	-	420
AT&T Mobility	287315729860X1217	12/9/2022	1/4/2023	255	-	-	-	-	255
Big Little Ones, LLC	3111	12/12/2022	12/12/2022	104	-	-	-	-	104
Bonnie Haskell	22-057076-01	12/15/2022	1/14/2023	88	-	-	-	-	88
Bonnie Haskell	22-057076-02	12/15/2022	1/14/2023	66	-	-	-	-	66
Bonnie Haskell	22-057077-01	12/15/2022	1/14/2023	88	-	-	-	-	88
Bonnie Haskell	22-057077-02	12/15/2022	1/14/2023	66	-	-	-	-	66
Bonnie Haskell	22-057078-01	12/15/2022	1/14/2023	88	-	-	-	-	88
Bonnie Haskell	22-057078-02	12/15/2022	1/14/2023	66	-	-	-	-	66
Bonnie Haskell	22-057079-01	12/15/2022	1/14/2023	88	-	-	-	-	88
Bonnie Haskell	22-057079-02	12/15/2022	1/14/2023	66	-	-	-	-	66
Bonnie Haskell	22-057599-01	12/15/2022	1/14/2023	110	-	-	-	-	110
Bonnie Haskell	22-057599-02	12/15/2022	1/14/2023	88	-	-	-	-	88
Bonnie Haskell	22-057602-01	12/15/2022	1/14/2023	110	-	-	-	-	110
Bonnie Haskell	22-057602-02	12/15/2022	1/14/2023	88	-	-	-	-	88
Bonnie Haskell	22-057603-01	12/15/2022	1/14/2023	110	-	-	-	-	110
Bonnie Haskell	22-057603-02	12/15/2022	1/14/2023	88	-	-	-	-	88
Bonnie Haskell	22-065878-01	12/15/2022	1/14/2023	66	-	-	-	-	66
Bonnie Haskell	22-065879-01	12/15/2022	1/14/2023	66	-	-	-	-	66
Bonnie Haskell	22-065884-01	12/15/2022	1/14/2023	66	-	-	-	-	66
Bonnie Haskell	22-065890-01	12/15/2022	1/14/2023	66	-	-	-	-	66

# Monarch River Academy

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For the period ended December 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
BookShark	BI0012932	9/12/2022	10/12/2022	366	-	-	-	-	366
BookShark	BI0013080	9/13/2022	10/13/2022	877	-	-	-	-	877
BookShark	BI0013102	9/13/2022	10/13/2022	831	-	-	-	-	831
BookShark	BI0013109	9/13/2022	10/13/2022	270	-	-	-	-	270
BookShark	BI0013156	9/14/2022	10/14/2022	1,059	-	-	-	-	1,059
BookShark	BI0013285	9/15/2022	10/15/2022	9	-	-	-	-	9
BookShark	BI0013329	9/15/2022	10/15/2022	121	-	-	-	-	121
BookShark	BI0013753	9/19/2022	10/19/2022	5	-	-	-	-	5
BookShark	BI0013763	9/19/2022	10/19/2022	5	-	-	-	-	5
BookShark	BI0013765	9/19/2022	10/19/2022	5	-	-	-	-	5
BookShark	BI0013778	9/19/2022	10/19/2022	5	-	-	-	-	5
BookShark	BI0016336	12/19/2022	1/18/2023	121	-	-	-	-	121
BookShark	BI0016337	12/19/2022	1/18/2023	267	-	-	-	-	267
Brianna Leonard	LEON120622	12/6/2022	1/5/2023	53	-	-	-	-	53
Bright Thinker	SINV5591	12/13/2022	1/12/2023	249	-	-	-	-	249
Bright Thinker	SINV5598	12/13/2022	1/12/2023	124	-	-	-	-	124
Brooklyn VanderVeen	VAND121622	12/16/2022	12/16/2022	109	-	-	-	-	109
C'est La Vie Arts	22-053885-01	12/11/2022	1/10/2023	70	-	-	-	-	70
Casidy Buller	BULL121522	12/15/2022	12/15/2022	35	-	-	-	-	35
Cen Cal Dance Academy	22-060921-01	12/18/2022	1/17/2023	60	-	-	-	-	60
Cen Cal Dance Academy	22-060922-01	12/18/2022	1/17/2023	60	-	-	-	-	60
Christine L Beltz	22-063651-01	12/8/2022	1/7/2023	175	-	-	-	-	175
Christine L Beltz	22-063653-01	12/8/2022	1/7/2023	175	-	-	-	-	175
Classical Learning Resource Center	22-041378-01	12/20/2022	12/20/2022	360	-	-	-	-	360
Classical Learning Resource Center	22-041382-01	12/20/2022	12/20/2022	335	-	-	-	-	335
Classical Learning Resource Center	22-041388-01	12/20/2022	12/20/2022	260	-	-	-	-	260
Classical Learning Resource Center	22-042795-01	12/20/2022	12/20/2022	360	-	-	-	-	360
Classical Learning Resource Center	22-042797-01	12/20/2022	12/20/2022	360	-	-	-	-	360
Classical Learning Resource Center	22-042798-01	12/20/2022	12/20/2022	325	-	-	-	-	325
Classical Learning Resource Center	22-042799-01	12/20/2022	12/20/2022	280	-	-	-	-	280
Classical Learning Resource Center	22-042799-02	12/20/2022	12/20/2022	360	-	-	-	-	360
Cullinan Education Center, Inc.	22-065276-01	12/6/2022	1/5/2023	260	-	-	-	-	260
Dance Arts	22-058808-02	12/8/2022	1/7/2023	70	-	-	-	-	70
Dance Arts	22-059608-01	12/8/2022	1/7/2023	55	-	-	-	-	55
Dance Arts	22-063144-01	12/8/2022	1/7/2023	55	-	-	-	-	55
Dance Arts	22-063307-01	12/8/2022	1/7/2023	70	-	-	-	-	70

# Monarch River Academy

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Dance Arts	22-063916-01	12/8/2022	1/7/2023	55	-	-	-	-	55
Dance Arts	22-065671-01	12/8/2022	1/7/2023	105	-	-	-	-	105
Dance Arts	22-065671-02	12/8/2022	1/7/2023	105	-	-	-	-	105
Dance Arts	22-065775-01	12/8/2022	1/7/2023	90	-	-	-	-	90
Dance Arts	22-065777-01	12/8/2022	1/7/2023	105	-	-	-	-	105
Dawn Grider	22-058170-01	12/14/2022	1/13/2023	15	-	-	-	-	15
Dawn Grider	22-058170-02	12/14/2022	1/13/2023	20	-	-	-	-	20
Dawn Grider	22-058170-03	12/14/2022	1/13/2023	15	-	-	-	-	15
Dawn Grider	22-058170-04	12/14/2022	1/13/2023	15	-	-	-	-	15
Dawn Grider	22-063567-01	12/14/2022	1/13/2023	50	-	-	-	-	50
Elizabeth Wagner	WAGN121922	12/19/2022	1/18/2023	250	-	-	-	-	250
Erilynn Christiansen	22-059894-02	12/13/2022	1/12/2023	100	-	-	-	-	100
Erilynn Christiansen	22-059895-02	12/13/2022	1/12/2023	100	-	-	-	-	100
Erilynn Christiansen	22-059896-02	12/13/2022	1/12/2023	100	-	-	-	-	100
Esther Igboerika	IGBO110722	11/7/2022	12/7/2022	1,157	-	-	-	-	1,157
Generation Genius, Inc	GG165579	12/8/2022	1/7/2023	175	-	-	-	-	175
Goodfellow Occupational Therapy, Inc.	2738	12/9/2022	1/3/2023	930	-	-	-	-	930
Grace Note Music Studio	22-058811-01	12/6/2022	1/5/2023	160	-	-	-	-	160
Grace Note Music Studio	22-058822-01	12/6/2022	1/5/2023	160	-	-	-	-	160
Grace Note Music Studio	22-058826-01	12/6/2022	1/5/2023	160	-	-	-	-	160
Grace Note Music Studio	22-059687-01	12/6/2022	1/5/2023	160	-	-	-	-	160
Grace Note Music Studio	22-059687-02	12/6/2022	1/5/2023	160	-	-	-	-	160
Grace Note Music Studio	22-061053-02	12/6/2022	1/5/2023	60	-	-	-	-	60
Grace Note Music Studio	22-061294-01	12/6/2022	1/5/2023	160	-	-	-	-	160
Grace Note Music Studio	22-063411-01	12/6/2022	1/5/2023	150	-	-	-	-	150
Grace Note Music Studio	22-063734-01	12/6/2022	1/5/2023	150	-	-	-	-	150
Grace Note Music Studio	22-063989-01	12/6/2022	1/5/2023	40	-	-	-	-	40
Grace Note Music Studio	22-063989-02	12/15/2022	1/14/2023	40	-	-	-	-	40
Grace Note Music Studio	22-063989-03	12/16/2022	1/15/2023	40	-	-	-	-	40
Grace Note Music Studio	22-064146-01	12/16/2022	1/15/2023	240	-	-	-	-	240
Grace Note Music Studio	22-065680-01	12/6/2022	1/5/2023	40	-	-	-	-	40
Grace Note Music Studio	22-065681-01	12/15/2022	1/14/2023	40	-	-	-	-	40
Grace Note Music Studio	22-065683-01	12/19/2022	1/18/2023	40	-	-	-	-	40
Grace Note Music Studio	22-065836-01	12/16/2022	1/15/2023	80	-	-	-	-	80
Grace Note Music Studio	22-065837-01	12/16/2022	1/15/2023	80	-	-	-	-	80
Grace Note Music Studio	22-065838-01	12/15/2022	1/14/2023	80	-	-	-	-	80

## Monarch River Academy

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Guido's Martial Arts Academy	22-057949-02	12/6/2022	1/5/2023	169	-	-	-	-	169
Guido's Martial Arts Academy	22-062430-01	12/6/2022	1/5/2023	229	-	-	-	-	229
Guido's Martial Arts Academy	22-062706-01	12/6/2022	1/5/2023	136	-	-	-	-	136
Guido's Martial Arts Academy	22-062708-01	12/6/2022	1/5/2023	136	-	-	-	-	136
Guido's Martial Arts Academy	22-062711-01	12/6/2022	1/5/2023	136	-	-	-	-	136
Gymnastics Beat	22-055734-02	12/8/2022	1/7/2023	112	-	-	-	-	112
Honest History Co	10118	12/15/2022	1/14/2023	63	-	-	-	-	63
Institute for Excellence in Writing	960662	12/5/2022	1/2/2023	326	-	-	-	-	326
Janell Gaertig	GAER121222	12/12/2022	12/12/2022	44	-	-	-	-	44
Janet Williams Group LLC	22-062903-01	12/8/2022	1/7/2023	319	-	-	-	-	319
Jeff Grunau	GRUN121422	12/14/2022	1/13/2023	121	-	-	-	-	121
Jessica Knutson	22-056671-02	12/5/2022	1/4/2023	75	-	-	-	-	75
Jessica Knutson	22-057219-02	12/5/2022	1/4/2023	100	-	-	-	-	100
Jessica Knutson	22-058511-02	12/5/2022	1/4/2023	75	-	-	-	-	75
Jessica Knutson	22-059389-02	12/5/2022	1/4/2023	75	-	-	-	-	75
Jessica Knutson	22-059390-02	12/5/2022	1/4/2023	75	-	-	-	-	75
Jessica Knutson	22-060505-01	12/5/2022	1/4/2023	75	-	-	-	-	75
Jessica Knutson	22-063219-01	12/5/2022	1/4/2023	25	-	-	-	-	25
Jessica Knutson	22-063219-02	12/13/2022	1/12/2023	25	-	-	-	-	25
Jessica Knutson	22-063750-01	12/5/2022	1/4/2023	100	-	-	-	-	100
Jessica Knutson	22-063751-01	12/5/2022	1/4/2023	100	-	-	-	-	100
Jessica Knutson	22-063882-01	12/13/2022	1/12/2023	25	-	-	-	-	25
Jessica Knutson	22-063884-01	12/13/2022	1/12/2023	25	-	-	-	-	25
JMJ 21 Elite Basketball and MJ Soccer Club	22-060779-02	12/4/2022	1/3/2023	125	-	-	-	-	125
Just Dance	22-063729-01	12/5/2022	1/4/2023	65	-	-	-	-	65
Just Dance	22-063869-01	12/5/2022	1/4/2023	65	-	-	-	-	65
Kathleen Atchley Tutor	22-066216-01	12/7/2022	1/6/2023	240	-	-	-	-	240
Katie Verrue	22-064025-01	12/8/2022	1/7/2023	150	-	-	-	-	150
Kimberly Schapansky	22-060733-01	12/6/2022	1/5/2023	105	-	-	-	-	105
Kimberly Schapansky	22-060734-01	12/6/2022	1/5/2023	105	-	-	-	-	105
KiwiCo, Inc	726	11/30/2022	1/14/2023	526	-	-	-	-	526
Kristen Kroeker	KROE121222	12/12/2022	12/12/2022	103	-	-	-	-	103
Lakeshore	101406120622	12/6/2022	1/5/2023	36	-	-	-	-	36
Lakeshore	151917120922	12/9/2022	1/8/2023	737	-	-	-	-	737
Lakeshore	159783120922	12/9/2022	1/8/2023	97	-	-	-	-	97
Learning A-Z	6190728	12/9/2022	1/8/2023	113	-	-	-	-	113

# Monarch River Academy

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Lighthouse Therapy LLC	869	12/3/2022	1/18/2023	11,900	-	-	-	-	11,900
Madella Stables LLC	22-054279-01	12/12/2022	1/11/2023	165	-	-	-	-	165
Maria Lazo	22-062121-01	12/6/2022	1/5/2023	65	-	-	-	-	65
Maria Lazo	22-062121-02	12/15/2022	1/14/2023	65	-	-	-	-	65
Math Crazy	22-065527-01	12/7/2022	1/6/2023	600	-	-	-	-	600
Math-U-See Inc.	0803339-IN	11/14/2022	1/13/2023	129	-	-	-	-	129
Math-U-See Inc.	0803340-IN	11/14/2022	1/13/2023	129	-	-	-	-	129
Math-U-See Inc.	0805948-IN	12/14/2022	2/12/2023	67	-	-	-	-	67
Michele Lafferre	22-061515-01	12/13/2022	1/12/2023	35	-	-	-	-	35
Michele Lafferre	22-061515-02	12/13/2022	1/12/2023	35	-	-	-	-	35
Michele Lafferre	22-061515-03	12/13/2022	1/12/2023	35	-	-	-	-	35
Michele Lafferre	22-061515-04	12/19/2022	1/18/2023	35	-	-	-	-	35
Michele Lafferre	22-061515-05	12/19/2022	1/18/2023	35	-	-	-	-	35
Michele Lafferre	22-063898-01	12/13/2022	1/12/2023	350	-	-	-	-	350
Michele Lafferre	22-063899-01	12/13/2022	1/12/2023	350	-	-	-	-	350
Michele Lafferre	22-063901-01	12/13/2022	1/12/2023	200	-	-	-	-	200
Michele Lafferre	22-064049-01	12/13/2022	1/12/2023	175	-	-	-	-	175
Michele Lafferre	22-064051-01	12/13/2022	1/12/2023	100	-	-	-	-	100
MicroAge	2242398	12/6/2022	1/5/2023	1,472	-	-	-	-	1,472
Monique Ouwinga	OUIW121922	12/19/2022	12/19/2022	250	-	-	-	-	250
Moving Beyond the Page	275638	12/9/2022	1/8/2023	592	-	-	-	-	592
Moving Beyond the Page	275639	12/9/2022	1/8/2023	550	-	-	-	-	550
Moving Beyond the Page	275641	12/9/2022	1/8/2023	579	-	-	-	-	579
Nancy Tikkanen	TIKK120922	12/9/2022	12/9/2022	113	-	-	-	-	113
Nayoung Ryoo	22-064101-01	12/9/2022	1/8/2023	140	-	-	-	-	140
Nayoung Ryoo	22-064102-01	12/9/2022	1/8/2023	140	-	-	-	-	140
Nayoung Ryoo	22-064106-01	12/9/2022	1/8/2023	140	-	-	-	-	140
Nicole the Math Lady, LLC	5757	12/10/2022	1/9/2023	149	-	-	-	-	149
Nicole the Math Lady, LLC	5758	12/10/2022	1/9/2023	79	-	-	-	-	79
Nicole the Math Lady, LLC	5775	12/17/2022	1/16/2023	59	-	-	-	-	59
Northwest Studio for Ballet	22-055662-01	12/11/2022	1/10/2023	150	-	-	-	-	150
Northwest Studio for Ballet	22-060662-01	12/11/2022	1/10/2023	150	-	-	-	-	150
Olga Shabanov	22-062923-01	12/4/2022	1/3/2023	90	-	-	-	-	90
Olga Shabanov	22-064093-01	12/9/2022	1/8/2023	90	-	-	-	-	90
Outschool, Inc.	12345709406	12/12/2022	1/11/2023	72	-	-	-	-	72
Outschool, Inc.	12345709407	12/12/2022	1/11/2023	64	-	-	-	-	64

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Outschool, Inc.	12345709408	12/12/2022	1/11/2023	90	-	-	-	-	90
Outschool, Inc.	12345709605	12/19/2022	1/18/2023	216	-	-	-	-	216
Outschool, Inc.	12345709607	12/19/2022	1/18/2023	120	-	-	-	-	120
Pacific Martial Arts	22-065702-01	12/9/2022	1/8/2023	150	-	-	-	-	150
Peace Hill Press, Inc. dba Well Trained Mind Pres:	55988	12/9/2022	1/8/2023	43	-	-	-	-	43
Peace Hill Press, Inc. dba Well Trained Mind Pres:	55989	12/9/2022	1/8/2023	43	-	-	-	-	43
Perfect 10 Gymnastics	22-045668-02	12/10/2022	1/9/2023	75	-	-	-	-	75
Perfect 10 Gymnastics	22-045671-02	12/10/2022	1/9/2023	75	-	-	-	-	75
Perfect 10 Gymnastics	22-045677-02	12/10/2022	1/9/2023	75	-	-	-	-	75
Perfect 10 Gymnastics	22-053127-01	12/10/2022	1/9/2023	75	-	-	-	-	75
Perfect 10 Gymnastics	22-053127-02	12/10/2022	1/9/2023	75	-	-	-	-	75
Perfect 10 Gymnastics	22-053132-01	12/10/2022	1/9/2023	75	-	-	-	-	75
Perfect 10 Gymnastics	22-053132-02	12/10/2022	1/9/2023	75	-	-	-	-	75
Perfect 10 Gymnastics	22-053145-01	12/10/2022	1/9/2023	75	-	-	-	-	75
Perfect 10 Gymnastics	22-053145-02	12/10/2022	1/9/2023	75	-	-	-	-	75
Perfect 10 Gymnastics	22-055549-01	12/10/2022	1/9/2023	195	-	-	-	-	195
Perfect 10 Gymnastics	22-055550-01	12/10/2022	1/9/2023	195	-	-	-	-	195
Perfect 10 Gymnastics	22-056145-01	12/10/2022	1/9/2023	75	-	-	-	-	75
Perfect 10 Gymnastics	22-059748-01	12/10/2022	1/9/2023	75	-	-	-	-	75
Perfect 10 Gymnastics	22-061733-01	12/10/2022	1/9/2023	75	-	-	-	-	75
Perfect 10 Gymnastics	22-061734-01	12/10/2022	1/9/2023	75	-	-	-	-	75
Perfect 10 Gymnastics	22-061736-01	12/10/2022	1/9/2023	75	-	-	-	-	75
Playground Training Academy, LLC	22-059291-02	12/2/2022	1/1/2023	77	-	-	-	-	77
Playground Training Academy, LLC	22-065523-01	12/9/2022	1/8/2023	110	-	-	-	-	110
PRN Nursing Consultants LLC	222641	12/10/2022	1/9/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222642	12/10/2022	1/9/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222643	12/10/2022	1/9/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222645	12/10/2022	1/9/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222673	12/10/2022	1/9/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222719	12/10/2022	1/9/2023	235	-	-	-	-	235
Project Learn LLC	22-063847-01	12/6/2022	1/5/2023	150	-	-	-	-	150
Project Learn LLC	22-063848-01	12/6/2022	1/5/2023	150	-	-	-	-	150
Project Learn LLC	22-064206-01	12/13/2022	1/12/2023	150	-	-	-	-	150
Project Learn LLC	22-064207-01	12/13/2022	1/12/2023	150	-	-	-	-	150
Project Learn LLC	22-065260-01	12/6/2022	1/5/2023	150	-	-	-	-	150
Project Learn LLC	22-065455-01	12/8/2022	1/7/2023	150	-	-	-	-	150

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Project Learn LLC	22-065729-01	12/8/2022	1/7/2023	150	-	-	-	-	150
Project Learn LLC	22-065734-01	12/8/2022	1/7/2023	150	-	-	-	-	150
Rachel Kreider	22-063654-01	12/12/2022	1/11/2023	150	-	-	-	-	150
Rachel Passmore	PASS121522	12/15/2022	12/15/2022	74	-	-	-	-	74
Rachel Passmore	PASS121522-01	12/15/2022	12/15/2022	45	-	-	-	-	45
Rainbow Resource Center	3937243	12/5/2022	1/4/2023	102	-	-	-	-	102
Rainbow Resource Center	3937244	12/5/2022	1/4/2023	129	-	-	-	-	129
Rainbow Resource Center	3938869	12/6/2022	1/5/2023	182	-	-	-	-	182
Rainbow Resource Center	3939385	12/7/2022	1/6/2023	179	-	-	-	-	179
Rainbow Resource Center	3939596	12/7/2022	1/6/2023	83	-	-	-	-	83
Rainbow Resource Center	3939597	12/7/2022	1/6/2023	29	-	-	-	-	29
Rainbow Resource Center	3941098	12/8/2022	1/7/2023	48	-	-	-	-	48
Rainbow Resource Center	3941100	12/8/2022	1/7/2023	75	-	-	-	-	75
Rainbow Resource Center	3942019	12/8/2022	1/7/2023	22	-	-	-	-	22
Rainbow Resource Center	3942020	12/8/2022	1/7/2023	22	-	-	-	-	22
Rainbow Resource Center	3943218	12/9/2022	1/8/2023	56	-	-	-	-	56
Rainbow Resource Center	3943379	12/12/2022	1/11/2023	28	-	-	-	-	28
Rainbow Resource Center	3946448	12/14/2022	1/13/2023	79	-	-	-	-	79
Rainbow Resource Center	3948184	12/15/2022	1/14/2023	104	-	-	-	-	104
Rainbow Resource Center	3952296	12/20/2022	1/19/2023	29	-	-	-	-	29
Rebecca Balakian	22-058323-01	12/14/2022	1/13/2023	220	-	-	-	-	220
Rebecca Balakian	22-058324-01	12/14/2022	1/13/2023	220	-	-	-	-	220
Rebecca Balakian	22-058900-01	12/14/2022	1/13/2023	55	-	-	-	-	55
Rebecca Balakian	22-058901-01	12/14/2022	1/13/2023	55	-	-	-	-	55
Rebecca Balakian	22-058902-01	12/14/2022	1/13/2023	55	-	-	-	-	55
Rebecca Balakian	22-059432-01	12/14/2022	1/13/2023	110	-	-	-	-	110
Rebecca Balakian	22-059438-01	12/14/2022	1/13/2023	83	-	-	-	-	83
Rebecca Balakian	22-059438-02	12/14/2022	1/13/2023	28	-	-	-	-	28
Rebecca Balakian	22-059646-01	12/14/2022	1/13/2023	83	-	-	-	-	83
Rebecca Balakian	22-059671-01	12/14/2022	1/13/2023	110	-	-	-	-	110
Rebecca Balakian	22-059671-02	12/14/2022	1/13/2023	55	-	-	-	-	55
Rebecca Balakian	22-059766-01	12/14/2022	1/13/2023	83	-	-	-	-	83
Rebecca Balakian	22-059769-01	12/14/2022	1/13/2023	83	-	-	-	-	83
Rebecca Balakian	22-059770-01	12/14/2022	1/13/2023	83	-	-	-	-	83
Rebecca Balakian	22-060026-01	12/14/2022	1/13/2023	138	-	-	-	-	138
Rebecca Balakian	22-061963-01	12/14/2022	1/13/2023	83	-	-	-	-	83

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Rebecca Balakian	22-063679-01	12/14/2022	1/13/2023	83	-	-	-	-	83
Reliant Investments, Inc	22-043131-03	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-044043-03	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-046645-03	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-052104-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-053928-01	12/5/2022	1/4/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-054023-01	12/5/2022	1/4/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-054024-01	12/5/2022	1/4/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-055996-01	12/3/2022	1/2/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-056474-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-057195-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-057879-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-057881-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-058185-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-058186-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-058187-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-058504-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-058505-01	12/3/2022	1/2/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-058506-01	12/3/2022	1/2/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-058794-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-058988-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-059191-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-059192-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-059350-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-059351-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-059564-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-059568-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-059623-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-059634-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-059674-01	12/3/2022	1/2/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-059675-01	12/3/2022	1/2/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-059808-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-059833-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-059833-02	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-059840-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-059840-02	12/16/2022	1/15/2023	190	-	-	-	-	190



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Reliant Investments, Inc	22-060016-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-060017-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-060018-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-060296-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-060364-01	12/16/2022	1/15/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-060398-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-060426-01	12/3/2022	1/2/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-060774-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-061232-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-061974-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-061975-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-062892-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-063018-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-063019-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-063023-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-063024-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-063025-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-063059-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-063060-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-063119-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-063463-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-064006-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-064008-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-064071-01	12/16/2022	1/15/2023	190	-	-	-	-	190
Rhonda J Cemo	22-059436-02	12/17/2022	1/16/2023	60	-	-	-	-	60
Rhonda J Cemo	22-059439-02	12/17/2022	1/16/2023	60	-	-	-	-	60
Rhonda J Cemo	22-063259-01	12/17/2022	1/16/2023	20	-	-	-	-	20
Rhonda J Cemo	22-063259-02	12/17/2022	1/16/2023	20	-	-	-	-	20
Rich Oliver Racing, Inc.	22-056473-01	12/11/2022	1/10/2023	389	-	-	-	-	389
Rob's Music Lessons	2305	12/4/2022	1/3/2023	120	-	-	-	-	120
Rob's Music Lessons	2306	12/4/2022	1/3/2023	120	-	-	-	-	120
Rob's Music Lessons	2307	12/4/2022	1/3/2023	120	-	-	-	-	120
Rob's Music Lessons	2308	12/4/2022	1/3/2023	120	-	-	-	-	120
Rob's Music Lessons	2309	12/4/2022	1/3/2023	120	-	-	-	-	120
Rob's Music Lessons	2310	12/4/2022	1/3/2023	120	-	-	-	-	120
Rob's Music Lessons	2312	12/4/2022	1/3/2023	120	-	-	-	-	120

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Rob's Music Lessons	2313	12/4/2022	1/3/2023	120	-	-	-	-	120
Rob's Music Lessons	2314	12/4/2022	1/3/2023	120	-	-	-	-	120
Rob's Music Lessons	2315	12/4/2022	1/3/2023	120	-	-	-	-	120
Rob's Music Lessons	2316	12/4/2022	1/3/2023	120	-	-	-	-	120
Rob's Music Lessons	2317	12/4/2022	1/3/2023	120	-	-	-	-	120
Sam Nofziger	NOFZ121522	12/15/2022	12/15/2022	250	-	-	-	-	250
Sandra Torosian	22-058376-01	12/7/2022	1/6/2023	90	-	-	-	-	90
Sara Riley	RILE121422	12/14/2022	12/14/2022	40	-	-	-	-	40
Sarah Sanchez	SANC121522	12/15/2022	12/15/2022	250	-	-	-	-	250
Shirley Winters Ballet	22-058072-02	12/5/2022	1/4/2023	64	-	-	-	-	64
Shirley Winters Ballet	22-062068-01	12/5/2022	1/4/2023	64	-	-	-	-	64
Shirley Winters Ballet	22-064032-01	12/5/2022	1/4/2023	208	-	-	-	-	208
Shirley Winters Ballet	22-064034-01	12/5/2022	1/4/2023	135	-	-	-	-	135
Shirley Winters Ballet	22-064035-01	12/5/2022	1/4/2023	135	-	-	-	-	135
Shirley Winters Ballet	22-064678-01	12/5/2022	1/4/2023	135	-	-	-	-	135
Singapore Math, Inc.	S241495c	10/25/2022	11/24/2022	(183)	-	-	-	-	(183)
Singapore Math, Inc.	S252890	11/17/2022	12/17/2022	84	-	-	-	-	84
Singapore Math, Inc.	S252998	11/18/2022	12/18/2022	29	-	-	-	-	29
Singapore Math, Inc.	S253208	11/22/2022	12/22/2022	172	-	-	-	-	172
Singapore Math, Inc.	S253295	11/22/2022	12/22/2022	70	-	-	-	-	70
Specialized Therapy Services, Inc	MRAC01-1022	10/31/2022	12/30/2022	386	-	-	-	-	386
Studies Weekly	467984	12/12/2022	1/7/2023	64	-	-	-	-	64
Sylvan Learning of Bakersfield	22-056294-01	12/5/2022	1/4/2023	490	-	-	-	-	490
Sylvan Learning of Bakersfield	22-057512-02	12/5/2022	1/4/2023	490	-	-	-	-	490
Sylvan Learning of Bakersfield	22-057515-02	12/5/2022	1/4/2023	490	-	-	-	-	490
T-Mobile	TMOB112122-3217	12/9/2022	1/8/2023	65	-	-	-	-	65
Teacher Synergy, LLC	214792673	12/9/2022	12/30/2022	45	-	-	-	-	45
Teacher Synergy, LLC	214793596	12/9/2022	12/30/2022	35	-	-	-	-	35
Teacher Synergy, LLC	215361479	12/14/2022	1/4/2023	3	-	-	-	-	3
Teacher Synergy, LLC	215363009	12/14/2022	1/4/2023	31	-	-	-	-	31
Teacher Synergy, LLC	215363322	12/14/2022	1/4/2023	25	-	-	-	-	25
Teacher Synergy, LLC	215559934	12/16/2022	1/6/2023	5	-	-	-	-	5
Teacher Synergy, LLC	215582865	12/16/2022	1/6/2023	54	-	-	-	-	54
Teacher Synergy, LLC	215770162	12/20/2022	1/10/2023	7	-	-	-	-	7
Teacher Synergy, LLC	215770292	12/20/2022	1/10/2023	9	-	-	-	-	9
The Dance Company	22-056981-02	12/6/2022	1/5/2023	174	-	-	-	-	174

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The Dance Company	22-056983-02	12/6/2022	1/5/2023	174	-	-	-	-	174
The Dance Company	22-059430-02	12/6/2022	1/5/2023	120	-	-	-	-	120
The Dance Company	22-059434-02	12/6/2022	1/5/2023	120	-	-	-	-	120
The Dance Company	22-059595-02	12/6/2022	1/5/2023	62	-	-	-	-	62
The Dance Company	22-059596-02	12/6/2022	1/5/2023	62	-	-	-	-	62
The Dance Company	22-060603-01	12/6/2022	1/5/2023	62	-	-	-	-	62
The Dance Company	22-062431-01	12/6/2022	1/5/2023	62	-	-	-	-	62
The Dance Company	22-064033-01	12/6/2022	1/5/2023	62	-	-	-	-	62
The Dance Company	22-065685-01	12/6/2022	1/5/2023	62	-	-	-	-	62
Time4Learning	6182810	12/6/2022	1/5/2023	75	-	-	-	-	75
TouchMath Acquisition LLC	200197601	12/7/2022	1/6/2023	223	-	-	-	-	223
TouchMath Acquisition LLC	200197671	12/14/2022	1/13/2023	99	-	-	-	-	99
Tulare County Superintendent of Schools	230984	11/16/2022	12/16/2022	20	-	-	-	-	20
Tulare County Superintendent of Schools	230985	11/16/2022	12/16/2022	20	-	-	-	-	20
Tulare County Superintendent of Schools	230986	11/16/2022	12/16/2022	20	-	-	-	-	20
United Conservatory of Music	22-057639-02	12/6/2022	1/5/2023	160	-	-	-	-	160
United Conservatory of Music	22-057801-02	12/6/2022	1/5/2023	160	-	-	-	-	160
United Conservatory of Music	22-057802-02	12/6/2022	1/5/2023	160	-	-	-	-	160
United Conservatory of Music	22-060423-02	12/6/2022	1/5/2023	160	-	-	-	-	160
United Conservatory of Music	22-062868-01	12/6/2022	1/5/2023	160	-	-	-	-	160
United Conservatory of Music	22-062957-01	12/6/2022	1/5/2023	160	-	-	-	-	160
United Conservatory of Music	22-063776-01	12/9/2022	1/8/2023	160	-	-	-	-	160
United Conservatory of Music	22-065621-01	12/6/2022	1/5/2023	160	-	-	-	-	160
Verizon Wireless	9922193518	12/5/2022	12/28/2022	576	-	-	-	-	576
Wendy DeRaud	22-042602-02	12/5/2022	1/4/2023	90	-	-	-	-	90
Wendy DeRaud	22-058945-01	12/5/2022	1/4/2023	120	-	-	-	-	120
Wendy DeRaud	22-059926-01	12/5/2022	1/4/2023	150	-	-	-	-	150
Wendy DeRaud	22-059933-01	12/5/2022	1/4/2023	150	-	-	-	-	150
Wendy DeRaud	22-060627-02	12/5/2022	1/4/2023	150	-	-	-	-	150
Wendy DeRaud	22-060929-02	12/12/2022	1/11/2023	90	-	-	-	-	90
Wendy DeRaud	22-062119-01	12/5/2022	1/4/2023	120	-	-	-	-	120
Wendy DeRaud	22-063096-01	12/12/2022	1/11/2023	30	-	-	-	-	30
Wendy DeRaud	22-063108-01	12/5/2022	1/4/2023	60	-	-	-	-	60
Wendy DeRaud	22-063724-01	12/12/2022	1/11/2023	60	-	-	-	-	60
Wendy DeRaud	22-065670-01	12/12/2022	1/11/2023	30	-	-	-	-	30
Wild Hearts Adventure Co LLC	22-057460-02	12/18/2022	1/17/2023	175	-	-	-	-	175

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Wild Hearts Adventure Co LLC	22-057463-02	12/18/2022	1/17/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-057465-02	12/18/2022	1/17/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-062219-01	12/4/2022	1/3/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-062358-01	12/18/2022	1/17/2023	60	-	-	-	-	60
Wild Hearts Adventure Co LLC	22-062366-01	12/4/2022	1/3/2023	15	-	-	-	-	15
Wild Hearts Adventure Co LLC	22-062366-02	12/18/2022	1/17/2023	60	-	-	-	-	60
Wild Hearts Adventure Co LLC	22-062373-01	12/4/2022	1/3/2023	25	-	-	-	-	25
Wild Hearts Adventure Co LLC	22-062373-02	12/18/2022	1/17/2023	25	-	-	-	-	25
Wild Hearts Adventure Co LLC	22-062824-01	12/18/2022	1/17/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-062825-01	12/18/2022	1/17/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-062883-01	12/4/2022	1/3/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-063061-01	12/4/2022	1/3/2023	15	-	-	-	-	15
Wild Hearts Adventure Co LLC	22-063062-01	12/4/2022	1/3/2023	15	-	-	-	-	15
Wild Hearts Adventure Co LLC	22-063098-01	12/4/2022	1/3/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-063212-01	12/18/2022	1/17/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-063736-01	12/4/2022	1/3/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-063833-01	12/4/2022	1/3/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-063834-01	12/4/2022	1/3/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-063835-01	12/4/2022	1/3/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-063911-01	12/18/2022	1/17/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-064083-01	12/4/2022	1/3/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-064152-01	12/18/2022	1/17/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-064771-01	12/4/2022	1/3/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-064786-01	12/18/2022	1/17/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-065599-01	12/18/2022	1/17/2023	150	-	-	-	-	150
Wild Hearts Adventure Co LLC	22-065661-01	12/18/2022	1/17/2023	15	-	-	-	-	15
Yosemite Valley Charter School	FlexAdminNov22	12/1/2022	12/1/2022	144	-	-	-	-	144
Yosemite Valley Charter School	FlexAdminOct22	11/1/2022	11/1/2022	144	-	-	-	-	144
Yosemite Valley Charter School	HQT1122MRA	12/8/2022	12/8/2022	44,668	-	-	-	-	44,668
Yosemite Valley Charter School	SO011MRA	12/8/2022	12/8/2022	171,731	-	-	-	-	171,731
Yosemite Valley Charter School	SP1122MRA	12/5/2022	12/5/2022	20,009	-	-	-	-	20,009
Youth of Destiny Learning Center	22-058618-01	12/6/2022	1/5/2023	131	-	-	-	-	131
Zoe Rebekah Pettitt	22-057665-01	12/14/2022	1/13/2023	60	-	-	-	-	60
Zoe Rebekah Pettitt	22-057665-02	12/14/2022	1/13/2023	30	-	-	-	-	30
Zoe Rebekah Pettitt	22-060568-01	12/14/2022	1/13/2023	300	-	-	-	-	300
Zoe Rebekah Pettitt	22-060568-02	12/14/2022	1/13/2023	50	-	-	-	-	50

## Monarch River Academy

### Accounts Payable Aging

For the period ended December 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
Zoe Rebekah Pettitt	22-066193-01	12/14/2022	1/13/2023	50	-	-	-	-	50
Total Outstanding Payables in December				<u>\$ 319,757</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 319,757</u>

## Monarch River Academy

### Check Register

For the period ended November 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
15109	Barbara Bolanos	11/3/2022	\$ 1,349.88
15110	Brianna Leonard	11/3/2022	104.63
15111	Brooklyn VanderVeen	11/3/2022	20.90
15112	Cory Hernandez	11/3/2022	120.88
15113	Craig Wheaton	11/3/2022	250.00
15114	Dr Steven James	11/3/2022	380.00
15115	Elizabeth Wagner	11/3/2022	250.00
15116	Hooked on Phonics	11/3/2022	83.59
15117	Jeff Grunau	11/3/2022	21.12
15118	Lindsay Tharp	11/3/2022	49.88
15119	Nancy Tikkanen	11/3/2022	577.94
15120	Rachelle Patterson	11/3/2022	164.13
15121	Rhonda J Cemo	11/3/2022	160.00
15122	Sam Nofziger	11/3/2022	250.00
15123	Shiela Skibbie	11/3/2022	28.58
15124	The Axia Group	11/3/2022	110,443.00
15125	The Bakersfield Sound Co.	11/3/2022	120.00
15126	Valerie Scott	11/3/2022	134.74
15127	Verizon Wireless	11/3/2022	698.90
15128	Yosemite Valley Charter School	11/3/2022	238,834.21
15129	Dustin Arth	11/4/2022	250.00
15130	VOYA Financial FBO CalSTRS Pension2	11/7/2022	3,653.00
15131	All About Learning Press, Inc.	11/9/2022	225.51
15132	Alta Vista Elementary School District	11/9/2022	139,733.00
15133	America's Kids Inc.	11/9/2022	1,722.53
15134	April Green	11/9/2022	21.00
15135	Aspire Speech & Learning Center	11/9/2022	2,817.00
15136	BookShark	11/9/2022	299.09
15137	Brian Hammons Piano	11/9/2022	130.00
15138	BYU Independent Study	11/9/2022	615.00
15139	C'est La Vie Arts	11/9/2022	140.00
15140	Casidy Buller	11/9/2022	250.69
15141	Corey Engstrom	11/9/2022	96.00
15142	Dance Arts	11/9/2022	373.75
15143	Elite Team Reedley LLC	11/9/2022	300.00
15144	Fresno Music Academy & Arts	11/9/2022	576.00
15145	Generation Genius, Inc	11/9/2022	350.00
15146	Ger Vue	11/9/2022	176.25
15147	Good Dirt Pottery Studio	11/9/2022	2,506.00
15148	Growing Healthy Children Therapy Services, Inc.	11/9/2022	210.00
15149	Guido's Martial Arts Academy	11/9/2022	398.00
15150	Gymnastics Beat	11/9/2022	112.00
15151	History Unboxed LLC	11/9/2022	136.82
15152	Institute for Excellence in Writing	11/9/2022	105.71
15153	Jacquelyn Anderson	11/9/2022	60.69
15154	Jenna Hulsey	11/9/2022	200.00
15155	Jessica Knutson	11/9/2022	300.00
15156	Kathleen Atchley Tutor	11/9/2022	440.00
15157	Katie Verrue	11/9/2022	150.00
15158	Kevin Freeman	11/9/2022	260.00
15159	Kristen Kroeker	11/9/2022	452.81
15160	Kristi Garcia	11/9/2022	172.50
15161	Law Offices of Young, Minney & Corr LLP	11/9/2022	2,162.00
15162	Lindsay Tharp	11/9/2022	19.94
15163	Logic of English	11/9/2022	61.01

**Monarch River Academy****Check Register**

For the period ended November 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
15164	Madella Stables LLC	11/9/2022	220.00
15165	Maria Lazo	11/9/2022	260.00
15166	Math-U-See Inc.	11/9/2022	261.91
15167	McColgan & Associates Inc	11/9/2022	1,317.50
15168	Meet the Masters, Inc.	11/9/2022	44.95
15169	Michele Lafferre	11/9/2022	1,270.00
15170	MicroAge	11/9/2022	1,414.50
15171	Neil Boyer	11/9/2022	175.00
15172	Nicole Raven	11/9/2022	96.50
15173	Nicole the Math Lady, LLC	11/9/2022	99.00
15174	Outschool, Inc.	11/9/2022	52.00
15175	Pacific Martial Arts	11/9/2022	1,200.00
15176	Project Learn LLC	11/9/2022	7,200.00
15177	Rainbow Resource Center	11/9/2022	216.42
15179	Reliant Investments, Inc	11/9/2022	7,801.25
15180	Reverent School of Movement LLC	11/9/2022	750.00
15181	Robert Melendez	11/9/2022	600.00
15182	Sew Outside The Box	11/9/2022	14.75
15183	Sheryl Reimer	11/9/2022	19.49
15184	Shirley Winters Ballet	11/9/2022	199.00
15185	Singapore Math, Inc.	11/9/2022	331.39
15186	Steinway Piano Gallery Of Fresno	11/9/2022	840.00
15187	Studies Weekly	11/9/2022	258.58
15188	Teacher Synergy, LLC	11/9/2022	19.99
15189	Texthelp	11/9/2022	129.60
15190	The Animation Course, LLC	11/9/2022	400.00
15191	The Artnook	11/9/2022	125.00
15192	The Dance Company	11/9/2022	124.00
15193	The Dance Studio 2	11/9/2022	128.00
15194	The Dancers Edge LLC	11/9/2022	55.00
15195	The Talk Team	11/9/2022	4,040.00
15196	Thimble Sewciety	11/9/2022	140.00
15197	Time4Learning	11/9/2022	25.00
15198	Ultimate Martial Arts Inc	11/9/2022	487.00
15199	United Conservatory of Music	11/9/2022	600.00
15200	Unity Farms, Inc.	11/9/2022	1,080.00
15201	Wendy DeRaud	11/9/2022	570.00
15202	Wieser Educational	11/9/2022	303.91
15203	Yosemite Valley Charter School	11/9/2022	1,015.30
15204	Association of California School Administrators	11/14/2022	112.50
15205	Reliant Investments, Inc	11/16/2022	3,900.00
15206	A3 Sports & Wellness, Inc.	11/17/2022	519.00
15207	Alta Vista Elementary School District	11/17/2022	31,300.00
15208	Alyssa Seifert	11/17/2022	128.75
15209	Big Little Ones, LLC	11/17/2022	39.95
15210	Bonnie Haskell	11/17/2022	748.00
15211	Brian Hammons Piano	11/17/2022	300.00
15212	Brooklyn VanderVeen	11/17/2022	112.94
15213	Cory Hernandez	11/17/2022	373.88
15214	Courtney Borgstadt	11/17/2022	104.00
15215	Damien Phillips	11/17/2022	458.75
15216	Debbie Kimzey	11/17/2022	51.87
15217	Deborah Cardoza	11/17/2022	135.88
15218	E-Therapy, LLC	11/17/2022	1,928.00
15219	Elite Team Reedley LLC	11/17/2022	150.00
15220	Fabio Linares	11/17/2022	68.13

## Monarch River Academy

### Check Register

For the period ended November 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
15221	Generation Genius, Inc	11/17/2022	175.00
15222	Guido's Martial Arts Academy	11/17/2022	148.00
15223	Jackris Publishing, LLC	11/17/2022	43.68
15224	Kathleen Atchley Tutor	11/17/2022	320.00
15225	Kathryn Borba	11/17/2022	49.25
15226	Katie Verrue	11/17/2022	150.00
15227	Leora Fuentes	11/17/2022	33.69
15228	Lissa Engstrom	11/17/2022	63.00
15229	Marjorie McIntyre	11/17/2022	88.00
15230	Math Crazy	11/17/2022	1,200.00
15231	Miaplaza Inc.	11/17/2022	258.00
15232	Monica Pilkinton	11/17/2022	53.69
15233	MoxieBox Art	11/17/2022	42.48
15234	Nessy Learning LLC	11/17/2022	110.00
15235	Northwest Studio for Ballet	11/17/2022	300.00
15236	Outschool, Inc.	11/17/2022	474.00
15237	Project Learn LLC	11/17/2022	2,100.00
15238	Rachel Passmore	11/17/2022	174.63
15239	Rainbow Resource Center	11/17/2022	715.58
15240	Studies Weekly	11/17/2022	32.42
15241	Sylvan Learning	11/17/2022	380.00
15242	The Dance Company	11/17/2022	120.00
15243	Tracy Vilanova	11/17/2022	215.38
15244	Yosemite Valley Charter School	11/17/2022	59,006.89
15245	Young Music, LLC	11/17/2022	137.00
15246	Zoe Rebekah Pettitt	11/17/2022	212.50
15247	VOYA Financial FBO CalSTRS Pension2	11/22/2022	3,653.00
15248	A3 Sports & Wellness, Inc.	11/23/2022	357.00
15249	All About Learning Press, Inc.	11/23/2022	49.81
15250	America's Kids Inc.	11/23/2022	953.50
15251	American Kids Sports Center	11/23/2022	224.00
15252	Andrew Carmona	11/23/2022	120.00
15253	Barbara Bolanos	11/23/2022	393.00
15254	Beautiful Feet Books, Inc.	11/23/2022	295.32
15255	Bonnie Haskell	11/23/2022	220.00
15256	BookShark	11/23/2022	956.27
15257	Braille Abilities, LLC	11/23/2022	1,224.00
15258	Brenda Myers	11/23/2022	225.00
15259	Brian Hammons Piano	11/23/2022	1,170.00
15260	Brianna Leonard	11/23/2022	147.06
15261	Brittany Girell	11/23/2022	300.00
15262	Casidy Buller	11/23/2022	108.00
15263	Dawn Grider	11/23/2022	75.00
15264	Debbie Kimzey	11/23/2022	164.13
15265	Discount School Supply	11/23/2022	195.99
15266	E-Therapy, LLC	11/23/2022	3,285.49
15267	Ereflect Pty Ltd	11/23/2022	67.00
15268	Generation Genius, Inc	11/23/2022	300.00
15269	Guido's Martial Arts Academy	11/23/2022	148.00
15270	Hooked on Phonics	11/23/2022	316.02
15271	Institute for Excellence in Writing	11/23/2022	215.57
15272	Jacquelyn Anderson	11/23/2022	652.00
15273	Janet Williams Group LLC	11/23/2022	638.00
15274	Jeff Grunau	11/23/2022	54.00
15275	Jennifer McQuarrie	11/23/2022	209.00
15276	Jessica Beal	11/23/2022	367.41



## Monarch River Academy

### Check Register

For the period ended November 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
15277	Jessica Knutson	11/23/2022	1,100.00
15278	Just Dance	11/23/2022	390.00
15279	Kevin Freeman	11/23/2022	65.00
15280	Kids Edition	11/23/2022	355.00
15281	Kimberly Schapansky	11/23/2022	140.00
15282	KiwiCo, Inc	11/23/2022	1,044.39
15283	Kristen Kroeker	11/23/2022	259.38
15284	Lakeshore	11/23/2022	32.46
15285	Learning Without Tears	11/23/2022	142.02
15286	Lindsay Hughes	11/23/2022	162.63
15287	Madella Stables LLC	11/23/2022	55.00
15288	Marjorie McIntyre	11/23/2022	274.88
15289	Math-U-See Inc.	11/23/2022	304.70
15290	Mathnasium of North Fresno	11/23/2022	329.00
15291	McRuffy Press LLC	11/23/2022	177.90
15292	Miriam Hofer	11/23/2022	150.65
15293	Moving Beyond the Page	11/23/2022	134.04
15294	Nayoung Ryoo	11/23/2022	980.00
15295	Nicole the Math Lady, LLC	11/23/2022	158.00
15296	Ocean First Education	11/23/2022	19.95
15297	Outschool, Inc.	11/23/2022	26.00
15298	Playground Training Academy, LLC	11/23/2022	85.00
15301	Project Learn LLC	11/23/2022	15,600.00
15302	Sheryl Reimer	11/23/2022	231.01
15303	Shirley Winters Ballet	11/23/2022	253.00
15304	Singapore Math, Inc.	11/23/2022	491.85
15305	Sona Atoyan	11/23/2022	300.00
15306	Stacey Pettit	11/23/2022	121.88
15307	Steinway Piano Gallery Of Fresno	11/23/2022	630.00
15308	Susan Hancock	11/23/2022	360.00
15309	T-Mobile	11/23/2022	80.00
15310	T-Mobile	11/23/2022	67.00
15311	Teacher Synergy, LLC	11/23/2022	208.29
15312	Teaching Textbooks	11/23/2022	67.08
15313	The Dance Company	11/23/2022	306.00
15314	The Dancers Edge LLC	11/23/2022	110.00
15315	Timberdoodle.com	11/23/2022	226.36
15316	Tracy Vilanova	11/23/2022	70.63
15317	Transamerica	11/23/2022	363.46
15318	WM Music Lessons	11/23/2022	200.00
15319	Yosemite Valley Charter School	11/23/2022	22.00
15320	Zoe Rebekah Pettitt	11/23/2022	640.00
15321	Zovia Adanalain	11/23/2022	274.38
ACH	Divvy Pay	11/2/2022	12,654.88
ACH	Divvy Pay	11/9/2022	9,119.39
ACH	Employment Development Department (EDD)	11/14/2022	148.31
ACH	Employment Development Department (EDD)	11/14/2022	16,126.00
ACH	Internal Revenue Service	11/14/2022	33,924.42
ACH	Employment Development Department (EDD)	11/15/2022	44.00
ACH	Employment Development Department (EDD)	11/15/2022	1,430.66
ACH	Internal Revenue Service	11/15/2022	6,350.25
ACH	Divvy Pay	11/16/2022	12,927.94
ACH	Divvy Pay	11/23/2022	23,667.01
ACH	Internal Revenue Service	11/25/2022	35,459.22
ACH	Employment Development Department (EDD)	11/25/2022	16,822.72
ACH	Employment Development Department (EDD)	11/25/2022	101.46

**Monarch River Academy****Check Register**

For the period ended November 30, 2022

Check Number	Vendor Name	Check Date	Check Amount
ACH	Divvy Pay	11/30/2022	1,520.92
ACH	Charter Impact, Inc.	11/3/2022	26,093.00
ACH	Charter Impact, Inc.	11/9/2022	847.62
ACH	Charter Impact, Inc.	11/17/2022	847.62
ACH	Charter Impact, Inc.	11/17/2022	20.00
ACH	AATK2, LLC	11/28/2022	<u>5,208.33</u>
Total Disbursements in November			<u>\$ 901,844.82</u>

# Monarch River Academy

## Accounts Payable Aging

For the period ended November 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
A Plan in Place	14-2143	11/11/2022	12/11/2022	\$ 52	\$ -	\$ -	\$ -	\$ -	\$ 52
All About Learning Press, Inc.	913506	10/17/2022	11/16/2022	92	-	-	-	-	92
All About Learning Press, Inc.	913756	11/15/2022	12/15/2022	226	-	-	-	-	226
All About Learning Press, Inc.	913787	11/18/2022	12/18/2022	54	-	-	-	-	54
America's Kids Inc.	22-034842-02	11/6/2022	12/6/2022	37	-	-	-	-	37
America's Kids Inc.	22-035916-02	11/6/2022	12/6/2022	101	-	-	-	-	101
America's Kids Inc.	22-037524-03	11/6/2022	12/6/2022	37	-	-	-	-	37
America's Kids Inc.	22-048693-02	11/6/2022	12/6/2022	149	-	-	-	-	149
America's Kids Inc.	22-053299-01	11/1/2022	12/1/2022	20	-	-	-	-	20
America's Kids Inc.	22-053299-02	11/1/2022	12/1/2022	81	-	-	-	-	81
America's Kids Inc.	22-054370-04	11/1/2022	12/1/2022	143	-	-	-	-	143
America's Kids Inc.	22-054813-02	11/6/2022	12/6/2022	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.	22-055899-01	11/1/2022	12/1/2022	335	-	-	-	-	335
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
America's Kids Inc.	22-056460-01	11/1/2022	12/1/2022	81	-	-	-	-	81
America's Kids Inc.	22-057498-01	10/31/2022	11/30/2022	61	-	-	-	-	61
America's Kids Inc.	22-057606-01	11/1/2022	12/1/2022	149	-	-	-	-	149
America's Kids Inc.	22-058035-01	11/1/2022	12/1/2022	186	-	-	-	-	186
America's Kids Inc.	22-058053-01	11/1/2022	12/1/2022	114	-	-	-	-	114
America's Kids Inc.	22-058144-01	11/1/2022	12/1/2022	114	-	-	-	-	114
America's Kids Inc.	22-058571-01	11/1/2022	12/1/2022	143	-	-	-	-	143
America's Kids Inc.	22-058961-01	11/1/2022	12/1/2022	20	-	-	-	-	20
America's Kids Inc.	22-059114-01	11/1/2022	12/1/2022	75	-	-	-	-	75
America's Kids Inc.	22-059188-01	11/6/2022	12/6/2022	188	-	-	-	-	188
America's Kids Inc.	22-059425-01	11/6/2022	12/6/2022	91	-	-	-	-	91
America's Kids Inc.	22-059919-01	11/19/2022	12/19/2022	114	-	-	-	-	114
America's Kids Inc.	22-059930-01	11/6/2022	12/6/2022	311	-	-	-	-	311

# Monarch River Academy

## Accounts Payable Aging

For the period ended November 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.	22-059935-01	11/6/2022	12/6/2022	311	-	-	-	-	311
America's Kids Inc.	22-059938-01	11/19/2022	12/19/2022	114	-	-	-	-	114
America's Kids Inc.	22-059943-01	11/6/2022	12/6/2022	149	-	-	-	-	149
America's Kids Inc.	22-059947-01	11/19/2022	12/19/2022	101	-	-	-	-	101
America's Kids Inc.	22-059949-01	11/12/2022	12/12/2022	149	-	-	-	-	149
America's Kids Inc.	22-059949-02	11/12/2022	12/12/2022	50	-	-	-	-	50
America's Kids Inc.	22-059953-01	11/12/2022	12/12/2022	149	-	-	-	-	149
America's Kids Inc.	22-059953-02	11/12/2022	12/12/2022	50	-	-	-	-	50
America's Kids Inc.	22-060056-01	11/12/2022	12/12/2022	186	-	-	-	-	186
America's Kids Inc.	22-060057-01	11/12/2022	12/12/2022	186	-	-	-	-	186
America's Kids Inc.	22-060058-01	11/12/2022	12/12/2022	186	-	-	-	-	186
America's Kids Inc.	22-060142-01	11/6/2022	12/6/2022	149	-	-	-	-	149
American Kids Sports Center	22-049695-01	10/17/2022	11/16/2022	45	-	-	-	-	45
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	22-057043-01	11/14/2022	12/14/2022	149	-	-	-	-	149
American Kids Sports Center	22-057410-01	11/14/2022	12/14/2022	140	-	-	-	-	140
American Kids Sports Center	22-057448-01	11/14/2022	12/14/2022	231	-	-	-	-	231
American Kids Sports Center	22-057574-01	11/14/2022	12/14/2022	140	-	-	-	-	140
American Kids Sports Center	22-058299-01	11/14/2022	12/14/2022	193	-	-	-	-	193
American Kids Sports Center	22-058301-01	11/14/2022	12/14/2022	306	-	-	-	-	306
American Kids Sports Center	22-058302-01	11/14/2022	12/14/2022	124	-	-	-	-	124
American Kids Sports Center	22-058303-01	11/14/2022	12/14/2022	193	-	-	-	-	193
American Kids Sports Center	22-060486-01	11/14/2022	12/14/2022	112	-	-	-	-	112
Andrew Carmona	22-052138-02	11/1/2022	12/1/2022	60	-	-	-	-	60
Andrew Carmona	22-052141-02	11/1/2022	12/1/2022	60	-	-	-	-	60
Andrew Carmona	22-058897-01	11/1/2022	12/1/2022	60	-	-	-	-	60
Andrew Carmona	22-058898-01	11/1/2022	12/1/2022	60	-	-	-	-	60
Andrew Carmona	22-059370-01	11/1/2022	12/1/2022	60	-	-	-	-	60
Art of Problem Solving	INV228016	11/2/2022	12/2/2022	96	-	-	-	-	96
Aspire Speech & Learning Center	103122CaCAS	10/31/2022	11/30/2022	384	-	-	-	-	384
Aspire Speech & Learning Center	103122CaPET	10/31/2022	11/30/2022	576	-	-	-	-	576
Aspire Speech & Learning Center	103122ChGAR	10/31/2022	11/30/2022	720	-	-	-	-	720
Aspire Speech & Learning Center	103122RaSTA	10/31/2022	11/30/2022	288	-	-	-	-	288
Aspire Speech & Learning Center	103122SaAYA	10/31/2022	11/30/2022	560	-	-	-	-	560
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

# Monarch River Academy

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AT&T Mobility	287315729860X1117	11/9/2022	12/4/2022	153	-	-	-	-	153
Beautiful Feet Books, Inc.	18497	10/27/2022	11/26/2022	27	-	-	-	-	27
Beautiful Feet Books, Inc.	18499	10/27/2022	11/26/2022	18	-	-	-	-	18
Beautiful Feet Books, Inc.	18501	10/27/2022	11/26/2022	292	-	-	-	-	292
Beautiful Feet Books, Inc.	18505	10/28/2022	11/27/2022	245	-	-	-	-	245
Beautiful Feet Books, Inc.	18557	11/9/2022	12/9/2022	259	-	-	-	-	259
Beautiful Feet Books, Inc.	18597	11/14/2022	12/14/2022	25	-	-	-	-	25
Beautiful Feet Books, Inc.	18598	11/14/2022	12/14/2022	25	-	-	-	-	25
BookShark	BI0015140	10/18/2022	11/17/2022	71	-	-	-	-	71
BookShark	BI0015401	10/31/2022	11/30/2022	89	-	-	-	-	89
BookShark	BI0015431	11/2/2022	12/2/2022	70	-	-	-	-	70
BookShark	BI0015432	11/2/2022	12/2/2022	140	-	-	-	-	140
Braille Abilities, LLC	4033	11/3/2022	12/3/2022	719	-	-	-	-	719
Break the Barriers, Inc.	22-052188-01	11/2/2022	12/2/2022	328	-	-	-	-	328
Brenda Myers	22-050549-05	11/1/2022	12/1/2022	25	-	-	-	-	25
Brenda Myers	22-053536-02	11/1/2022	12/1/2022	100	-	-	-	-	100
Brenda Myers	22-060100-01	11/17/2022	12/17/2022	100	-	-	-	-	100
Brian Hammons Piano	22-057036-01	10/26/2022	11/25/2022	125	-	-	-	-	125
Brian Hammons Piano	22-057036-02	11/1/2022	12/1/2022	125	-	-	-	-	125
Brian Hammons Piano	22-057038-01	10/25/2022	11/24/2022	120	-	-	-	-	120
Brian Hammons Piano	22-057039-01	10/25/2022	11/24/2022	120	-	-	-	-	120
Brian Hammons Piano	22-057732-01	10/28/2022	11/27/2022	160	-	-	-	-	160
Brian Hammons Piano	22-057732-02	11/1/2022	12/1/2022	160	-	-	-	-	160
Brian Hammons Piano	22-057738-01	11/1/2022	12/1/2022	160	-	-	-	-	160
Brian Hammons Piano	22-058321-01	11/1/2022	12/1/2022	160	-	-	-	-	160
Brian Hammons Piano	22-058388-01	11/1/2022	12/1/2022	160	-	-	-	-	160
Brittany Guirell	22-058874-01	11/2/2022	12/2/2022	720	-	-	-	-	720
Brittany Guirell	22-060368-01	11/8/2022	12/8/2022	180	-	-	-	-	180
Bungalow Lane ALC	22-047167-02	11/7/2022	12/7/2022	200	-	-	-	-	200
Bungalow Lane ALC	22-047168-02	11/7/2022	12/7/2022	200	-	-	-	-	200
Bungalow Lane ALC	22-047169-02	11/7/2022	12/7/2022	200	-	-	-	-	200
C'est La Vie Arts	22-053194-03	11/10/2022	12/10/2022	140	-	-	-	-	140
Carissa Jansson	22-051670-01	11/13/2022	12/13/2022	60	-	-	-	-	60
Carissa Jansson	22-051673-01	11/13/2022	12/13/2022	60	-	-	-	-	60
Casidy Buller	BULL110422	11/14/2022	11/14/2022	148	-	-	-	-	148
Central California Gymnastics Institute - CCGI	22-036571-03	10/22/2022	11/21/2022	80	-	-	-	-	80
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

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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
Christine L Beltz	22-031231-01	11/13/2022	12/13/2022	400	-	-	-	-	400
Christine L Beltz	22-031232-01	11/13/2022	12/13/2022	400	-	-	-	-	400
Christine L Beltz	22-031921-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine L Beltz	22-031922-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine L Beltz	22-032312-01	11/13/2022	12/13/2022	400	-	-	-	-	400
Christine L Beltz	22-036533-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine L Beltz	22-037047-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine L Beltz	22-037051-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine L Beltz	22-037335-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine L Beltz	22-037370-01	11/13/2022	12/13/2022	80	-	-	-	-	80
Christine L Beltz	22-037371-01	11/13/2022	12/13/2022	80	-	-	-	-	80
Christine L Beltz	22-037373-01	11/13/2022	12/13/2022	80	-	-	-	-	80
Christine L Beltz	22-037375-01	11/13/2022	12/13/2022	80	-	-	-	-	80
Christine L Beltz	22-044941-01	11/13/2022	12/13/2022	100	-	-	-	-	100
Christine L Beltz	22-044942-01	11/13/2022	12/13/2022	100	-	-	-	-	100
Christine L Beltz	22-044944-01	11/13/2022	12/13/2022	100	-	-	-	-	100
Christine L Beltz	22-051705-01	11/13/2022	12/13/2022	40	-	-	-	-	40
Christine L Beltz	22-051705-02	11/13/2022	12/13/2022	40	-	-	-	-	40
Christine L Beltz	22-051705-03	11/13/2022	12/13/2022	40	-	-	-	-	40
Christine L Beltz	22-056939-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine L Beltz	22-057513-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Christine L Beltz	22-057514-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Christine L Beltz	22-058107-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine L Beltz	22-058109-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christine L Beltz	22-058110-01	11/13/2022	12/13/2022	250	-	-	-	-	250
Christy White Inc	18571	11/10/2022	12/10/2022	4,441	-	-	-	-	4,441
Clovis Crossfire	22-050637-01	10/25/2022	11/24/2022	195	-	-	-	-	195

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Coastline Academy	22-048763-01	10/19/2022	11/18/2022	60	-	-	-	-	60
Colleen Snyder	22-040833-02	11/6/2022	12/6/2022	120	-	-	-	-	120
Colleen Snyder	22-049429-02	11/6/2022	12/6/2022	30	-	-	-	-	30
Colleen Snyder	22-054002-01	11/6/2022	12/6/2022	180	-	-	-	-	180
Colleen Snyder	22-054002-02	11/6/2022	12/6/2022	180	-	-	-	-	180
Colleen Snyder	22-054003-01	11/6/2022	12/6/2022	240	-	-	-	-	240
Colleen Snyder	22-054003-02	11/6/2022	12/6/2022	240	-	-	-	-	240
Colleen Snyder	22-059377-01	11/6/2022	12/6/2022	120	-	-	-	-	120
Colleen Snyder	22-059618-01	11/6/2022	12/6/2022	30	-	-	-	-	30
Colleen Snyder	22-059620-01	11/6/2022	12/6/2022	45	-	-	-	-	45
Core Philosophy	22-044194-02	11/2/2022	12/2/2022	240	-	-	-	-	240
Core Philosophy	22-044201-02	11/2/2022	12/2/2022	145	-	-	-	-	145
Core Philosophy	22-056794-01	11/2/2022	12/2/2022	145	-	-	-	-	145
Core Philosophy	22-056800-01	11/2/2022	12/2/2022	240	-	-	-	-	240
Cullinan Education Center, Inc.	22-061050-01	11/15/2022	12/15/2022	260	-	-	-	-	260
Dance Arts	22-047133-02	11/15/2022	12/15/2022	55	-	-	-	-	55
Dance Arts	22-053396-01	11/15/2022	12/15/2022	55	-	-	-	-	55
Dance Arts	22-055994-01	10/28/2022	11/27/2022	55	-	-	-	-	55
Dance Arts	22-056884-01	10/28/2022	11/27/2022	55	-	-	-	-	55
Dance Arts	22-057099-01	11/15/2022	12/15/2022	70	-	-	-	-	70
Dance Arts	22-057100-01	11/15/2022	12/15/2022	20	-	-	-	-	20
Dance Arts	22-058158-01	11/15/2022	12/15/2022	55	-	-	-	-	55
Dance Arts	22-058674-01	11/15/2022	12/15/2022	55	-	-	-	-	55
Dance Arts	22-058808-01	11/15/2022	12/15/2022	70	-	-	-	-	70
Dance Arts	22-059369-01	11/15/2022	12/15/2022	55	-	-	-	-	55
Dance Arts	22-059826-01	11/15/2022	12/15/2022	70	-	-	-	-	70
Denise Nicholes	22-056075-01	11/1/2022	12/1/2022	100	-	-	-	-	100
Discount School Supply	P41724320101	10/18/2022	11/17/2022	109	-	-	-	-	109
Dustin Arth	22-055907-01	11/4/2022	12/4/2022	150	-	-	-	-	150
Dustin Arth	22-055908-01	11/4/2022	12/4/2022	150	-	-	-	-	150
E-Therapy, LLC	27824	10/31/2022	11/30/2022	4,345	-	-	-	-	4,345
Elite Dance Academy	22-039752-01	10/18/2022	11/17/2022	65	-	-	-	-	65
Erilynn Christiansen	22-035864-02	10/27/2022	11/26/2022	100	-	-	-	-	100
Erilynn Christiansen	22-035865-02	10/27/2022	11/26/2022	100	-	-	-	-	100
Erilynn Christiansen	22-035866-02	10/27/2022	11/26/2022	100	-	-	-	-	100
Erilynn Christiansen	22-059894-01	11/19/2022	12/19/2022	100	-	-	-	-	100
Erilynn Christiansen	22-059895-01	11/19/2022	12/19/2022	100	-	-	-	-	100
Erilynn Christiansen	22-059896-01	11/19/2022	12/19/2022	100	-	-	-	-	100
Esther Igboerika	IGBO082222	8/22/2022	8/22/2022	156	-	-	-	-	156
Evan-Moor	INV357553	10/21/2022	11/20/2022	100	-	-	-	-	100

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Evan-Moor	INV358833	11/11/2022	12/11/2022	16	-	-	-	-	16
Fresno Jr Hockey Club	22-055924-01	11/10/2022	12/10/2022	50	-	-	-	-	50
Fresno Music Academy & Arts	22-047826-01	10/31/2022	11/30/2022	144	-	-	-	-	144
Fresno Music Academy & Arts	22-048305-01	10/31/2022	11/30/2022	144	-	-	-	-	144
Fresno Music Academy & Arts	22-048307-01	10/31/2022	11/30/2022	144	-	-	-	-	144
Fresno Music Academy & Arts	22-058046-01	10/31/2022	11/30/2022	144	-	-	-	-	144
Fresno Music Academy & Arts	22-058047-01	10/31/2022	11/30/2022	144	-	-	-	-	144
Fresno Music Academy & Arts	22-058048-01	10/31/2022	11/30/2022	144	-	-	-	-	144
Fresno School of Music	22-052094-01	11/9/2022	12/9/2022	112	-	-	-	-	112
Fresno School of Music	22-056662-01	11/9/2022	12/9/2022	112	-	-	-	-	112
Gateway Ice Center	22-034801-01	10/18/2022	11/17/2022	160	-	-	-	-	160
Gateway Ice Center	22-058332-01	11/2/2022	12/2/2022	180	-	-	-	-	180
Generation Genius, Inc	GG160305	11/3/2022	12/3/2022	175	-	-	-	-	175
Generation Genius, Inc	GG161901	11/11/2022	12/11/2022	175	-	-	-	-	175
Generation Genius, Inc	GG162528	11/15/2022	12/15/2022	125	-	-	-	-	125
GIGIL, LLC	MRA1020PO16	10/25/2022	11/25/2022	244	-	-	-	-	244
GL Kenpo	22-054554-01	11/4/2022	12/4/2022	410	-	-	-	-	410
GL Kenpo	22-054555-01	11/4/2022	12/4/2022	410	-	-	-	-	410
GL Kenpo	22-059211-01	11/4/2022	12/4/2022	410	-	-	-	-	410
GL Kenpo	22-059888-01	11/4/2022	12/4/2022	410	-	-	-	-	410
Good Dirt Pottery Studio	22-058694-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-058696-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-058698-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Good Dirt Pottery Studio	22-058700-01	11/17/2022	12/17/2022	179	-	-	-	-	179
Goodfellow Occupational Therapy, Inc.	2667	11/10/2022	12/5/2022	1,740	-	-	-	-	1,740
Grace Note Music Studio	22-046213-02	10/20/2022	11/19/2022	200	-	-	-	-	200
Grace Note Music Studio	22-046213-03	11/8/2022	12/8/2022	250	-	-	-	-	250
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	22-049267-03	11/8/2022	12/8/2022	160	-	-	-	-	160
Grace Note Music Studio	22-049269-02	10/20/2022	11/19/2022	160	-	-	-	-	160
Grace Note Music Studio	22-049269-03	11/8/2022	12/8/2022	160	-	-	-	-	160
Grace Note Music Studio	22-049271-02	10/20/2022	11/19/2022	160	-	-	-	-	160
Grace Note Music Studio	22-049271-03	11/8/2022	12/8/2022	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



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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
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	-	-	-	-	240
Grace Note Music Studio	22-057090-01	11/8/2022	12/8/2022	120	-	-	-	-	120
Grace Note Music Studio	22-057095-01	10/20/2022	11/19/2022	40	-	-	-	-	40
Grace Note Music Studio	22-057096-01	11/8/2022	12/8/2022	40	-	-	-	-	40
Grace Note Music Studio	22-057098-01	11/8/2022	12/8/2022	40	-	-	-	-	40
Grace Note Music Studio	22-057808-01	11/8/2022	12/8/2022	80	-	-	-	-	80
Grace Note Music Studio	22-058135-01	11/8/2022	12/8/2022	80	-	-	-	-	80
Grace Note Music Studio	22-058136-01	11/8/2022	12/8/2022	80	-	-	-	-	80
Grace Note Music Studio	22-058137-01	11/8/2022	12/8/2022	80	-	-	-	-	80
Grace Note Music Studio	22-059629-01	11/8/2022	12/8/2022	240	-	-	-	-	240
Grace Note Music Studio	22-059686-01	11/8/2022	12/8/2022	120	-	-	-	-	120
Grace Note Music Studio	22-059686-02	11/8/2022	12/8/2022	120	-	-	-	-	120
Grace Note Music Studio	22-060036-01	11/8/2022	12/8/2022	240	-	-	-	-	240
Grace Note Music Studio	22-060915-01	11/8/2022	12/8/2022	40	-	-	-	-	40
Grace Note Music Studio	22-061053-01	11/8/2022	12/8/2022	250	-	-	-	-	250
Growing Healthy Children Therapy Services, Inc.	MRA_2210	10/31/2022	11/30/2022	210	-	-	-	-	210
Guido's Martial Arts Academy	22-052052-02	11/3/2022	12/3/2022	229	-	-	-	-	229
Guido's Martial Arts Academy	22-055286-02	11/3/2022	12/3/2022	148	-	-	-	-	148
Guido's Martial Arts Academy	22-055288-02	11/3/2022	12/3/2022	148	-	-	-	-	148
Guido's Martial Arts Academy	22-057949-01	11/3/2022	12/3/2022	169	-	-	-	-	169
Guido's Martial Arts Academy	22-059952-01	11/3/2022	12/3/2022	136	-	-	-	-	136
Guido's Martial Arts Academy	22-059952-02	11/3/2022	12/3/2022	136	-	-	-	-	136
Guido's Martial Arts Academy	22-059954-01	11/3/2022	12/3/2022	136	-	-	-	-	136
Guido's Martial Arts Academy	22-059954-02	11/3/2022	12/3/2022	136	-	-	-	-	136
Guido's Martial Arts Academy	22-059957-01	11/3/2022	12/3/2022	136	-	-	-	-	136
Guido's Martial Arts Academy	22-059957-02	11/3/2022	12/3/2022	136	-	-	-	-	136
Gymnastics Beat	22-055734-01	11/18/2022	12/18/2022	140	-	-	-	-	140
Home Science Tools	000459862	11/2/2022	12/2/2022	126	-	-	-	-	126
Honest History Co	10095	10/21/2022	11/20/2022	91	-	-	-	-	91
Honest History Co	10100	11/9/2022	12/9/2022	91	-	-	-	-	91
Institute for Excellence in Writing	954089	10/19/2022	11/17/2022	38	-	-	-	-	38
Institute for Excellence in Writing	956459	11/2/2022	12/2/2022	27	-	-	-	-	27
Institute for Excellence in Writing	957340	11/9/2022	12/9/2022	207	-	-	-	-	207
Institute for Excellence in Writing	957358	11/9/2022	12/9/2022	219	-	-	-	-	219
Institute for Excellence in Writing	958785	11/21/2022	12/21/2022	27	-	-	-	-	27
Jacqueline Johnson	22-037127-01	11/4/2022	12/4/2022	97	-	-	-	-	97
Jacqueline Johnson	22-037128-01	11/4/2022	12/4/2022	97	-	-	-	-	97
Jacqueline Johnson	22-042347-01	11/4/2022	12/4/2022	97	-	-	-	-	97
Jacqueline Johnson	22-042347-02	11/4/2022	12/4/2022	97	-	-	-	-	97

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Jacqueline Johnson	22-042347-03	11/4/2022	12/4/2022	97	-	-	-	-	97
Jacqueline Johnson	22-043031-01	11/4/2022	12/4/2022	112	-	-	-	-	112
Jacqueline Johnson	22-053639-01	11/4/2022	12/4/2022	97	-	-	-	-	97
Jacqueline Johnson	22-053640-01	11/4/2022	12/4/2022	97	-	-	-	-	97
Jacqueline Johnson	22-053968-01	11/4/2022	12/4/2022	97	-	-	-	-	97
Jacqueline Johnson	22-053969-01	11/4/2022	12/4/2022	97	-	-	-	-	97
Jacqueline Johnson	22-055123-01	11/4/2022	12/4/2022	87	-	-	-	-	87
Jacqueline Johnson	22-057984-01	11/4/2022	12/4/2022	97	-	-	-	-	97
Jacqueline Johnson	22-057986-01	11/4/2022	12/4/2022	97	-	-	-	-	97
Jacqueline Johnson	22-057990-01	11/4/2022	12/4/2022	97	-	-	-	-	97
Jacqueline Johnson	22-057997-01	11/4/2022	12/4/2022	77	-	-	-	-	77
Jacqueline Johnson	22-058232-01	11/4/2022	12/4/2022	157	-	-	-	-	157
Jacqueline Johnson	22-058328-01	11/4/2022	12/4/2022	87	-	-	-	-	87
Jacqueline Johnson	22-059373-01	11/4/2022	12/4/2022	97	-	-	-	-	97
Jacqueline Johnson	22-059374-01	11/4/2022	12/4/2022	97	-	-	-	-	97
Jacqueline Johnson	22-059411-01	11/4/2022	12/4/2022	97	-	-	-	-	97
Janet Williams Group LLC	22-057873-01	11/14/2022	12/14/2022	319	-	-	-	-	319
Jazz Fresno	22-050551-02	11/1/2022	12/1/2022	140	-	-	-	-	140
Jenna Hulsey	22-054856-01	11/2/2022	12/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-055285-01	11/2/2022	12/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-055285-02	11/2/2022	12/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-056622-01	11/2/2022	12/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-058595-01	11/2/2022	12/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-058597-01	11/2/2022	12/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-058599-01	11/2/2022	12/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-059364-01	11/2/2022	12/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-059441-01	11/2/2022	12/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-059506-01	11/2/2022	12/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-059507-01	11/2/2022	12/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-059898-01	11/2/2022	12/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-059899-01	11/2/2022	12/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-059900-01	11/2/2022	12/2/2022	50	-	-	-	-	50
Jenna Hulsey	22-060033-01	11/2/2022	12/2/2022	50	-	-	-	-	50
Jessica Beal	BEAL093022	11/21/2022	12/21/2022	169	-	-	-	-	169
Jessica Knutson	22-059243-01	11/1/2022	12/1/2022	75	-	-	-	-	75
Jessica Knutson	22-059389-01	11/1/2022	12/1/2022	75	-	-	-	-	75
Jessica Knutson	22-059390-01	11/1/2022	12/1/2022	75	-	-	-	-	75
Jessica Knutson	22-059470-01	11/1/2022	12/1/2022	75	-	-	-	-	75
Jessica Knutson	22-060088-01	11/14/2022	12/14/2022	75	-	-	-	-	75
JMJ 21 Elite Basketball and MJ Soccer Club	22-060779-01	11/12/2022	12/12/2022	125	-	-	-	-	125

# Monarch River Academy

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Kathleen Atchley Tutor	22-059648-01	11/1/2022	12/1/2022	240	-	-	-	-	240
Kathleen Atchley Tutor	22-059854-01	11/1/2022	12/1/2022	200	-	-	-	-	200
Kathryn Borba	BORB110122	11/1/2022	12/1/2022	77	-	-	-	-	77
Katie Verrue	22-059387-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Katie Verrue	22-059388-01	11/8/2022	12/8/2022	150	-	-	-	-	150
Kevin Freeman	22-053555-02	11/4/2022	12/4/2022	195	-	-	-	-	195
Kevin Freeman	22-053560-03	11/4/2022	12/4/2022	65	-	-	-	-	65
Kids Club Spanish School LLC	22-033356-01	10/28/2022	11/27/2022	180	-	-	-	-	180
Kids Club Spanish School LLC	22-035472-01	10/28/2022	11/27/2022	180	-	-	-	-	180
Kids Club Spanish School LLC	22-035496-01	10/28/2022	11/27/2022	180	-	-	-	-	180
Kids Club Spanish School LLC	22-035533-01	10/28/2022	11/27/2022	180	-	-	-	-	180
Kids Club Spanish School LLC	22-035821-01	10/28/2022	11/27/2022	180	-	-	-	-	180
Kids Club Spanish School LLC	22-052605-01	10/28/2022	11/27/2022	180	-	-	-	-	180
Kids Edition	22-053395-01	11/1/2022	12/1/2022	70	-	-	-	-	70
Kids Edition	22-056348-01	10/24/2022	11/23/2022	75	-	-	-	-	75
Kids Edition	22-056351-01	10/24/2022	11/23/2022	70	-	-	-	-	70
Kids Edition	22-057451-01	11/1/2022	12/1/2022	70	-	-	-	-	70
Kids Edition	22-057455-01	11/1/2022	12/1/2022	75	-	-	-	-	75
Kimberly Schapansky	22-055634-02	11/8/2022	12/8/2022	105	-	-	-	-	105
Kimberly Schapansky	22-055635-02	11/8/2022	12/8/2022	105	-	-	-	-	105
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	633	10/15/2022	11/29/2022	2,276	-	-	-	-	2,276
KiwiCo, Inc	690	10/31/2022	12/15/2022	292	-	-	-	-	292
Lakeshore	472029102722	10/27/2022	11/26/2022	4	-	-	-	-	4
Lakeshore	472030102722	10/27/2022	11/26/2022	4	-	-	-	-	4
Lakeshore	628975102522	10/25/2022	11/24/2022	397	-	-	-	-	397
Lakeshore	668587110222	11/2/2022	12/2/2022	357	-	-	-	-	357
Law Offices of Young, Minney & Corr LLP	1729	11/8/2022	12/8/2022	611	-	-	-	-	611
Learning Without Tears	INV163821	11/7/2022	12/7/2022	34	-	-	-	-	34
LEGO Education	1190524994	10/5/2022	12/4/2022	328	-	-	-	-	328
Lighthouse Therapy LLC	810	10/6/2022	11/20/2022	22,755	-	-	-	-	22,755
Lindsay Hughes	HUGH111522	11/15/2022	11/15/2022	73	-	-	-	-	73
Little Passports	IN-0000994112	10/28/2022	11/27/2022	182	-	-	-	-	182
Little Passports	IN-0000994113	10/28/2022	11/27/2022	182	-	-	-	-	182
Logic of English	SI-165265	10/31/2022	11/30/2022	231	-	-	-	-	231
Lori Pope	22-057889-01	11/8/2022	12/8/2022	110	-	-	-	-	110
Lori Pope	22-057892-01	11/8/2022	12/8/2022	110	-	-	-	-	110
Lori Pope	22-057893-01	11/8/2022	12/8/2022	110	-	-	-	-	110

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Madella Stables LLC	22-053537-01	10/24/2022	11/23/2022	55	-	-	-	-	55
Madella Stables LLC	22-055973-01	10/26/2022	11/25/2022	55	-	-	-	-	55
Madella Stables LLC	22-055974-01	11/17/2022	12/17/2022	165	-	-	-	-	165
Maria Lazo	22-059414-01	11/6/2022	12/6/2022	260	-	-	-	-	260
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
Math-U-See Inc.	0802003-IN	11/2/2022	1/1/2023	67	-	-	-	-	67
Math-U-See Inc.	0803339-IN	11/14/2022	1/13/2023	129	-	-	-	-	129
Math-U-See Inc.	0803340-IN	11/14/2022	1/13/2023	129	-	-	-	-	129
Maureen M. Solomon	22-051624-01	11/18/2022	12/18/2022	48	-	-	-	-	48
Maureen M. Solomon	22-051624-02	11/18/2022	12/18/2022	24	-	-	-	-	24
Maureen M. Solomon	22-051626-01	11/18/2022	12/18/2022	72	-	-	-	-	72
Maureen M. Solomon	22-060759-01	11/18/2022	12/18/2022	80	-	-	-	-	80
Maureen M. Solomon	22-060761-01	11/18/2022	12/18/2022	80	-	-	-	-	80
McColgan & Associates Inc	4770	11/10/2022	11/10/2022	1,698	-	-	-	-	1,698
Melanie Sweet	22-052213-02	11/1/2022	12/1/2022	160	-	-	-	-	160
Melanie Sweet	22-052215-02	11/1/2022	12/1/2022	160	-	-	-	-	160
Melissa Ens	22-057402-01	10/26/2022	11/25/2022	1,012	-	-	-	-	1,012
Michele Lafferre	22-060933-01	11/11/2022	12/11/2022	175	-	-	-	-	175
Michele Lafferre	22-060935-01	11/11/2022	12/11/2022	100	-	-	-	-	100
Michele Lafferre	22-061095-01	11/11/2022	12/11/2022	280	-	-	-	-	280
Michele Lafferre	22-061096-01	11/11/2022	12/11/2022	160	-	-	-	-	160
Michele Lafferre	22-061508-01	11/15/2022	12/15/2022	35	-	-	-	-	35
Michele Lafferre	22-061508-02	11/15/2022	12/15/2022	35	-	-	-	-	35
Michele Lafferre	22-061508-03	11/21/2022	12/21/2022	35	-	-	-	-	35
Michele Lafferre	22-061508-04	11/21/2022	12/21/2022	35	-	-	-	-	35
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	2238727	11/3/2022	12/3/2022	1,472	-	-	-	-	1,472
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
Molly C. Oliver	22-058121-01	11/2/2022	12/2/2022	180	-	-	-	-	180
Molly C. Oliver	22-058122-01	11/2/2022	12/2/2022	180	-	-	-	-	180
Moving Beyond the Page	274710	10/20/2022	11/19/2022	23	-	-	-	-	23
Moving Beyond the Page	274765	10/24/2022	11/23/2022	66	-	-	-	-	66
Moving Beyond the Page	274981	11/3/2022	12/3/2022	146	-	-	-	-	146
Moving Beyond the Page	275191	11/16/2022	12/16/2022	325	-	-	-	-	325
Mr. D Math	1543	10/18/2022	11/17/2022	394	-	-	-	-	394
Mr. D Math	1556	11/5/2022	12/5/2022	197	-	-	-	-	197
Nayoung Ryoo	22-059066-01	11/1/2022	12/1/2022	140	-	-	-	-	140

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Nayoung Ryoo	22-059067-01	11/1/2022	12/1/2022	140	-	-	-	-	140
Nayoung Ryoo	22-059068-01	11/1/2022	12/1/2022	140	-	-	-	-	140
Nayoung Ryoo	22-059492-01	11/1/2022	12/1/2022	140	-	-	-	-	140
Nayoung Ryoo	22-059636-01	11/1/2022	12/1/2022	140	-	-	-	-	140
Nayoung Ryoo	22-059637-01	11/1/2022	12/1/2022	140	-	-	-	-	140
Nayoung Ryoo	22-059638-01	11/1/2022	12/1/2022	140	-	-	-	-	140
Neil Boyer	22-057941-01	11/1/2022	12/1/2022	160	-	-	-	-	160
Neil Boyer	22-058950-01	11/1/2022	12/1/2022	80	-	-	-	-	80
Neil Boyer	22-060236-01	11/3/2022	12/3/2022	120	-	-	-	-	120
Neil Boyer	22-060237-01	11/3/2022	12/3/2022	120	-	-	-	-	120
Neil Boyer	22-060239-01	11/3/2022	12/3/2022	138	-	-	-	-	138
Nessy Learning LLC	NESUS4869	10/20/2022	11/19/2022	110	-	-	-	-	110
Nessy Learning LLC	NESUS4926	11/17/2022	12/17/2022	110	-	-	-	-	110
Nicole Medeiros	22-046369-02	10/26/2022	11/25/2022	55	-	-	-	-	55
Nicole Medeiros	22-046372-02	10/26/2022	11/25/2022	55	-	-	-	-	55
Nicole Medeiros	22-046376-02	10/26/2022	11/25/2022	55	-	-	-	-	55
Nicole Medeiros	22-053669-01	10/26/2022	11/25/2022	225	-	-	-	-	225
Nicole Medeiros	22-054693-01	10/26/2022	11/25/2022	85	-	-	-	-	85
Nicole Medeiros	22-054694-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Nicole Medeiros	22-054698-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Nicole Medeiros	22-054998-01	10/26/2022	11/25/2022	250	-	-	-	-	250
Nicole Medeiros	22-054999-01	10/26/2022	11/25/2022	250	-	-	-	-	250
Nicole Medeiros	22-055009-01	10/26/2022	11/25/2022	250	-	-	-	-	250
Nicole Medeiros	22-057640-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Nicole Medeiros	22-057641-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Nicole the Math Lady, LLC	5669	11/6/2022	12/6/2022	79	-	-	-	-	79
Nicole the Math Lady, LLC	5670	11/6/2022	12/6/2022	99	-	-	-	-	99
Nicole the Math Lady, LLC	5691	11/12/2022	12/12/2022	79	-	-	-	-	79
Nicole the Math Lady, LLC	5717	11/19/2022	12/19/2022	59	-	-	-	-	59
Ocean First Education	2022-2219	11/15/2022	12/15/2022	20	-	-	-	-	20
Olga Shabanov	22-051759-01	11/2/2022	12/2/2022	112	-	-	-	-	112
Olga Shabanov	22-054732-01	11/2/2022	12/2/2022	100	-	-	-	-	100
Olga Shabanov	22-054736-01	11/2/2022	12/2/2022	100	-	-	-	-	100
Olga Shabanov	22-054738-01	11/2/2022	12/2/2022	100	-	-	-	-	100
Olga Shabanov	22-054739-01	11/2/2022	12/2/2022	100	-	-	-	-	100
Olga Shabanov	22-059061-01	11/2/2022	12/2/2022	100	-	-	-	-	100
Olga Shabanov	22-059063-01	11/2/2022	12/2/2022	100	-	-	-	-	100
Olga Shabanov	22-059064-01	11/2/2022	12/2/2022	100	-	-	-	-	100
Olga Shabanov	22-059065-01	11/2/2022	12/2/2022	100	-	-	-	-	100
Outschool, Inc.	12345707848	10/17/2022	11/16/2022	26	-	-	-	-	26

# Monarch River Academy

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Otschool, Inc.	12345707849	10/17/2022	11/16/2022	11	-	-	-	-	11
Otschool, Inc.	12345707850	10/17/2022	11/16/2022	11	-	-	-	-	11
Otschool, Inc.	12345708067	10/24/2022	11/23/2022	88	-	-	-	-	88
Otschool, Inc.	12345708068	10/24/2022	11/23/2022	24	-	-	-	-	24
Otschool, Inc.	12345708069	10/24/2022	11/23/2022	60	-	-	-	-	60
Otschool, Inc.	12345708070	10/24/2022	11/23/2022	60	-	-	-	-	60
Otschool, Inc.	12345708245	10/31/2022	11/30/2022	64	-	-	-	-	64
Otschool, Inc.	12345708360	11/3/2022	12/3/2022	22	-	-	-	-	22
Pacific Martial Arts	22-038848-03	11/1/2022	12/1/2022	150	-	-	-	-	150
Pacific Martial Arts	22-038853-03	11/1/2022	12/1/2022	150	-	-	-	-	150
Pacific Martial Arts	22-055897-01	11/1/2022	12/1/2022	150	-	-	-	-	150
Pacific Martial Arts	22-055898-01	11/1/2022	12/1/2022	150	-	-	-	-	150
Pacific Martial Arts	22-059795-01	11/1/2022	12/1/2022	150	-	-	-	-	150
Pacific Martial Arts	22-059839-01	11/1/2022	12/1/2022	150	-	-	-	-	150
Pacific Martial Arts	22-059841-01	11/1/2022	12/1/2022	150	-	-	-	-	150
Pacific Martial Arts	22-059842-01	11/1/2022	12/1/2022	150	-	-	-	-	150
Pacific Martial Arts	22-059843-01	11/1/2022	12/1/2022	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	22-047579-02	11/1/2022	12/1/2022	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	22-052472-02	11/1/2022	12/1/2022	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	22-053806-02	11/1/2022	12/1/2022	122	-	-	-	-	122
Playground Training Academy, LLC	22-053808-01	10/18/2022	11/17/2022	122	-	-	-	-	122
Playground Training Academy, LLC	22-053808-02	11/1/2022	12/1/2022	122	-	-	-	-	122
Playground Training Academy, LLC	22-053811-01	10/18/2022	11/17/2022	122	-	-	-	-	122
Playground Training Academy, LLC	22-053811-02	11/1/2022	12/1/2022	122	-	-	-	-	122
Playground Training Academy, LLC	22-054074-01	10/18/2022	11/17/2022	85	-	-	-	-	85

# Monarch River Academy

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Playground Training Academy, LLC	22-054074-02	11/1/2022	12/1/2022	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	22-055775-01	11/1/2022	12/1/2022	110	-	-	-	-	110
Playground Training Academy, LLC	22-055777-01	10/31/2022	11/30/2022	40	-	-	-	-	40
Playground Training Academy, LLC	22-055777-02	11/1/2022	12/1/2022	120	-	-	-	-	120
Playground Training Academy, LLC	22-055902-01	10/19/2022	11/18/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-055902-02	11/1/2022	12/1/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-057093-01	11/1/2022	12/1/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-057097-01	11/1/2022	12/1/2022	110	-	-	-	-	110
Playground Training Academy, LLC	22-057847-01	11/1/2022	12/1/2022	99	-	-	-	-	99
Playground Training Academy, LLC	22-057848-01	11/1/2022	12/1/2022	99	-	-	-	-	99
Playground Training Academy, LLC	22-058415-01	11/1/2022	12/1/2022	110	-	-	-	-	110
Playground Training Academy, LLC	22-059001-01	11/1/2022	12/1/2022	140	-	-	-	-	140
Playground Training Academy, LLC	22-059185-01	11/1/2022	12/1/2022	140	-	-	-	-	140
Playground Training Academy, LLC	22-059287-01	11/1/2022	12/1/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-059289-01	11/1/2022	12/1/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-059291-01	11/1/2022	12/1/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-059437-01	11/1/2022	12/1/2022	85	-	-	-	-	85
Playground Training Academy, LLC	22-059467-01	11/1/2022	12/1/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-059469-01	11/1/2022	12/1/2022	77	-	-	-	-	77
Playground Training Academy, LLC	22-060931-01	11/9/2022	12/9/2022	77	-	-	-	-	77
PRN Nursing Consultants LLC	222266	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222295	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222300	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222435	11/15/2022	12/15/2022	235	-	-	-	-	235
PRN Nursing Consultants LLC	222476	11/15/2022	12/15/2022	235	-	-	-	-	235
Progression Gymnastics LLC	22-058132-01	10/27/2022	11/26/2022	75	-	-	-	-	75
Progression Gymnastics LLC	22-058133-01	10/27/2022	11/26/2022	75	-	-	-	-	75
Progression Gymnastics LLC	22-058134-01	10/27/2022	11/26/2022	75	-	-	-	-	75
Project Learn LLC	22-032163-03	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-042043-02	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-043914-02	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-049502-02	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-050909-02	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-054484-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-054485-01	11/1/2022	12/1/2022	300	-	-	-	-	300

# Monarch River Academy

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Project Learn LLC	22-054643-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-054818-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-055422-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-055449-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-055450-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-055623-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-055750-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-055910-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-056052-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-056112-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-056119-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-056182-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-056239-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-056244-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-056264-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-056298-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-056328-01	11/16/2022	12/16/2022	300	-	-	-	-	300
Project Learn LLC	22-056452-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-056679-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-056699-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-056701-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-056860-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-056905-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057112-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057113-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057115-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057135-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057136-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057363-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057471-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057495-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057496-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057582-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057583-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057623-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057624-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057629-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057695-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057696-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057737-01	11/1/2022	12/1/2022	300	-	-	-	-	300



# Monarch River Academy

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Project Learn LLC	22-057759-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057872-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057903-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-057904-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-058201-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-058336-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-058368-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-058439-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-058472-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-058473-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-058523-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-058628-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-058691-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-058856-01	11/4/2022	12/4/2022	300	-	-	-	-	300
Project Learn LLC	22-058857-01	11/4/2022	12/4/2022	300	-	-	-	-	300
Project Learn LLC	22-059017-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-059431-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-059782-01	11/1/2022	12/1/2022	300	-	-	-	-	300
Project Learn LLC	22-060966-01	11/10/2022	12/10/2022	300	-	-	-	-	300
Project Learn LLC	122-033823-03	11/1/2022	12/1/2022	300	-	-	-	-	300
Rainbow Resource Center	3904669	10/24/2022	11/23/2022	270	-	-	-	-	270
Rainbow Resource Center	3906008	10/26/2022	11/25/2022	126	-	-	-	-	126
Rainbow Resource Center	3907280	10/27/2022	11/26/2022	38	-	-	-	-	38
Rainbow Resource Center	3910076	11/2/2022	12/2/2022	139	-	-	-	-	139
Rainbow Resource Center	3911409	11/3/2022	12/3/2022	104	-	-	-	-	104
Rainbow Resource Center	3913019	11/7/2022	12/7/2022	105	-	-	-	-	105
Rainbow Resource Center	3913492	11/8/2022	12/8/2022	159	-	-	-	-	159
Rainbow Resource Center	3916591	11/10/2022	12/10/2022	139	-	-	-	-	139
Rainbow Resource Center	3917728	11/11/2022	12/11/2022	68	-	-	-	-	68
Rainbow Resource Center	3919560	11/15/2022	12/15/2022	26	-	-	-	-	26
Rainbow Resource Center	3920997	11/15/2022	12/15/2022	15	-	-	-	-	15
Rainbow Resource Center	3920998	11/15/2022	12/15/2022	15	-	-	-	-	15
Rainbow Resource Center	3920999	11/15/2022	12/15/2022	15	-	-	-	-	15
Rainbow Resource Center	3922090	11/17/2022	12/17/2022	78	-	-	-	-	78
Rainbow Resource Center	3922569	11/17/2022	12/17/2022	194	-	-	-	-	194
Rainbow Resource Center	3923060	11/18/2022	12/18/2022	49	-	-	-	-	49
Rebecca Balakian	22-031097-01	10/28/2022	11/27/2022	220	-	-	-	-	220
Rebecca Balakian	22-031099-01	10/28/2022	11/27/2022	220	-	-	-	-	220
Rebecca Balakian	22-031946-02	10/28/2022	11/27/2022	110	-	-	-	-	110
Rebecca Balakian	22-033562-01	10/28/2022	11/27/2022	110	-	-	-	-	110

# Monarch River Academy

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Rebecca Balakian	22-041376-01	10/28/2022	11/27/2022	83	-	-	-	-	83
Rebecca Balakian	22-041376-02	11/19/2022	12/19/2022	138	-	-	-	-	138
Rebecca Balakian	22-041380-01	10/28/2022	11/27/2022	83	-	-	-	-	83
Rebecca Balakian	22-041380-02	11/19/2022	12/19/2022	138	-	-	-	-	138
Rebecca Balakian	22-041386-01	10/28/2022	11/27/2022	83	-	-	-	-	83
Rebecca Balakian	22-041386-02	11/19/2022	12/19/2022	138	-	-	-	-	138
Rebecca Balakian	22-042360-01	10/28/2022	11/27/2022	110	-	-	-	-	110
Rebecca Balakian	22-042367-01	10/28/2022	11/27/2022	110	-	-	-	-	110
Rebecca Balakian	22-042388-01	10/28/2022	11/27/2022	110	-	-	-	-	110
Rebecca Balakian	22-044342-01	10/28/2022	11/27/2022	110	-	-	-	-	110
Rebecca Balakian	22-049884-01	10/28/2022	11/27/2022	110	-	-	-	-	110
Rebecca Balakian	22-050696-01	10/28/2022	11/27/2022	83	-	-	-	-	83
Rebecca Balakian	22-050696-02	11/19/2022	12/19/2022	110	-	-	-	-	110
Rebecca Balakian	22-054212-01	11/19/2022	12/19/2022	55	-	-	-	-	55
Rebecca Balakian	22-054249-01	11/19/2022	12/19/2022	110	-	-	-	-	110
Rebecca Balakian	22-054250-01	11/19/2022	12/19/2022	110	-	-	-	-	110
Rebecca Balakian	22-054252-01	11/19/2022	12/19/2022	110	-	-	-	-	110
Rebecca Balakian	22-054685-01	11/19/2022	12/19/2022	110	-	-	-	-	110
Rebecca Balakian	22-056015-01	11/19/2022	12/19/2022	110	-	-	-	-	110
Reliant Investments, Inc	22-041698-02	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-041703-02	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-043131-02	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-044043-02	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-044051-02	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-045241-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-046645-02	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-046921-01	10/26/2022	11/25/2022	190	-	-	-	-	190
Reliant Investments, Inc	22-049023-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-049025-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-049029-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-050008-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-050972-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-052102-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-052128-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-052128-02	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-052741-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-052742-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-053634-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-053635-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-053796-01	10/26/2022	11/25/2022	325	-	-	-	-	325

# Monarch River Academy

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For the period ended November 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
Reliant Investments, Inc	22-053936-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-053937-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-053950-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-053988-01	10/26/2022	11/25/2022	190	-	-	-	-	190
Reliant Investments, Inc	22-053989-01	10/26/2022	11/25/2022	190	-	-	-	-	190
Reliant Investments, Inc	22-054036-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-054267-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-054304-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-054311-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-054312-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-054313-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-054314-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-054315-01	10/26/2022	11/25/2022	325	-	-	-	-	325
Reliant Investments, Inc	22-054365-01	10/26/2022	11/25/2022	325	-	-	-	-	325
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	22-046157-01	10/31/2022	11/30/2022	20	-	-	-	-	20
Rhonda J Cemo	22-046172-02	10/31/2022	11/30/2022	80	-	-	-	-	80
Rhonda J Cemo	22-054883-01	10/31/2022	11/30/2022	80	-	-	-	-	80
Rhonda J Cemo	22-055296-01	10/31/2022	11/30/2022	80	-	-	-	-	80
Rhonda J Cemo	22-055298-01	10/31/2022	11/30/2022	60	-	-	-	-	60
Rhonda J Cemo	22-056525-01	11/17/2022	12/17/2022	80	-	-	-	-	80
Rhonda J Cemo	22-059436-01	11/17/2022	12/17/2022	60	-	-	-	-	60
Rhonda J Cemo	22-059439-01	11/17/2022	12/17/2022	60	-	-	-	-	60
Rich Oliver Racing, Inc.	22-040639-01	11/7/2022	12/7/2022	389	-	-	-	-	389
Robert Melendez	2247	11/4/2022	12/4/2022	120	-	-	-	-	120
Robert Melendez	2250	11/5/2022	12/5/2022	120	-	-	-	-	120
Robert Melendez	2254	11/5/2022	12/5/2022	120	-	-	-	-	120
Rojeski Student Support	22-057373-01	10/31/2022	11/30/2022	70	-	-	-	-	70
Run Fierce Cencal Kids	22-047507-01	11/16/2022	12/16/2022	100	-	-	-	-	100
Run Fierce Cencal Kids	22-054566-01	11/16/2022	12/16/2022	150	-	-	-	-	150
Sara Riley	RILE111522	11/15/2022	11/15/2022	40	-	-	-	-	40
Sara Riley	RILE111522-01	11/15/2022	11/15/2022	68	-	-	-	-	68
Shiela Skibbie	SKIB103022	10/30/2022	10/30/2022	71	-	-	-	-	71
Shirley Winters Ballet	22-048765-02	11/1/2022	12/1/2022	64	-	-	-	-	64
Shirley Winters Ballet	22-049088-02	11/1/2022	12/1/2022	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
Shirley Winters Ballet	22-057701-01	11/1/2022	12/1/2022	400	-	-	-	-	400

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For the period ended November 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	22-057702-01	11/1/2022	12/1/2022	253	-	-	-	-	253
Shirley Winters Ballet	22-058072-01	11/1/2022	12/1/2022	64	-	-	-	-	64
Silicon Valley High School Inc	50-7334	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc	50-7335	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc	50-7336	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc	50-7337	11/14/2022	11/14/2022	250	-	-	-	-	250
Silicon Valley High School Inc	50-7338	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc	50-7339	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc	50-7340	11/14/2022	11/14/2022	250	-	-	-	-	250
Silicon Valley High School Inc	50-7341	11/14/2022	11/14/2022	375	-	-	-	-	375
Silicon Valley High School Inc	50-7342	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc	50-7343	11/14/2022	11/14/2022	375	-	-	-	-	375
Silicon Valley High School Inc	50-7344	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc	50-7345	11/14/2022	11/14/2022	500	-	-	-	-	500
Silicon Valley High School Inc	50-7346	11/14/2022	11/14/2022	500	-	-	-	-	500
Silicon Valley High School Inc	50-7347	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc	50-7348	11/14/2022	11/14/2022	250	-	-	-	-	250
Silicon Valley High School Inc	50-7349	11/14/2022	11/14/2022	250	-	-	-	-	250
Silicon Valley High School Inc	50-7350	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc	50-7351	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc	50-7352	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc	50-7353	11/14/2022	11/14/2022	250	-	-	-	-	250
Silicon Valley High School Inc	50-7354	11/14/2022	11/14/2022	125	-	-	-	-	125
Silicon Valley High School Inc	50-7356	11/14/2022	11/14/2022	125	-	-	-	-	125
Singapore Math, Inc.	5241495c	10/25/2022	11/24/2022	(183)	-	-	-	-	(183)
Steinway Piano Gallery Of Fresno	22-051514-02	11/1/2022	12/1/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-051515-02	11/1/2022	12/1/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-052834-01	11/1/2022	12/1/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-052836-02	11/1/2022	12/1/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-054846-01	11/1/2022	12/1/2022	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-058695-01	11/18/2022	12/18/2022	280	-	-	-	-	280
Steinway Piano Gallery Of Fresno	22-058697-01	11/18/2022	12/18/2022	280	-	-	-	-	280
Steinway Piano Gallery Of Fresno	22-058699-01	11/18/2022	12/18/2022	280	-	-	-	-	280
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
Studies Weekly	465036	10/28/2022	11/25/2022	65	-	-	-	-	65
Studies Weekly	465037	10/28/2022	11/25/2022	64	-	-	-	-	64
Studies Weekly	465038	10/28/2022	11/25/2022	32	-	-	-	-	32

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Studies Weekly	465039	10/28/2022	11/25/2022	32	-	-	-	-	32
Studies Weekly	465040	10/28/2022	11/25/2022	33	-	-	-	-	33
Studies Weekly	466702	11/18/2022	12/11/2022	33	-	-	-	-	33
Studies Weekly	466703	11/18/2022	12/11/2022	32	-	-	-	-	32
Studies Weekly	466704	11/18/2022	12/11/2022	33	-	-	-	-	33
Susan Hancock	22-055633-02	11/2/2022	12/2/2022	360	-	-	-	-	360
Sylvan Learning	22-060162-01	11/16/2022	11/16/2022	320	-	-	-	-	320
Sylvan Learning	22-060163-01	11/17/2022	11/17/2022	300	-	-	-	-	300
Sylvan Learning of Bakersfield	22-057512-01	11/15/2022	12/15/2022	98	-	-	-	-	98
Sylvan Learning of Bakersfield	22-057515-01	11/15/2022	12/15/2022	98	-	-	-	-	98
Teacher Synergy, LLC	210048634	10/31/2022	11/21/2022	31	-	-	-	-	31
Teacher Synergy, LLC	210461086	11/2/2022	11/23/2022	8	-	-	-	-	8
Teacher Synergy, LLC	211339374	11/9/2022	11/30/2022	28	-	-	-	-	28
Teacher Synergy, LLC	211339477	11/9/2022	11/30/2022	17	-	-	-	-	17
Teacher Synergy, LLC	211341646	11/9/2022	11/30/2022	5	-	-	-	-	5
Teacher Synergy, LLC	211867755	11/14/2022	12/5/2022	19	-	-	-	-	19
Teacher Synergy, LLC	211869073	11/14/2022	12/5/2022	7	-	-	-	-	7
Teacher Synergy, LLC	211873248	11/14/2022	12/5/2022	21	-	-	-	-	21
Teacher Synergy, LLC	212209993	11/16/2022	12/7/2022	9	-	-	-	-	9
Teacher Synergy, LLC	212210286	11/16/2022	12/7/2022	8	-	-	-	-	8
Teacher Synergy, LLC	212493809	11/18/2022	12/9/2022	47	-	-	-	-	47
Teacher Synergy, LLC	212496638	11/18/2022	12/9/2022	55	-	-	-	-	55
Teaching Textbooks	47669	11/15/2022	12/15/2022	43	-	-	-	-	43
The Advantage Group	750	11/1/2022	12/1/2022	3,765	-	-	-	-	3,765
The Dance Company	22-054644-02	11/1/2022	12/1/2022	62	-	-	-	-	62
The Dance Company	22-056576-01	11/1/2022	12/1/2022	62	-	-	-	-	62
The Dance Company	22-056981-01	11/1/2022	12/1/2022	174	-	-	-	-	174
The Dance Company	22-056983-01	11/1/2022	12/1/2022	174	-	-	-	-	174
The Dance Company	22-059434-01	11/1/2022	12/1/2022	120	-	-	-	-	120
The Dance Company	22-059595-01	11/1/2022	12/1/2022	62	-	-	-	-	62
The Dance Company	22-059855-01	11/1/2022	12/1/2022	62	-	-	-	-	62
The Dance Studio 2	22-060059-01	11/2/2022	12/2/2022	64	-	-	-	-	64
The Dance Studio 2	22-060060-01	11/2/2022	12/2/2022	64	-	-	-	-	64
The Dancers Edge LLC	22-059862-01	11/4/2022	12/4/2022	55	-	-	-	-	55
The Dancers Edge LLC	22-061074-01	11/17/2022	12/17/2022	55	-	-	-	-	55
The Dancers Edge LLC	22-061077-01	11/17/2022	12/17/2022	55	-	-	-	-	55
The Dancers Edge LLC	22-061079-01	11/17/2022	12/17/2022	55	-	-	-	-	55
The Lampo Group, LLC	INV1056609	10/25/2022	11/24/2022	30	-	-	-	-	30
The Lampo Group, LLC	INV1056614	10/25/2022	11/24/2022	30	-	-	-	-	30
The Scholars Grove	22-055468-01	11/4/2022	12/4/2022	60	-	-	-	-	60

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
The Scholars Grove	22-055478-01	11/4/2022	12/4/2022	60	-	-	-	-	60
The Talk Team	11102022	11/10/2022	12/10/2022	180	-	-	-	-	180
The Talk Team	112224	11/3/2022	12/3/2022	500	-	-	-	-	500
The Talk Team	112225	11/3/2022	12/3/2022	500	-	-	-	-	500
The Talk Team	112226	11/3/2022	12/3/2022	500	-	-	-	-	500
The Talk Team	112227	11/3/2022	12/3/2022	425	-	-	-	-	425
The Talk Team	112228	11/3/2022	12/3/2022	250	-	-	-	-	250
The Talk Team	112229	11/3/2022	12/3/2022	260	-	-	-	-	260
The Talk Team	112230	11/3/2022	12/3/2022	425	-	-	-	-	425
The Talk Team	112231	11/3/2022	12/3/2022	130	-	-	-	-	130
The Talk Team	112232	11/3/2022	12/3/2022	375	-	-	-	-	375
The Talk Team	112233	11/3/2022	12/3/2022	130	-	-	-	-	130
The Talk Team	112234	11/3/2022	12/3/2022	500	-	-	-	-	500
The Talk Team	112235	11/3/2022	12/3/2022	375	-	-	-	-	375
The Talk Team	112236	11/3/2022	12/3/2022	375	-	-	-	-	375
The Village	22-037687-01	11/4/2022	12/4/2022	120	-	-	-	-	120
The Village	22-041401-01	11/4/2022	12/4/2022	65	-	-	-	-	65
The Village	22-041404-01	11/4/2022	12/4/2022	65	-	-	-	-	65
The Village	22-046820-01	11/4/2022	12/4/2022	65	-	-	-	-	65
The Village	22-046821-01	11/4/2022	12/4/2022	65	-	-	-	-	65
The Village	22-048037-01	11/4/2022	12/4/2022	230	-	-	-	-	230
The Village	22-048039-01	11/4/2022	12/4/2022	230	-	-	-	-	230
The Village	22-049442-01	11/4/2022	12/4/2022	120	-	-	-	-	120
The Village	22-053610-01	11/4/2022	12/4/2022	250	-	-	-	-	250
The Village	22-053611-01	11/4/2022	12/4/2022	250	-	-	-	-	250
Thimble Sewciety	22-059069-01	11/10/2022	12/10/2022	70	-	-	-	-	70
Thimble Sewciety	22-059070-01	11/10/2022	12/10/2022	70	-	-	-	-	70
Tiffany Ipsen	22-045644-01	11/15/2022	12/15/2022	120	-	-	-	-	120
Tiffany Ipsen	22-045644-02	11/15/2022	12/15/2022	120	-	-	-	-	120
Tiffany Ipsen	22-045646-01	11/15/2022	12/15/2022	120	-	-	-	-	120
Tiffany Ipsen	22-045646-02	11/15/2022	12/15/2022	120	-	-	-	-	120
Tiffany Ipsen	22-045649-01	11/15/2022	12/15/2022	120	-	-	-	-	120
Tiffany Ipsen	22-045649-02	11/15/2022	12/15/2022	120	-	-	-	-	120
Tiffany Ipsen	22-046849-01	11/15/2022	12/15/2022	120	-	-	-	-	120
Tiffany Ipsen	22-046850-01	11/15/2022	12/15/2022	120	-	-	-	-	120
Tiffany Ipsen	22-055890-01	11/15/2022	12/15/2022	120	-	-	-	-	120
Tiffany Ipsen	22-055890-02	11/15/2022	12/15/2022	120	-	-	-	-	120
Tiffany Ipsen	22-055891-01	11/15/2022	12/15/2022	120	-	-	-	-	120
Tiffany Ipsen	22-055891-02	11/15/2022	12/15/2022	120	-	-	-	-	120
Tiffany Ipsen	22-057453-01	11/15/2022	12/15/2022	120	-	-	-	-	120

# Monarch River Academy

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Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Tiffany Ipsen	22-057457-01	11/15/2022	12/15/2022	120	-	-	-	-	120
Tiffany Ipsen	22-057464-01	11/15/2022	12/15/2022	120	-	-	-	-	120
Tiffany Ipsen	22-060108-01	11/15/2022	12/15/2022	120	-	-	-	-	120
Time4Learning	6032963	10/25/2022	11/24/2022	225	-	-	-	-	225
Tracy Vilanova	VILA111522	11/15/2022	11/15/2022	56	-	-	-	-	56
United Conservatory of Music	22-052137-03	11/2/2022	12/2/2022	160	-	-	-	-	160
United Conservatory of Music	22-052140-03	11/2/2022	12/2/2022	160	-	-	-	-	160
United Conservatory of Music	22-052142-03	11/2/2022	12/2/2022	160	-	-	-	-	160
United Conservatory of Music	22-057639-01	11/2/2022	12/2/2022	160	-	-	-	-	160
United Conservatory of Music	22-057801-01	11/2/2022	12/2/2022	160	-	-	-	-	160
United Conservatory of Music	22-057802-01	11/2/2022	12/2/2022	160	-	-	-	-	160
United Conservatory of Music	22-058039-01	11/2/2022	12/2/2022	160	-	-	-	-	160
United Conservatory of Music	22-059005-01	11/2/2022	12/2/2022	160	-	-	-	-	160
United Conservatory of Music	22-060423-01	11/4/2022	12/4/2022	160	-	-	-	-	160
United States Treasury	CP160	11/7/2022	12/8/2022	27	-	-	-	-	27
Unity Farms, Inc.	22-059744-01	11/4/2022	12/4/2022	360	-	-	-	-	360
Unity Farms, Inc.	22-059750-01	11/4/2022	12/4/2022	360	-	-	-	-	360
Unity Farms, Inc.	22-059751-01	11/4/2022	12/4/2022	360	-	-	-	-	360
Unity Farms, Inc.	22-059753-01	11/4/2022	12/4/2022	360	-	-	-	-	360
Valerie Scott	SCOT110722	11/7/2022	11/7/2022	89	-	-	-	-	89
Verizon Wireless	9919813214	11/5/2022	11/27/2022	640	-	-	-	-	640
Wendy DeRaud	22-042602-01	11/4/2022	12/4/2022	90	-	-	-	-	90
Wendy DeRaud	22-050151-03	11/4/2022	12/4/2022	90	-	-	-	-	90
Wendy DeRaud	22-050189-03	11/4/2022	12/4/2022	90	-	-	-	-	90
Wendy DeRaud	22-052299-02	11/4/2022	12/4/2022	120	-	-	-	-	120
Wendy DeRaud	22-052303-02	11/4/2022	12/4/2022	120	-	-	-	-	120
Wendy DeRaud	22-052306-02	11/4/2022	12/4/2022	120	-	-	-	-	120
Wendy DeRaud	22-055124-01	10/17/2022	11/16/2022	90	-	-	-	-	90
Wendy DeRaud	22-056062-01	11/4/2022	12/4/2022	120	-	-	-	-	120
Wendy DeRaud	22-058327-01	11/4/2022	12/4/2022	120	-	-	-	-	120
Wendy DeRaud	22-058944-01	11/4/2022	12/4/2022	120	-	-	-	-	120
Wendy DeRaud	22-059446-01	11/14/2022	12/14/2022	90	-	-	-	-	90
Wendy DeRaud	22-059683-01	11/4/2022	12/4/2022	90	-	-	-	-	90
Wendy DeRaud	22-060289-01	11/4/2022	12/4/2022	60	-	-	-	-	60
Wendy DeRaud	22-060307-01	11/4/2022	12/4/2022	60	-	-	-	-	60
Wendy DeRaud	22-060309-01	11/4/2022	12/4/2022	60	-	-	-	-	60
Wendy DeRaud	22-060627-01	11/14/2022	12/14/2022	240	-	-	-	-	240
Wendy DeRaud	22-060929-01	11/14/2022	12/14/2022	90	-	-	-	-	90
Wild Hearts Adventure Co LLC	22-033529-02	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-033742-02	10/26/2022	11/25/2022	300	-	-	-	-	300

# Monarch River Academy

## Accounts Payable Aging

For the period ended November 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
Wild Hearts Adventure Co LLC	22-034055-02	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-035894-02	10/26/2022	11/25/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-036116-02	10/26/2022	11/25/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-036123-02	10/26/2022	11/25/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-036125-02	10/26/2022	11/25/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-038233-02	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-038233-03	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-048238-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-048240-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-050285-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-050287-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-051489-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-051491-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-051665-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-051938-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-052394-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-052395-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-052703-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-053064-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-053321-01	10/26/2022	11/25/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-053322-01	10/26/2022	11/25/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-053445-01	10/26/2022	11/25/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-053446-01	10/26/2022	11/25/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-053689-01	10/26/2022	11/25/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-053690-01	10/26/2022	11/25/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-053765-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-053766-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-053963-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-053967-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-054350-01	10/26/2022	11/25/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-054410-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-054411-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-055157-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-055158-01	10/26/2022	11/25/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-055995-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-055997-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-057460-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-057463-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-057465-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-057468-01	11/13/2022	12/13/2022	300	-	-	-	-	300



# Monarch River Academy

## Accounts Payable Aging

For the period ended November 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
Wild Hearts Adventure Co LLC	22-057469-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-057646-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-057880-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-057883-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-058514-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-058515-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-059408-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-059410-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-059435-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-059475-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-059477-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-059482-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-059586-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-059587-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-059604-01	11/13/2022	12/13/2022	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-059695-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-059792-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-059794-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-060233-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-060234-01	11/13/2022	12/13/2022	300	-	-	-	-	300
Yosemite Valley Charter School	22-23SY-12	11/14/2022	12/14/2022	84	-	-	-	-	84
Yosemite Valley Charter School	HQT1022MRA	11/11/2022	11/11/2022	44,488	-	-	-	-	44,488
Yosemite Valley Charter School	SO010MRA	11/10/2022	11/10/2022	171,731	-	-	-	-	171,731
Yosemite Valley Charter School	SP0922MRA	11/10/2022	11/10/2022	18,752	-	-	-	-	18,752
Zoe Rebekah Pettitt	22-049918-02	11/4/2022	12/4/2022	383	-	-	-	-	383
Zoe Rebekah Pettitt	22-055915-01	11/4/2022	12/4/2022	150	-	-	-	-	150
Total Outstanding Payables in November				<u>\$ 424,028</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 424,028</u>

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jan-18	<b>Mid-Year Expenditure Report due to SELPA (LACOE)</b> - Interim financial reporting for actuals through December 31 are due to LACOE Charter SELPA.	Charter Impact	No	No	<a href="https://www.lacountycharterselpa.org/">https://www.lacountycharterselpa.org/</a>
FINANCE	Jan-13	<b>Federal Stimulus Reporting</b> - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2021 - December 31, 2021.	Charter Impact with Client support	No	No	<a href="https://www.cde.ca.gov/fp/cr/reporting.asp">https://www.cde.ca.gov/fp/cr/reporting.asp</a>
FINANCE	Jan-18	<b>Mid-Year Expenditure Report due to SELPA (EDCOE)</b> - Interim financial reporting for actuals through December 31 are due to El Dorado Charter SELPA.	Charter Impact	No	No	<a href="http://charterselpa.org/fiscal/">http://charterselpa.org/fiscal/</a>
FINANCE	Jan-18	<b>SELPA Pandemic Dispute Prevention &amp; Learning Recovery Funding Reports due (EDCOE)</b> - Expenditure reports are due to El Dorado Charter SELPA.	Charter Impact	No	No	<a href="http://charterselpa.org/fiscal/">http://charterselpa.org/fiscal/</a>
FINANCE	Jan-23	<b>SELPA ADA/Enrollment report #2 (EDCOE)</b> - Interim financial reporting due to El Dorado Charter SELPA.	Charter Impact	No	No	<a href="http://charterselpa.org/fiscal/">http://charterselpa.org/fiscal/</a>
FINANCE	Jan-13	<b>Federal Stimulus Annual Report</b> - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period July 1, 2021 - June 30, 2022.	Charter Impact with Client support	No	No	<a href="https://www.cde.ca.gov/fp/cr/anreporhelp.asp">https://www.cde.ca.gov/fp/cr/anreporhelp.asp</a>
FINANCE	Jan-30	<b>ASES Grant Renewal</b> - After School Education and Safety Program applications and renewals due to the CDE for fiscal year 2023/24. Grants are scheduled to be renewed every three years.	Client	No	Yes	<a href="https://www.cde.ca.gov/ls/ex/asesrenewalcycles.asp">https://www.cde.ca.gov/ls/ex/asesrenewalcycles.asp</a>
FINANCE	Jan-31	<b>ASES - 2nd Quarter Expenditure Report</b> - The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	Charter Impact or After School Provider	No	No	<a href="https://www.cde.ca.gov/ls/ex/asesduedates.asp">https://www.cde.ca.gov/ls/ex/asesduedates.asp</a>
FINANCE	Jan-31	<b>Federal Cash Management - Period 3</b> - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	<a href="https://www.cde.ca.gov/fp/aa/cm/">https://www.cde.ca.gov/fp/aa/cm/</a>
FINANCE	Jan-31	<b>IRS Form 1095-C, Employer-Provided Health Insurance Offer and Coverage</b> - Employers with 50 or more full-time employees (including full-time equivalent employees) in the previous year use Forms 1094-C and 1095-C to report the information required under sections 6055 and 6056 about offers of health coverage and enrollment in health coverage for their employees.	Client with Charter Impact support	No	No	<a href="https://www.irs.gov/forms-pubs/about-form-1095-c">https://www.irs.gov/forms-pubs/about-form-1095-c</a>
FINANCE	Jan-31	<b>SELPA ADR &amp; Learning Recovery Funding Reports due (LACOE)</b> - Expenditure reports are due to LACOE Charter SELPA.	Charter Impact	No	No	<a href="https://www.lacountycharterselpa.org/">https://www.lacountycharterselpa.org/</a>
DATA	Feb-01	<b>School Accountability Report Card</b> - All public schools in California are required to prepare an annual SARC (2021/22). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	Client	Yes	No	<a href="http://www.cde.ca.gov/ta/ac/sa/">http://www.cde.ca.gov/ta/ac/sa/</a>
FINANCE	Feb-10	<b>ASES - New applicants for 2023/24</b> - These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe, constructive alternatives for students in kindergarten through ninth grade. Funding is designed to: (1) maintain existing before and after school program funding; and (2) provide eligibility to all elementary and middle schools that submit quality applications throughout California. The application is for new grantees as well as existing grant recipients who wish to increase funding.	Client with Charter Impact support	No	Yes	<a href="https://www.cde.ca.gov/fp/fo/r27/ases23rfa.asp">https://www.cde.ca.gov/fp/fo/r27/ases23rfa.asp</a>
FINANCE	Feb-15	<b>Board of Equalization Property Tax Exemption</b> - Property used exclusively for public schools, community colleges, state colleges, and state universities is exempt from property taxation (article XIII, section 3, subd. (d), Revenue and Taxation Code section 202, subd. (a)(3)). The property is exempt from taxation on the basis of its exclusive use for public school purposes. If the property is not owned by the public school, the owner of the property is required to file a claim for the Lessor's Exemption. If the owner of the property does not claim the exemption, the public school may file the Public School Exemption claim.	Charter Impact	No	Yes	<a href="https://www.boe.ca.gov/proptaxes/lessor_exemption.htm">https://www.boe.ca.gov/proptaxes/lessor_exemption.htm</a>
FINANCE	Feb-20	<b>Certification of the First Principal Apportionment</b> - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	Charter Impact	No	No	<a href="https://www.cde.ca.gov/fp/aa/pa/">https://www.cde.ca.gov/fp/aa/pa/</a>
DATA	Feb-24	<b>CALPADS - Fall 2 deadline</b> - 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 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services. Students' course enrollments, teacher course assignments, staff job assignments, FTE count and English Learner education services are reported datasets.	Charter Impact submits with data provided by Client	No	No	<a href="https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp">https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp</a>
FINANCE	Set by Authorizer (by Mar 15)	<b>2nd Interim Financial Report</b> - 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 is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	<a href="https://www.cde.ca.gov/fp/sf/fr/calendar19district.asp">https://www.cde.ca.gov/fp/sf/fr/calendar19district.asp</a>

# **Cover Sheet**

## **Superintendent & Deputy Director Divvy Expenses**

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<b>Section:</b>	<b>III. Finance</b>
<b>Item:</b>	<b>B. Superintendent &amp; Deputy Director Divvy Expenses</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action</b>
<b>Related Material:</b>	<b>MRA Divvy - December</b>

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### **BACKGROUND:**

- Part of the fiscal checks and balances process to ensure proper spending of school funds.
- This will be a monthly agenda item.
- Board review will be on the prior, not current month's transactions.
- There were no Divvy transactions during the month of December.

Monarch River Academy

Divvy Register (Steph Johnson and Laurie Goodman)

For the period ended December 31, 2022

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

# **Cover Sheet**

## **School Accountability Report Card (SARC)**

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<b>Section:</b>	<b>IV. Academic Excellence</b>
<b>Item:</b>	<b>A. School Accountability Report Card (SARC)</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>2022 SARC - Monarch River</b>

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### **BACKGROUND:**

- Since November 1988, state law has required that schools receiving state funding to prepare and distribute a SARC.
- The purpose of the report card is to provide parents and the community with important information about each school.
- A SARC can be an effective way for a school to report on its progress in achieving goals.
- SARC reports generally begin with a profile that provides background information about the school and its students. The profile usually summarizes the school's mission, goals, and accomplishments.
- State law requires that the SARC contain all of the following:
  - Demographic data
  - School safety and climate for learning information
  - Academic data
  - School completion rates
  - Class sizes
  - Teacher and staff information
  - Curriculum and instruction descriptions
  - Postsecondary preparation information
  - Fiscal and expenditure data
- The report must be updated annually and published by February 1.

### **RECOMMENDATION:**

- Consider the approval of the 2022 SARC Report.

**Monarch River Academy**  
**2021-2022 School Accountability Report Card**  
**(Published During the 2022-2023 School Year)**



# **MONARCH RIVER ACADEMY**

# General Information about the School Accountability Report Card (SARC)

## SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

School Name	Monarch River Academy
Street	3610 E. Ashlan Ave
City, State, Zip	Fresno, CA 93726
Phone Number	559-289-7069
Principal	Stephanie Johnson, Superintendent
Email Address	<a href="mailto:steph.johnson@centralvcs.org">steph.johnson@centralvcs.org</a>
School Website	<a href="http://monarchriveracademy.org/">http://monarchriveracademy.org/</a>
County-District-School (CDS) Code	54718110139477

## 2022-23 District Contact Information

<b>District Name</b>	Monarch River Academy
<b>Phone Number</b>	(559) 782-5700
<b>Superintendent</b>	Brandon Chiapa
<b>Email Address</b>	bchiapa@altavistaesd.org
<b>District Website Address</b>	www.altavistaesd.org

## 2022-23 School Overview

Monarch River Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students in Tulare, Kings, Fresno, Kern, and Inyo Counties. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs.

### Mission:

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.

### 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;

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

We strive to help all of our students become:

Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.

Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.

Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.

Independent Critical Thinkers - Independent critical thinkers who have the ability to problem-solve, take ownership, and apply their knowledge to a variety of problems.

Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.



## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	155
Grade 1	156
Grade 2	104
Grade 3	116
Grade 4	114
Grade 5	106
Grade 6	97
Grade 7	72
Grade 8	54
Grade 9	56
Grade 10	24
Grade 11	26
Grade 12	28
Total Enrollment	1,108

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.6
American Indian or Alaska Native	0.4
Asian	2.1
Black or African American	2.3
Filipino	0.1
Hispanic or Latino	30.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8.0
White	51.7
English Learners	0.5
Foster Youth	0.0
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	41.8
Students with Disabilities	12.4

## **A. Conditions of Learning**

### **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.50	61.89	44.30	72.24	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.80	2.98	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.10	0.47	0.10	0.28	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	12.60	34.68	12.60	20.56	12115.80	4.41
<b>Unknown</b>	1.00	2.94	2.40	3.91	18854.30	6.86
<b>Total Teaching Positions</b>	36.30	100.00	61.30	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	46	98.85				
<b>Intern Credential Holders Properly Assigned</b>	1	.9901				
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0					
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0					
<b>Unknown</b>	0					
<b>Total Teaching Positions</b>	47					

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0
Misassignments	0.10	0
Vacant Positions	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.10	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0
Local Assignment Options	12.60	0
<b>Total Out-of-Field Teachers</b>	12.60	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.20	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		June 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odyseyware Lincoln Empowered Mody Max Reading Horizons Bridgeway	Yes	0
<b>Mathematics</b>	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odyseyware Lincoln Empowered Mody Max Bridgeway Eureka	Yes	0
<b>Science</b>	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odyseyware Lincoln Empowered Mody Max Bridgeway	Yes	0
<b>History-Social Science</b>	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odyseyware Lincoln Empowered Mody Max Bridgeway	Yes	0
<b>Foreign Language</b>	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odyseyware Lincoln Empowered Bridgeway	Yes	0
<b>Health</b>	McGraw-Hill ALEKS Edgenuity K12	Yes	0

	StrongMind Acellus Odysseyware Lincoln Empowered Bridgeway		
<b>Visual and Performing Arts</b>	McGraw-Hill ALEKS Edgenuity K12 StrongMind Acellus Odysseyware Lincoln Empowered Bridgeway	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)	N/A		0

## School Facility Conditions and Planned Improvements

Monarch River Academy is a non-classroom based program; however, there is an office and library related to school operations located in Fresno, CA.

**Year and month of the most recent FIT report**

January 10, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			There is no playground in our office space.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	47	N/A	33	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	29	N/A	20	N/A	33



## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	536	505	94.22	5.78	46.93
<b>Female</b>	271	253	93.36	6.64	49.80
<b>Male</b>	263	250	95.06	4.94	43.60
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	63.64
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	160	149	93.13	6.87	38.26
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	70	68	97.14	2.86	47.06
<b>White</b>	284	266	93.66	6.34	52.26
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	12	12	100.00	0.00	75.00
<b>Socioeconomically Disadvantaged</b>	206	191	92.72	7.28	37.17
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	72	63	87.50	12.50	20.63

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	536	508	94.78	5.22	28.80
<b>Female</b>	271	253	93.36	6.64	25.30
<b>Male</b>	263	253	96.20	3.80	32.54
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	54.55
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	160	152	95.00	5.00	19.87
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	70	68	97.14	2.86	22.06
<b>White</b>	284	266	93.66	6.34	34.96
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	12	12	100.00	0.00	50.00
<b>Socioeconomically Disadvantaged</b>	206	192	93.20	6.80	20.94
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	72	65	90.28	9.72	9.38

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	--	37.85	2.75	6.56	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	219	177	80.82	19.18	37.85
<b>Female</b>	100	78	78	22	30.77
<b>Male</b>	117	97	82.91	17.09	44.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	70	52	74.29	25.71	26.92
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	26	23	88.46	11.54	43.48
<b>White</b>	116	95	81.9	18.1	43.16
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	94	69	73.4	26.6	26.09
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	23	65.71	34.29	8.7

## 2021-22 Career Technical Education Programs

Today's Career Tech Education (CTE) is a program of study designed to integrate core academic knowledge with technical and occupational knowledge. Programs provide a wide range of learning experiences spanning a variety of career tracks, fields, and industries. While Career Tech Education is designed to prepare students for the world of work, completion of a pathway also helps pave the way to additional study after high school. Students may have the opportunity to gain work experience through internships, job shadowing, on-the-job training, and industry certification opportunities. At Central Valley Charter Schools we offer a variety of options for students to explore and pursue Career Technical Pathways.

Currently, we have 2 pathways offered through High School Virtual Academy Live! The first pathway is the Animal Science Pathway which allows students to learn all about animal breeds, care, nutrition, and medical needs as well as the science behind food production. The second pathway offered is the Agriscience Pathway which allows students to study California agriculture, sustainability, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences. All of these courses are A-G approved as well allowing students to explore their desired CTE pathway while still preparing for further education after high school.

This year we are now able to offer 16 different pathways through eDynamics with in-house CTE teachers overseeing the courses. We have also launched a Middle School CTE course for Career Exploration that allows students to be introduced to the various career pathways and choose one that best fits their interests. There are also over 30 students throughout our high schools that are taking CTE courses through various vendors and community colleges that we work closely with

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	16
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	93.28
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	9.09

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	88.12%	88.12%	88.12%	88.12%	88.12%
Grade 7	84.51%	84.51%	84.51%	84.51%	84.51%
Grade 9	96%	96%	96%	96%	96%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Monarch River Academy ensures parents, legal guardians, and teachers have an opportunity to participate in the governance of the school. Some of the voting members of the board of directors are parents/guardians. The parent representatives provide insight into students and families as it is related to program planning, design, and implementation. Parents/guardians assist with field trips, community events, and other school-related activities. Parent satisfaction surveys are provided electronically to all parents annually in the spring. The surveys are developed specifically to assess parent input on the effectiveness of all aspects of the school from their perspective, related to their experience. The results of the survey are reviewed along with information on program effectiveness from a variety of in-house assessments such as student and staff engagement surveys, summative and formative assessment data. Survey results are shared with families and the community. In addition, the school has partnered with local community organizations and businesses to provide educational workshops, and outreach that enriches the students' educational experience.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate			13.5			13.5		8.9	7.8
Graduation Rate			83.8			83.8		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	37	31	83.8
Female	20	16	80.0
Male	17	15	88.2
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	24	22	91.7
English Learners	0	0	0.0
Foster Youth	--	--	--
Homeless	0	0	0.0
Socioeconomically Disadvantaged	22	20	90.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1179	1151	27	2.3
Female	600	590	14	2.4
Male	577	559	13	2.3
American Indian or Alaska Native	4	4	1	25.0
Asian	24	23	0	0.0
Black or African American	27	26	1	3.8
Filipino	1	1	0	0.0
Hispanic or Latino	365	356	13	3.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	91	90	1	1.1
White	607	593	11	1.9
English Learners	5	5	0	0.0
Foster Youth	4	4	2	50.0
Homeless	15	15	0	0.0
Socioeconomically Disadvantaged	509	499	14	2.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	157	151	4	2.6

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.21	2.45
<b>Expulsions</b>	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.00	0.00	3.59	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2022-23 School Safety Plan

The Monarch River Academy Comprehensive Safety Plan was approved by the board on 8/15/21 & 8/23/22. This plan was developed with the unique needs of a non-classroom based school at the forefront of its development. The plan utilizes an incident command structure where each individual responsible for the implementation of an emergency response only needs to know the basic responses of four initial actions and then a compartmentalized set of actions that can be given to individuals during an emergency. The four initial actions are "Duck and Cover", "Evacuation", "Shelter-in-place", and "Lock-Down". One of these initial actions will be used in any emergency.

After the initial action the Safety Plan has "Responsibilities", "Safety", "Start-up Actions", "Operational Duties", and "Closing Down" actions for different roles in an emergency. These roles are:

- Incident Commander
- Public Information Officer
- Student Care Group
- First Aid Group
- Search and Rescue Group
- Student Accountability Group
- Student Release Group

In addition, the Safety Plan has a Media Relations Guide, and procedures for Earthquakes, Hazardous Material Releases, Intruder on Site, Severe Weather, Utility Loss or Damage, Bomb Threat, Basic Medical Emergency, and an Incident Report Form.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	86		
1	2	54		
2	2	53		
3	2	42		
4	2	48		
5	2	43		
6	2	38		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	49		
1	4	28		
2	3	33		
3	3	29		
4	4	30		
5	3	31		
6	3	25		
Other	2	4		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	56		
1	4	37		
2	3	35		
3	3	34		
4	4	32		
5	3	35		
6	3	34		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	46		
Mathematics	1	62		
Science	2	43		
Social Science	2	40		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	42		
Mathematics	2	45		
Science	2	28		
Social Science	2	37		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	47		
Mathematics	2	51		
Science	2	42		
Social Science	2	50		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	2770

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	7.9

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9673	1643	8030	59961
District	N/A	N/A	8030	\$80,473
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	19.6	

## 2021-22 Types of Services Funded

Monarch River Academy provides comprehensive services to support students' academic development. Eligible students receive special education services to support their Individualized Education Plan (IEP), students are provided resources such as textbooks, technology, and related educational materials. In addition, the school regularly measures student proficiency in English Language Arts and Mathematics through a variety of metrics including online benchmark assessment three times per year. Students who receive a score indicating a grade level proficiency that is two or more levels below their current grade level on any one standard are provided support including a specialized curriculum, tutoring, and/or an academic coach. Individualized supports focus on a student's demonstrated area of need and are available in virtual tutoring or online intervention program as well as a robust SEL and transition program. The school has partnered with local community organizations and businesses to provide educational workshops, and outreach that enriches the student's educational experience.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,347	\$46,844
Mid-Range Teacher Salary	\$77,498	\$73,398
Highest Teacher Salary	\$102,599	\$93,345
Average Principal Salary (Elementary)	\$144,944	\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$187,987	\$136,296
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	6%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	1.5
-----------------------------------	-----

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

Monarch River Academy is committed to research-based professional development in all four content area. We partner with our local county offices and other professional organizations for on-going professional develop throughout the school year for all staff including parents and students.

Based on data from the feedback we received from our teachers towards the end of the last school year (2021/2022), we moved to an individualized Professional Development (PD) plan for the current school year (2022-2023). We offered eight PD choices this year based on a needs self-assessment our teachers took. (HERE is the raw data and HERE is the analysis)

We created the eight PD courses and allowed all staff (certificated and classified) to choose one (or more if they wanted). Each PD is taught by a qualified member of our leadership team with a Master's Degree and is approximately 15 hours of synchronous and/or asynchronous research, activities, projects, assignments, etc. Every PD is research-based, applicable to our model of education, and supports all students.

PDs offered: Virtual Instruction Strategies, College & Career Readiness, Supporting High School Writers, Having Difficult Conversations, Helping Students Become Mathematical Thinkers (TCOE Strategies - K-8th Grade), Technology (Google Suite), Helping Students Overcome Testing Anxiety, and Secondary Technology Tools.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	14	20	

# **Cover Sheet**

## **Extended School Year (ESY)**

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<b>Section:</b>	<b>IV. Academic Excellence</b>
<b>Item:</b>	<b>B. Extended School Year (ESY)</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Extended School Year (ESY) - Monarch River</b>

---

### **BACKGROUND:**

- Extended School Year (ESY) services are special education and related services provided by the school during the time between academic years.
- Per the Individuals with Disabilities Education Act (IDEA) and California Code of Regulations section 3043, these services assist the student in working toward the same goals and objectives that the student works on during the school year and are only provided in those areas on the current IEP that the student has demonstrated:
  - Regression of skills during an extended school break and
  - Limited ability to benefit from re-teaching skills after an extended school break.

### **RECOMMENDATION:**

- Consider approval of the proposed ESY plan/schedule.



## **Extended School Year (ESY)**

ESY occurs directly after the school year ends and is four weeks in duration. For the current school year, ESY is scheduled to begin on June 5, 2023 and end on June 30, 2023.

This will provide students with 19 days of instruction and access to their related services.



# Cover Sheet

## School Dashboard

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<b>Section:</b>	<b>IV. Academic Excellence</b>
<b>Item:</b>	<b>C. School Dashboard</b>
<b>Purpose:</b>	<b>Presentation &amp; Potential Discussion - Informational</b>
<b>Related Material:</b>	<b>MRA_CA Dashboard_2022-23</b>

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### BACKGROUND:

- The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
- Short [Youtube video](#), published by the California Department of Education, explains what the Dashboard is and how it can be used.






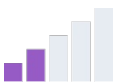

### RECOMMENDATION:

- Provide guidance and direction to school leadership.

# Monarch River Academy

Explore the performance of Monarch River Academy under California's Accountability System.

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

<div>Chronic Absenteeism</div> <div></div> <div>Very Low</div>	<div>Suspension Rate</div> <div></div> <div>Very Low</div>	<div>English Learner Progress</div> <div></div> <div>No Performance Level</div>	<div>Graduation Rate</div> <div></div> <div>Medium</div>
<div>College/Career</div> <div></div> <div>Not Reported in 2022</div>	<div>English Language Arts</div> <div></div> <div>Low</div>	<div>Mathematics</div> <div></div> <div>Low</div>	<div>Basics: Teachers, Instructional Materials, Facilities</div> <div>STANDARD MET</div>
<div>Implementation of Academic Standards</div> <div>STANDARD MET</div>	<div>Parent and Family Engagement</div> <div>STANDARD MET</div>	<div>Local Climate Survey</div> <div>STANDARD MET</div>	<div>Access to a Broad Course of Study</div> <div>STANDARD MET</div>

## School Details

<div>NAME</div> Monarch River Academy	<div>ADDRESS</div> 2293 East Crabtree Avenue Porterville, CA 93257-5225	<div>WEBSITE</div> <a href="http://monarchriveraca...">http://monarchriveraca...</a>	<div>GRADES SERVED</div> K-12
<div>CHARTER</div> Yes	<div>DASHBOARD ALTERNATIVE SCHOOLS STATUS</div> No		

# Student Population

Explore information about this school's student population.

Enrollment

1,108

Socioeconomically Disadvantaged

41.8%

English Learners

0.5%

Foster Youth

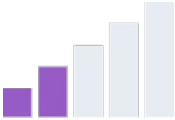
0%

# Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Low

14.5 points below standard

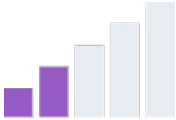
EQUITY REPORT

Number of Student Groups in Each Level

1 Very Low	3 Low	1 Medium
0 High	0 Very High	

LEARN MORE

Mathematics



Low

51.4 points below standard

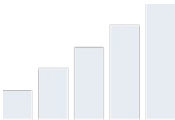
EQUITY REPORT

Number of Student Groups in Each Level

1 Very Low	4 Low	0 Medium
0 High	0 Very High	

LEARN MORE

English Learner Progress

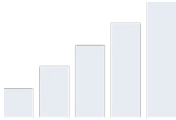


No Performance Level

Less than 11 students - data not displayed for privacy

LEARN MORE

College/Career



Not Reported In 2022

## Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Very Low

2% chronically absent

EQUITY REPORT  
Number of Student Groups in Each Level

0 Very High	0 High	0 Medium
1 Low	4 Very Low	

LEARN MORE

Graduation Rate

Medium

84.2% graduated

EQUITY REPORT  
Number of Student Groups in Each Level

0 Very Low	0 Low	0 Medium
0 High	0 Very High	

## Local Indicators

LEARN MORE

Access to a Broad Course of Study

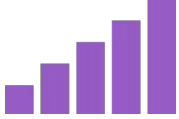
STANDARD MET

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

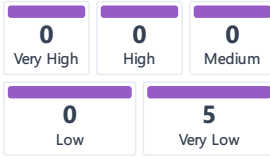


Very Low

**0% suspended at  
least one day**

#### EQUITY REPORT

Number of Student Groups in Each Level



## Local Indicators

[LEARN MORE](#)

**Basics: Teachers,  
Instructional Materials,  
Facilities**

**STANDARD MET**

[LEARN MORE](#)

**Parent and Family  
Engagement**

**STANDARD MET**

[LEARN MORE](#)

**Local Climate Survey**

**STANDARD MET**

# **Cover Sheet**

## **Suicide Prevention Policies Grades TK-7 & 8-12 Grades**

### **Board Policy No. 5141.A & 5141.B**

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<b>Section:</b>	<b>IV. Academic Excellence</b>
<b>Item:</b>	<b>D. Suicide Prevention Policies Grades TK-7 &amp; 8-12 Grades</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>5141.A - Suicide Prevention Policy Grades TK-7 - MR; 5141.B - Suicide Prevention Policy Grades 8-12 - MR</b>

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#### **BACKGROUND:**

- These policies will replace the current singular Suicide Prevention Policy.
- The approach and the training of staff differs based on student age/grade.
- School staff assigned to the younger grades have experience and training in that age range.
- School staff assigned to the older grades have experience and training in that age range.

#### **RECOMMENDATION:**

- Consider approving the Suicide Prevention Policies TK-7 and 8-12 Grades.



# Monarch River Academy

## STUDENTS

### Health & Welfare

#### SUICIDE PREVENTION POLICY GRADES TK-7

Monarch River Academy is committed protecting the health and well-being of all Monarch River Academy students, including vulnerable youth populations, by having procedures and evidence-based, multi-tiered interventions in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. While we are concerned for the risk of suicidality across all populations we serve we also recognize that there are vulnerable youth populations at a greater risk historically. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

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

1. Explain the Purpose for The Suicide Prevention Policy
2. Identify Parental Involvement in Suicide Prevention
3. Identify Student Participation and Education
4. Outline Key Terms and Definitions of Suicide Prevention
5. Explain Suicide Discussion/Communication for Parents and Children
6. Outline the Process for Assessment and Referral
7. Outline the Process for Implementing the Policy
8. Provide Resources for Parents, Students, and Staff Members on Suicide Prevention

#### 1. **Purpose:** Monarch River Academy recognizes that:

- a) physical, behavioral, and emotional health is an integral component of a student's educational outcome,

- b) further recognizes that suicide is a leading cause of death among young people,
- c) the has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, Monarch River Academy hereby adopts a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other practices that support the emotional and behavioral wellness of students. The school's policy is based on research and best-practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities can decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind." Using a multi-tiered intervention system, the goal of the school is to increase the number of and ease access to social-emotional intervention to mitigate suicide- and self-harm risk while increasing the sense of inclusivity within the operation of the school.

In an attempt to reduce suicidal behavior and its impact on students and families, the school has developed multi-tiered strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

## **2. Parental/Guardian Involvement:**

Parents and guardians play a key role in youth emotional and behavioral health, including suicide prevention. This policy is meant to be used as a tool for parents/guardians to be informed and actively involved in decisions regarding a child's welfare. Parents/guardians who learn the warning signs and risk factors for suicide are better equipped to connect with professional help when necessary. The school encourages and advises parents/guardians to take every statement regarding suicide or personal harm seriously and avoid assuming that a child is simply seeking attention.



Parents and guardians can also contribute to factors and conditions that reduce vulnerability to suicidal and self-harming behavior, for vulnerable youth populations. Feeling accepted by parents or guardians is a critical protective factor for vulnerable youth populations as well as providing a healthy physical environment.. As educators, Monarch River Academy faculty and staff can help protect vulnerable youth populations by ensuring that parents and guardians have adequate resources regarding family acceptance and the essential role it plays in students' behavioral and emotional health.

### **3.Student Participation and Education:**

Monarch River Academy along with its partners has carefully reviewed SEL curriculum created by staff based on staff and parent feedback that is specific to our community's needs. All parents have access to the lessons and pacing guides and a Smore newsletter with information and links for parents. This curriculum is meant to teach and encourage healthy ways of processing emotions and learning coping skills. It promotes the mental health model of suicide prevention and does not encourage the use of the stress-model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the School's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
  - Introduction of coping strategies for dealing with stress and trauma;
  - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
  - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
  - Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).
  - Monarch River Academy will support the creation and implementation of programs and/or activities that raise awareness about mental wellness and suicide prevent (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs).

#### 4. Key Terms and Definitions:

- ***At Risk*** A student who is defined as high-risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
- ***Crisis Team*** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
- ***Mental Health*** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- ***Postvention*** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- ***Risk Assessment*** An evaluation of a students who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist or school counselor). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- ***Risk Factors for Suicide*** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- ***Self-Harm*** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

- ***Suicide*** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
- ***Suicide Attempt*** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- ***Suicidal Behavior*** Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- ***Suicide Contagion*** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- ***Suicidal Ideation*** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

## 5. Suicide Discussion/Communication:

**For Parents - Talking to your Children:** *Here are some suggestions to help you with introducing the subject:*

- **Be courageous:** There is no shame in admitting that suicide is a scary issue. As parents, you probably want to protect your kids from all sorts of scary things. But you also have an obligation to teach them how to face reality and equip them to deal with all the scary things reality can bring. Here's the truth: your kids are going to learn about suicide one way or another. So would you rather that they learn about it from the media or a friend who suddenly kills himself, or would you rather that you have the opportunity to educate them in advance? So face those fears and dive right in.
- **Pick a time where you can have an uninterrupted conversation:** Start the conversation when you have the best chance of having your child's attention. A car ride, for example, ensures that your child will have fewer distractions than at home with the TV on. While you want to make sure your child gives you their attention, also make sure they don't feel trapped. Remember: if talking about suicide makes *you* uncomfortable, it can also make your child feel uncomfortable. So make sure you not only have their attention, but that you do so in an environment that feels non-threatening and open.

- **Plan in advance:** Think about what you want to say and make sure you have the right information to talk to your child accurately and helpfully about suicide. Make notes or plan a script if you want.
- **Tailor the conversation to your child's age:** When talking about suicide (or any big, serious topic, for that matter), make sure that you keep the conversation at a level that is appropriate for that child's developmental level. For younger children, your descriptions can be shorter and simpler. For older children, give longer and more detailed answers. Additionally, older children will likely have many questions. If you don't know the answer to a question, don't be afraid to say that. You can make it into a learning experience and research the answer with your child together. That's much better than inaccurate or misleading information.
- **Explain suicide in a way that dispels common myths:** Let your children know not only the facts about suicide, but also what depression is and how it can make people feel suicide is their only escape. Let them know that suicide is never a necessity and that there is always hope. Let them know that they are not bad if they feel sad or upset and that it's ok to tell you if they do feel this way. Make sure they feel safe in your home and that they do not have to pretend to always be happy. Let them know you will not judge them if they are feeling down and that you love them no matter how happy or sad they are.
- **Encourage them to talk to trusted adults:** Let your kids know that they can talk to you if they are feeling depressed or suicidal. Or let them know that if they ever feel uncomfortable talking to you about depression or suicide, that they can always talk to another trusted family member or adult in your community. The important thing is that they do not hold their feelings inside until they become so unbearable they feel like they are going to explode.
- **Let your child speak:** Ask your child what *they* think about the topic. Just be direct, e.g., "Have you thought about suicide? What do you think about it? Do your friends think about it? Do you know who you can talk to if you're feeling these feelings?"
- **Listen to your child:** If you ask your child what they think, make sure to be silent and give them the space to talk. If they say something that is inaccurate or that worries you, definitely be honest but do not interrupt them. Wait until they are done, affirm that you heard what they said and appreciate that they shared their thoughts with you, and *then* address whatever issues you feel need to be corrected.
- **Seeking Assistance:** There are differing situations where your child's distress may become apparent. Your child may reveal their suicidal thoughts to you, a friend, or a trusted adult. Whoever becomes aware of your child's distress must immediately seek assistance. In seeking assistance, your child's safety is the first consideration. The child should **never** be left alone during this crisis. If your child has a physician or therapist, call to alert them of the situation.

### For the Child/ Student:

School can be an exciting time, filled with new experiences, but at times you might feel as though it is more of a struggle. This information is meant to help you as you work through a tough time.

Life can be stressful. Between the friend drama, packed schedules, classes, clubs, relationships, sports, jobs, parental expectations, figuring out who you are, uncertainty over things, and not getting enough sleep, life can occasionally get you down and feel overwhelming. That is normal.

What is not normal is struggling through each day, feeling like things will only get worse. Maybe you feel like you have lost control, that nothing matters, or that you are alone. These feelings may indicate a condition that requires professional help, such as depression, anxiety or other mental health conditions.

Not everyone experiences mental health conditions in the same way, but **everyone struggling with their mental health deserves help**. Depression is among the most common conditions experienced. It is a complex medical illness that significantly interferes with an individual's ability to function, enjoy life, and feel like themselves.

## **6. Assessment and Referral:**

When a student is identified by a staff person as having an elevated risk for self-harm, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

- School staff will continuously supervise the student to ensure their safety.
- The designated mental health and suicide prevention coordinator(s) will be made aware of the situation as soon as reasonably possible.
- The mental health professional/coordinator will contact the student's parent or guardian, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
- Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

## **7. Implementing the Policy: Protecting the health and well-being of all students is of utmost importance. A suicide prevention policy serves to assist and protect all students through the following steps:**

- Students should be made aware of and informed about recognizing and responding to warning signs of suicide in peers and friends, using coping skills, using support systems, and seeking help for themselves and friends.
- Monarch River Academy will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the parents, staff, and student, and help connect them to appropriate local resources.

- Students will have access to national resources which they can contact for additional support.
- All students and staff will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell an adult (e.g., teacher, parent) if they, or someone they know, is feeling suicidal or in need of help.
- Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
- If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.
- A referral process should be prominently disseminated to all staff members with access to students, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult while at a school-sponsored activity.
- The referral process shall be prominently disseminated to all parents/guardians/ caregivers so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

**Coping Skills/Healthy Behaviors:** These are positive/protective actions and behaviors that a student engages in to help them through their struggles on a daily basis. Some coping strategies include activities that students can do in order to regulate his/her emotions; ask the student for input, and teach him/her additional strategies if necessary. Strategies may include: *slow breathing, yoga, play basketball, draw, write in journal, take a break from school activities to drink water, challenge irrational thinking, and listen to music.*

**Places I Feel Safe:** These are places that the student feels most comfortable. It should be a safe, healthy, and generally supportive environment. This can be a physical location, an imaginary happy place, or in the presence of safe people. Help students identify a physical and/or emotional state of being. Places may include: *my being with my friends, sport teams, imagining I am on a beach watching the waves.*

**School Support:** Any school staff member or administrator can check in with a student regularly (regardless of whether or not the student seeks out help). Notify the student's teacher(s) and request monitoring and supervision of the student (keeping in mind not to share confidential information).

**Adult Support:** It is important that a student also feel connected with healthy adults at home or in their community. The student should trust these adults and feel comfortable asking for help during a crisis. Identify how a student will communicate with these individuals and include a phone number. Some adults may include: *family (e.g., grandparent, aunt, uncle, adult sister); community member; or neighbor.*

**8. Prevention: School Policy Implementation:** A suicide prevention coordinator shall be designated by Monarch River Academy Administration. This may be an existing staff person, such as a School Counselor or School Psychologist or support staff with specialized training.



The suicide prevention coordinator will be responsible for planning and coordinating implementation of suicide prevention for the school.

The school suicide prevention coordinator will act as a point of contact in the school for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.

Providing a safe, positive, and welcoming school climate; and ensuring that students have trusting relationships with adults serves as the foundation for effective suicide prevention efforts. Bullying and suicide-related behaviors have a number of shared risk factors including mental health challenges (e.g., depression, hopelessness, and substance use/abuse). Youth who report frequently bullying others and those who report being frequently bullied are at increased risk for self-harm behavior. Student's who experience bullying (those who report both bullying others and being bullied) are at an increased risk for suicidal thoughts and behaviors. Keep in mind the relationship between bullying and suicide is more complex and less direct than it might appear. While bullying may be a precipitating event, there are often many other contributing factors, including underlying mental illness and varying levels of resilience as a given individual.

Prevention efforts should also address non-suicidal self-injury (NSSI or "cutting"). While the behavior is not directly predictive with suicidal thinking, it can be a red flag that someone is distressed and does increase the risk for suicidal thinking and behaviors. It is important that school staff learn to recognize the signs of NSSI, including cuts, burns, scratches, scabs, and scrapes, especially those that are recurrent and if explanations for the injuries are not credible. Suicide risk assessment should always be a part of intervention with the student who displays NSSI.

**Staff Professional Development:** All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native student, LGBTQ students, students bereaved by suicide and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

**Identification and Intervention:** Early identification and intervention are critical to preventing suicidal behavior. When a parent/caregiver or school staff become aware of a student exhibiting potential suicidal behavior, they should immediately and contact a member of the school's crisis response team for a suicide risk assessment and support. If the appropriate staff is not available, 911 should be called. Typically, it is best to inform the student what you are going to do every step of the way. Under no circumstances should the student be left alone (even in a bathroom/ restroom). Reassure and supervise the student until a 24/7 caregiving resource (e.g., mental health professional or law enforcement representative) can assume responsibility.

**Designated members of the school crisis team should conduct a suicide risk assessment.** The purpose of the assessment is to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student. This should be done by a team that includes a school-employed mental health professional. Standardized risk assessment (e.g. Columbia) and Safety Planning will be utilized to gauge risk level.

**Caregiver notification is a vital part of suicide prevention.** The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed. Typically, this is the student's parent(s); however, when child abuse is suspected protective services should be contacted. Even if a child is judged to be at low-risk for suicidal behavior, schools may ask caregivers to sign a form to indicate that relevant information has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means(e.g., guns, poisons, medications, and sharp objects) are removed or made inaccessible.

**Refer to community services if warranted.** Referral options to 24-hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and community agency.

**Help the parent/caregiver and/or school staff to develop a safety plan with the student.** Helping the student to develop a written list of coping strategies and sources of support that can be of assistance when he or she is having thoughts of suicide (e.g., a safety plan) is recommended. Suicide prevention hotlines (e.g., 988) can be helpful elements of such a plan.

**Schools are legally responsible for documenting every step in the assessment and intervention process.** A documentation form for support personnel and crisis response team members should be developed to record all suicide intervention actions and caregiver communication. Student information must be kept confidential but there are exceptions to FERPA when safety is of concern. Staff responsible for the safety and welfare of the student should be provided with the information necessary to work with the student and preserve the safety. As confidentiality is paramount in communication regarding mental health intervention, school staff members do not need clinical information about the student or a detailed history of his or her suicidal risk or behavior. Discussion among staff should be restricted to the student's treatment and support needs.

**Keep tabs on the rumor mill (including social media).** If you hear or see something credible, refer the student to a school-employed mental health professional or crisis response team member. At the same time, gossip about particular incidents and students should also be discouraged.

## **8. Resources for Parents, Students and Staff Members on Suicide Prevention:**

- a. **Parents as Partners: A Suicide Prevention Guide for Parents** is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE).



See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

- b. **Sources of Strength:** <https://sourcesofstrength.org>
- c. **Know the Signs:** <http://www.suicideispreventable.org>
- d. **National Mental Health and Suicide Support Services:** The following are just a few of many listings for local mental health services
  - **National 988 Suicide Prevention Lifeline** <https://988lifeline.org/current-events/the-lifeline-and-988/>
    - i. **National Suicide Prevention Lifeline:** 1 (800) 273-TALK (800-273-8255)
    - ii. **Mental Health America (MHA):** [www.mentalhealthamerica.net](http://www.mentalhealthamerica.net) 1-800-969-6642
    - iii. **American Foundation for Suicide Prevention** [www.afsp.org](http://www.afsp.org)
    - iv. **American Association for Suicide Prevention** [www.suicidology.org](http://www.suicidology.org)
    - v. **Center for Disease Control & Prevention** [www.cdc.gov/ViolencePrevention/suicide](http://www.cdc.gov/ViolencePrevention/suicide)
    - vi. **Healthy Place -** [www.healthyplace.com](http://www.healthyplace.com)
    - vii. **Jed Foundation -** [www.jedfoundation.org](http://www.jedfoundation.org)
    - viii. **National Federation of Families for Children's Mental Health** [www.ffcmh.org](http://www.ffcmh.org)
    - ix. **National Alliance on Mental Illness (NAMI)** [www.nami.org](http://www.nami.org) 1-800-950-NAMI (6264)
    - x. **The Trevor Lifeline -** [www.thetrevorproject.org](http://www.thetrevorproject.org) 1-866-488-7386
    - xi. **National Institute of Mental Health (NIMH) -** [www.nimh.nih.gov](http://www.nimh.nih.gov)
    - xii. **Strength of US-** [www.strengthofus.org](http://www.strengthofus.org)
- e. **Substance Abuse and Mental Health Services Administration (SAMHSA)** [www.samhsa.gov/prevention/suicide.aspx](http://www.samhsa.gov/prevention/suicide.aspx)
- f. **Suicide Awareness Voices of Education (SAVE)** [www.save.org](http://www.save.org)
- g. **California Youth Crisis Line 1-800-843-5200** <https://calyouth.org/>
- h. **Suicide Prevention Action Network USA -** [www.spanusa.org](http://www.spanusa.org)
- i. **Suicide Prevention Resource Center (SPRC) -** [www.sprc.org](http://www.sprc.org)

#### Book Resources for Parents: Mental Health and Resilience

- Beardslee, William. Out of the Darkened Room: When a Parent is Depressed: Protecting the Children and Strengthening the Family. 2002.
- Rapee, Ronald et al. Helping your anxious child: A step by step guide. 2000.
- Manassis, Katharina & Levac, Anne Marie. Helping your teenager beat depression: A problem-solving approach for families. 2004.
- Lezine, DeQuincy and Brent, David. Eight Stories Up: An Adolescent Chooses Hope over Suicide. 2008.
- Bourne, Edward. The Anxiety & Phobia Workbook. 2005.
- Riera, Michael. Uncommon Sense for Parents with Teenagers. 2004.
- Phelan, Thomas. Surviving Your Adolescents: How to Manage and Let Go of Your 13-18 year olds. 1998.
- Sachs, Brad. The Good Enough Child: How to Have an Imperfect Family and Be Totally Satisfied. 2001.

- Apter, Terri. *The Confident Child: Raising Children to Believe in Themselves*. 1997.

**Book Resources for Teens: Mental Health and Resilience**

- Hipp, Earl. *Fighting Invisible Tigers: A Stress Management Guide for Teens*. 2008.
- Fox, Annie. *Too Stressed to Think? A Teen Guide to Staying Sane When Life Makes You Crazy*. 2005
- Seaward, Brian. *Hot Stones and Funny Bones: Teens Helping Teens Cope with Stress and Anger*. 2002.
- Espeland, Pamela. *Life Lists for Teens: Tips, Steps, Hints, and How-To's for Growing Up, Getting Along, Learning, and Having Fun*. 2003.
- Covey, Sean. *The 7 Habits of Highly Effective Teens*. 1998.
- Kay Redfield Jamison, *Night Falls Fast: Understanding Suicide*
- Andrew Slaby and Lili Frank Garfinkle, *No One Saw My Pain: Why Teens Kill Themselves*
- Beverly Cobain and Jean Larch, *Dying to Be Free: A Healing Guide for Families after a Suicide*
- Linda H. Kilburn, *Reaching Out After Suicide: What's Helpful and What's Not*
- Judith Herman, *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*
- Laura Van Dernoot Lipsky and Connie Burk, *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*
- Pema Chodron, *The Places that Scare You: A Guide to Fearlessness in Difficult Times*
- Pete Walker, *The Tao of fully feeling: Harvesting forgiveness out of blame*.
- Peter A. Levine, *Waking the Tiger: Healing Trauma*

Adopted: January 24, 2023

Draft



# Monarch River Academy

## STUDENTS

### Health & Welfare

#### SUICIDE PREVENTION POLICY GRADES 8-12

Monarch River Academy is committed protecting the health and well-being of all Monarch River Academy students, including vulnerable youth populations, by having procedures and evidence-based, multi-tiered interventions in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. While we are concerned for the risk of suicidality across all populations we serve we also recognize that there are vulnerable youth populations at a greater risk historically. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

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

1. Explain the Purpose for The Suicide Prevention Policy
2. Identify Parental Involvement in Suicide Prevention
3. Identify Student Participation and Education
4. Outline Key Terms and Definitions of Suicide Prevention
5. Explain Suicide Discussion/Communication for Parents and Children
6. Outline the Process for Assessment and Referral
7. Outline the Process for Implementing the Policy
8. Provide Resources for Parents, Students, and Staff Members on Suicide Prevention

**1. Purpose:** Monarch River Academy recognizes that:

- a) physical, behavioral, and emotional health is an integral component of a student's educational outcome,
- b) further recognizes that suicide is a leading cause of death among young people,
- c) the has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, Monarch River Academy hereby adopts a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other practices that support the emotional and behavioral wellness of students. The school's policy is based on research and best-practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities can decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind." Using a multi-tiered intervention system, the goal of the school is to increase the number of and ease access to social-emotional intervention to mitigate suicide- and self-harm risk while increasing the sense of inclusivity within the operation of the school.

In an attempt to reduce suicidal behavior and its impact on students and families, the school has developed multi-tiered strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

**2. Parental/Guardian Involvement:** Parents and guardians play a key role in youth emotional and behavioral health, including suicide prevention. This policy is meant to be used as a tool for parents/guardians to be informed and actively involved in decisions regarding a child's welfare. Parents/guardians who learn the warning signs and risk factors for suicide are better equipped to connect with professional help when necessary. The school encourages and advises parents/guardians to take every statement regarding suicide or personal harm seriously and avoid assuming that a child is simply seeking attention.

Parents and guardians can also contribute to factors and conditions that reduce vulnerability to suicidal and self-harming behavior, for vulnerable youth populations. Feeling accepted by parents or guardians is a critical protective factor for vulnerable youth populations as well as providing a healthy physical environment.. As educators, Monarch River Academy faculty and staff can help protect vulnerable youth populations by ensuring that parents and guardians have adequate resources regarding family acceptance and the essential role it plays in students' behavioral and emotional health.

**3. Student Participation and Education:** Monarch River Academy along with its partners has carefully reviewed SEL curriculum created by staff based on staff and parent feedback that is specific to our community's needs. All parents have access to the lessons and pacing guides and a Smore newsletter with information and links for parents. This curriculum is meant to teach and encourage healthy ways of processing emotions and learning coping skills. It promotes the mental health model of suicide prevention and does not encourage the use of the stress-model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the School's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
  - Introduction of coping strategies for dealing with stress and trauma;
  - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
  - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

- Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).
- Monarch River Academy will support the creation and implementation of programs and/or activities that raise awareness about mental wellness and suicide prevent (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs).

#### **4. Key Terms and Definitions:**

- ***At Risk*** A student who is defined as high-risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
- ***Crisis Team*** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
- ***Mental Health*** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- ***Postvention*** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- ***Risk Assessment*** An evaluation of a students who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist or school counselor). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- ***Risk Factors for Suicide*** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has



several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.

- ***Self-Harm*** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
- ***Suicide*** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
- ***Suicide Attempt*** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- ***Suicidal Behavior*** Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- ***Suicide Contagion*** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- ***Suicidal Ideation*** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

## **5. Suicide Discussion/Communication:**

**For Parents - Talking to your Children:** *Here are some suggestions to help you with introducing the subject:*

- **Be courageous:** There is no shame in admitting that suicide is a scary issue. As parents, you probably want to protect your kids from all sorts of scary things. But you also have an obligation to teach them how to face reality and equip them to deal with all the scary things reality can bring. Here's the truth: your kids are going to learn about suicide one way or another. So would you rather that they learn about it from the media or a friend who suddenly kills himself, or would you rather that you have the opportunity to educate them in advance? So face those fears and dive right in.



- **Pick a time where you can have an uninterrupted conversation:** Start the conversation when you have the best chance of having your child's attention. A car ride, for example, ensures that your child will have fewer distractions than at home with the TV on. While you want to make sure your child gives you their attention, also make sure they do not feel trapped. Remember: if talking about suicide makes *you* uncomfortable, it can also make your child feel uncomfortable. So make sure you not only have their attention, but that you do so in an environment that feels non-threatening and open.
- **Plan in advance:** Think about what you want to say and make sure you have the right information to talk to your child accurately and helpfully about suicide. Make notes or plan a script if you want.
- **Tailor the conversation to your child's age:** When talking about suicide (or any big, serious topic, for that matter), make sure that you keep the conversation at a level that is appropriate for that child's developmental level. For younger children, your descriptions can be shorter and simpler. For older children, give longer and more detailed answers. Additionally, older children will likely have many questions. If you don't know the answer to a question, don't be afraid to say that. You can make it into a learning experience and research the answer with your child together. That's much better than inaccurate or misleading information.
- **Explain suicide in a way that dispels common myths:** Let your children know not only the facts about suicide, but also what depression is and how it can make people feel suicide is their only escape. Let them know that suicide is never a necessity and that there is always hope. Let them know that they are not bad if they feel sad or upset and that it's ok to tell you if they do feel this way. Make sure they feel safe in your home and that they do not have to pretend to always be happy. Let them know you will not judge them if they are feeling down and that you love them no matter how happy or sad they are.
- **Encourage them to talk to trusted adults:** Let your kids know that they can talk to you if they are feeling depressed or suicidal. Or let them know that if they ever feel uncomfortable talking to you about depression or suicide, that they can always talk to another trusted family member or adult in your community. The important thing is that they do not hold their feelings inside until they become so unbearable they feel like they are going to explode.
- **Let your child speak:** Ask your child what *they* think about the topic. Just be direct, e.g., "Have you thought about suicide? What do you think about it? Do your friends think about it? Do you know who you can talk to if you're feeling these feelings?"

- **Listen to your child:** If you ask your child what they think, make sure to be silent and give them the space to talk. If they say something that is inaccurate or that worries you, definitely be honest but do not interrupt them. Wait until they are done, affirm that you heard what they said and appreciate that they shared their thoughts with you, and *then* address whatever issues you feel need to be corrected.
- **Seeking Assistance:** There are differing situations where your child's distress may become apparent. Your child may reveal their suicidal thoughts to you, a friend, or a trusted adult. Whoever becomes aware of your child's distress must immediately seek assistance. In seeking assistance, your child's safety is the first consideration. The child should **never** be left alone during this crisis. If your child has a physician or therapist, call to alert them of the situation.

**For the Child/ Student:** School can be an exciting time, filled with new experiences, but at times you might feel as though it is more of a struggle. This information is meant to help you as you work through a tough time.

Life can be stressful. Between the friend drama, packed schedules, classes, clubs, relationships, sports, jobs, parental expectations, figuring out who you are, uncertainty over things, and not getting enough sleep, life can occasionally get you down and feel overwhelming. That is normal.

What is not normal is struggling through each day, feeling like things will only get worse. Maybe you feel like you have lost control, that nothing matters, or that you are alone. These feelings may indicate a condition that requires professional help, such as depression, anxiety or other mental health conditions.

Not everyone experiences mental health conditions in the same way, but **everyone struggling with their mental health deserves help**. Depression is among the most common conditions experienced. It is a complex medical illness that significantly interferes with an individual's ability to function, enjoy life, and feel like themselves.

**6. Assessment and Referral:** When a student is identified by a staff person as having an elevated risk for self-harm, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

- School staff will continuously supervise the student to ensure their safety.
- The designated mental health and suicide prevention coordinator(s) will be made aware of the situation as soon as reasonably possible.

- The mental health professional/coordinator will contact the student's parent or guardian, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
- Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

**7. Process for Implementing the Policy: Protecting the health and well-being of all students is of utmost importance. A suicide prevention policy serves to assist and protect all students through the following steps:**

- Students should be made aware of and informed about recognizing and responding to warning signs of suicide in peers and friends, using coping skills, using support systems, and seeking help for themselves and friends.
- Monarch River Academy will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the parents, staff, and student, and help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support.
- All students and staff will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell an adult (e.g., teacher, parent) if they, or someone they know, is feeling suicidal or in need of help.
- Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
- If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.
- A referral process should be prominently disseminated to all staff members with access to students, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult while at a school-sponsored activity.
- The referral process shall be prominently disseminated to all parents/guardians/caregivers so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

**Coping Skills/Healthy Behaviors:** These are positive/protective actions and behaviors that a student engages in to help them through their struggles on a daily basis. Some coping strategies include activities that students can do in order to regulate his/her emotions; ask the student for input, and teach him/her additional strategies if necessary. Strategies may include: *slow breathing, yoga, play basketball, draw, write in journal, take a break from school activities to drink water, challenge irrational thinking, and listen to music.*

**Places I Feel Safe:** These are places that the student feels most comfortable. It should be a safe, healthy, and generally supportive environment. This can be a physical location, an imaginary happy place, or in the presence of safe people. Help students identify a physical and/or emotional state of being. Places may include: *my being with my friends, sport teams, imagining I am on a beach watching the waves.*

**School Support:** Any school staff member or administrator can check in with a student regularly (regardless of whether or not the student seeks out help). Notify the student's teacher(s) and request monitoring and supervision of the student (keeping in mind not to share confidential information).

**Adult Support:** It is important that a student also feel connected with healthy adults at home or in their community. The student should trust these adults and feel comfortable asking for help during a crisis. Identify how a student will communicate with these individuals and include a phone number. Some adults may include: *family (e.g., grandparent, aunt, uncle, adult sister); community member; or neighbor.*

## **7. Prevention: School Policy Implementation:**

A suicide prevention coordinator shall be designated by Monarch River Academy Administration. This may be an existing staff person, such as a School Counselor or School Psychologist or support staff with specialized training. The suicide prevention coordinator will be responsible for planning and coordinating implementation of suicide prevention for the school.

The school suicide prevention coordinator will act as a point of contact in the school for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.

Providing a safe, positive, and welcoming school climate; and ensuring that students have trusting relationships with adults serves as the foundation for effective suicide prevention efforts. Bullying and suicide-related behaviors have a number of shared risk factors including mental health challenges (e.g., depression, hopelessness, and substance use/abuse). Youth who report frequently bullying others and those who report being frequently bullied are at increased risk for self-harm behavior. Student's who experience bullying (those who report both bullying others and being bullied) are at an increased risk for suicidal thoughts and behaviors. Keep in

mind the relationship between bullying and suicide is more complex and less direct than it might appear. While bullying may be a precipitating event, there are often many other contributing factors, including underlying mental illness and varying levels of resilience as a given individual.

Prevention efforts should also address non-suicidal self-injury (NSSI or "cutting"). While the behavior is not directly predictive with suicidal thinking, it can be a red flag that someone is distressed and does increase the risk for suicidal thinking and behaviors. It is important that school staff learn to recognize the signs of NSSI, including cuts, burns, scratches, scabs, and scrapes, especially those that are recurrent and if explanations for the injuries are not credible. Suicide risk assessment should always be a part of intervention with the student who displays NSSI.

**Staff Professional Development:** All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native student, LGBTQ students, students bereaved by suicide and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

**Identification and Intervention:** Early identification and intervention are critical to preventing suicidal behavior. When a parent/caregiver or school staff become aware of a student exhibiting potential suicidal behavior, they should immediately and contact a member of the school's crisis response team for a suicide risk assessment and support. If the appropriate staff is not available, 911 should be called. Typically, it is best to inform the student what you are going to do every step of the way. Under no circumstances should the student be left alone (even in a bathroom/ restroom). Reassure and supervise the student until a 24/7 caregiving resource (e.g., mental health professional or law enforcement representative) can assume responsibility.

**Designated members of the school crisis team should conduct a suicide risk assessment.** The purpose of the assessment is to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student. This should be done by a team that includes a school-employed mental health professional. Standardized risk assessment (e.g. Columbia) and Safety Planning will be utilized to gauge risk level.

**Caregiver notification is a vital part of suicide prevention.** The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed.

Typically, this is the student's parent(s); however, when child abuse is suspected protective services should be contacted. Even if a child is judged to be at low-risk for suicidal behavior, schools may ask caregivers to sign a form to indicate that relevant information has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means(e.g., guns, poisons, medications, and sharp objects) are removed or made inaccessible.

**Refer to community services if warranted.** Referral options to 24-hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and community agency.

**Help the parent/caregiver and/or school staff to develop a safety plan with the student.** Helping the student to develop a written list of coping strategies and sources of support that can be of assistance when he or she is having thoughts of suicide (e.g., a safety plan) is recommended. Suicide prevention hotlines (e.g., 988) can be helpful elements of such a plan.

**Schools are legally responsible for documenting every step in the assessment and intervention process.** A documentation form for support personnel and crisis response team members should be developed to record all suicide intervention actions and caregiver communication. Student information must be kept confidential but there are exceptions to FERPA when safety is of concern. Staff responsible for the safety and welfare of the student should be provided with the information necessary to work with the student and preserve the safety. As confidentiality is paramount in communication regarding mental health intervention, school staff members do not need clinical information about the student or a detailed history of his or her suicidal risk or behavior. Discussion among staff should be restricted to the student's treatment and support needs.

**Keep tabs on the rumor mill (including social media).** If you hear or see something credible, refer the student to a school-employed mental health professional or crisis response team member. At the same time, gossip about particular incidents and students should also be discouraged.

## **8. Resources for Parents, Students and Staff Members on Suicide Prevention:**

- a. **Parents as Partners: A Suicide Prevention Guide for Parents** is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE).

See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

- b. **Sources of Strength:** <https://sourcesofstrength.org>
- c. **Know the Signs:** <http://www.suicideispreventable.org>



- d. **National Mental Health and Suicide Support Services:** The following are just a few of many listings for local mental health services
- **National 988 Suicide Prevention Lifeline** <https://988lifeline.org/current-events/the-lifeline-and-988/>
    - i. **National Suicide Prevention Lifeline:** 1 (800) 273-TALK (800-273-8255)
    - ii. **Mental Health America (MHA):** [www.mentalhealthamerica.net](http://www.mentalhealthamerica.net) 1-800-969-6642
    - iii. **American Foundation for Suicide Prevention** [www.afsp.org](http://www.afsp.org)
    - iv. **American Association for Suicide Prevention** [www.suicidology.org](http://www.suicidology.org)
    - v. **Center for Disease Control & Prevention** [www.cdc.gov/ViolencePrevention/suicide](http://www.cdc.gov/ViolencePrevention/suicide)
    - vi. **Healthy Place -** [www.healthyplace.com](http://www.healthyplace.com)
    - vii. **Jed Foundation -** [www.jedfoundation.org](http://www.jedfoundation.org)
    - viii. **National Federation of Families for Children's Mental Health** [www.ffcmh.org](http://www.ffcmh.org)
    - ix. **National Alliance on Mental Illness (NAMI)** [www.nami.org](http://www.nami.org) 1-800-950-NAMI (6264)
    - x. **The Trevor Lifeline -** [www.thetrevorproject.org](http://www.thetrevorproject.org) 1-866-488-7386
    - xi. **National Institute of Mental Health (NIMH) -** [www.nimh.nih.gov](http://www.nimh.nih.gov)
    - xii. **Strength of US-** [www.strengthofus.org](http://www.strengthofus.org)
  - e. **Substance Abuse and Mental Health Services Administration (SAMHSA)** [www.samhsa.gov/prevention/suicide.aspx](http://www.samhsa.gov/prevention/suicide.aspx)
  - f. **Suicide Awareness Voices of Education (SAVE)** [www.save.org](http://www.save.org)
  - g. **California Youth Crisis Line 1-800-843-5200** <https://calyouth.org/>
  - h. **Suicide Prevention Action Network USA -** [www.spanusa.org](http://www.spanusa.org)
  - i. **Suicide Prevention Resource Center (SPRC) -** [www.sprc.org](http://www.sprc.org)

#### **Book Resources for Parents: Mental Health and Resilience**

- Beardslee, William. Out of the Darkened Room: When a Parent is Depressed: Protecting the Children and Strengthening the Family. 2002.
- Rapee, Ronald et al. Helping your anxious child: A step by step guide. 2000.
- Manassis, Katharina & Levac, Anne Marie. Helping your teenager beat depression: A problem-solving approach for families. 2004.
- Lezine, DeQuincy and Brent, David. Eight Stories Up: An Adolescent Chooses Hope over Suicide. 2008.
- Bourne, Edward. The Anxiety & Phobia Workbook. 2005.
- Riera, Michael. Uncommon Sense for Parents with Teenagers. 2004.
- Phelan, Thomas. Surviving Your Adolescents: How to Manage and Let Go of Your 13-18 year olds. 1998.
- Sachs, Brad. The Good Enough Child: How to Have an Imperfect Family and Be Totally Satisfied. 2001.
- Apter, Terri. The Confident Child: Raising Children to Believe in Themselves. 1997.

#### **Book Resources for Teens: Mental Health and Resilience**

- Hipp, Earl. *Fighting Invisible Tigers: A Stress Management Guide for Teens*. 2008.
- Fox, Annie. *Too Stressed to Think? A Teen Guide to Staying Sane When Life Makes You Crazy*. 2005
- Seaward, Brian. *Hot Stones and Funny Bones: Teens Helping Teens Cope with Stress and Anger*. 2002.
- Espeland, Pamela. *Life Lists for Teens: Tips, Steps, Hints, and How-To's for Growing Up, Getting Along, Learning, and Having Fun*. 2003.
- Covey, Sean. *The 7 Habits of Highly Effective Teens*. 1998.
- Kay Redfield Jamison, *Night Falls Fast: Understanding Suicide*
- Andrew Slaby and Lili Frank Garfinkle, *No One Saw My Pain: Why Teens Kill Themselves*
- Beverly Cobain and Jean Larch, *Dying to Be Free: A Healing Guide for Families after a Suicide*
- Linda H. Kilburn, *Reaching Out After Suicide: What's Helpful and What's Not*
- Judith Herman, *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*
- Laura Van Dernoot Lipsky and Connie Burk, *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*
- Pema Chodron, *The Places that Scare You: A Guide to Fearlessness in Difficult Times*
- Pete Walker, *The Tao of fully feeling: Harvesting forgiveness out of blame*.
- Peter A. Levine, *Waking the Tiger: Healing Trauma*

Adopted: January 24, 2023



# **Cover Sheet**

## **Revised Paid Sick Leave (PSL), Personal Necessity Leave (PNL), & Time Off Balances Policy**

### **Board Policy No. 4361**

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<b>Section:</b>	<b>V. Operations</b>
<b>Item:</b>	<b>A. Revised Paid Sick Leave (PSL), Personal Necessity Leave (PNL), &amp; Time Off Balances Policy</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>4361-Paid Sick Leave (PSL), Personal Necessity Leave (PNL), &amp; Time Off Balances Policy-MR</b>

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#### **BACKGROUND:**

- The policy has been revised to better meet the needs of school staff.

#### **RECOMMENDATION:**

- Consider approving the Revised Paid Sick Leave (PSL), Personal Necessity Leaver (PNL), & Time Off Balances Policy.



# Monarch River Academy

## Human Resource | Certified, Administrative and Supervisory

### PAID SICK LEAVE (PSL), PERSONAL NECESSITY LEAVE (PNL), & TIME OFF BALANCE POLICY

Monarch River Academy's Paid Sick Leave Plan is a part of the benefits package extended to staff. This benefit is designed to provide employees with a degree of income protection in the event of unforeseen absence from work due to the employee's own illness or other member of an employee's immediate family. Sick leave benefits may be used as accrued, and may continue to accrue as long as the employee is on active status and working. Upon reduction in benefits eligibility status (i.e. request for reduced work schedule below the benefits threshold, on FMLA or any Leave of Absence), benefits will cease to accrue until eligibility otherwise resumes. Any days accrued and unused, earned to date, will be maintained as a part of the employee's personnel record until such time as the employee resumes benefit-eligible status.

The purpose of the Monarch River Academy's Governing Board approving this Absences & Leaves Policy is to accomplish the following:

1. Establish the Allotment of Paid Sick Leave
2. Establish the Allotment of Paid Time Off for Administrators and Full-Time Hourly Staff
3. Catastrophic/Donated Sick Leave

#### 1. Allotment of Paid Sick Leave: Full Time Teachers & SPED Assessment Team Members

On July 1 of each year, eligible employees will be allotted ~~four~~<sup>seven</sup> days (~~32~~<sup>56</sup> hours) of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to a cap of 15 days (120 hours). Once an individual's sick leave bank reaches 120 hours any hours beyond this amount will be placed in their STRS retirement sick leave bank which is uncapped, although STRS retirement sick leave accruals in excess of an individual's sick leave bank of 120 hours may not be used for sick leave.. Once an individual's sick leave accrual drops under 15 days (120 hours), sick leave will accrue for an employee's use until the accrued sick leave reaches 15 days (120 hours), at which time it returns to the STRS retirement sick leave bank. Sick leave that has accrued in the STRS retirement sick leave bank will not be counted toward the 15 days (120 hours) of sick leave available for use.

Also, six days (48 hours)~~24 hours~~ will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. Teachers need to have PN days requested and approved

by their administrator at least five working days prior to use. PN days can also be used for paid sick leave. However, ~~PSLLS~~ Days cannot be used for a PN request. Accrued, unused PN days carry over from year to year subject to a cap of nine days (72 hours). Once an individual's accrued PN days fall below nine days (72 hours), PN days will begin to accrue again until the cap is reached, at which time accrual will cease. PN days are capped at 24 hours. PN days carry over from year to year subject to a cap of nine days (72 hours). Once an individual's accrued ~~PN days are capped at 24 hours.~~

### **Part-time Teachers and Classified Staff Members**

Receive 24 hours of Paid Sick Leave annually. These days can be used for either Personal Necessity or Paid Sick Leave.

### **Regional Coordinators**

On July 1 of each year, eligible employees will be allotted eight days (64 hours) of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to a cap of 15 days (120 hours). Also, 24 hours will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. RCs need to have PN days requested and approved by their administrator at least five working days prior. PN days can also be used for paid sick leave. However, PLS Days cannot be used for a PN request. PN days are capped at 24 hours. Administrators & Full-time Classified On July 1 of each year, eligible employees will be allotted nine days (72 hours) of Paid Sick Leave (PSL) per school year (July 1 – June 30), unused PSL days will carry over year to year subject to a cap of 15 days (120 hours). Also, 24 hours will be front-loaded at the beginning of the school year or hire date for Personnel Necessity (PN) Days. Teachers need to have PN days requested and approved by their administrator at least five working days prior. PN days can also be used for paid sick leave. However, PLS Days cannot be used for a PN request. PN days are capped at 24 hours.

New Hires may carry over sick leave from their prior school district if they are certificated team members in CALSTRS. Monarch River will confirm previous employment and allotted sick leave with the previous district. Once confirmed and approved, the carryover time will be added to your service credit CALSTRS upon signature of the Monarch River Academy STRS Carry-Over Policy. Carryover sick leave cannot be used while employed with Monarch River Academy.

Beginning on July 1, 2021 and each July moving forward, for any certificated member who contributes to CALSTRS, PSL and PN are capped. Any PSL and PN hours beyond their capped hours will be added to their carryover hours.

### **2. Allotment of Paid Time Off (PTO) for Administrators and Full-time hourly Staff Members**

Since administrators and full-time hourly employees work the entire year, they also accrue PTO. PTO accrues at 3.33 hours per pay period with a cap of 120 hours. Administrators and full-time

hourly staff members must have their PTO approved by their manager a minimum of five working days prior to being taken. Unused PTO will carry over from one school year to the next.

Adopted: November 26, 2021  
Revised: January 24, 2023

# **Cover Sheet**

## **Virtual Academy Coordinator Job Description to Change the Position Title to Assistant Director of Virtual Elementary Education & Salary Change to AD-1**

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<b>Section:</b>	<b>V. Operations</b>
<b>Item:</b>	<b>B. Virtual Academy Coordinator Job Description to Change the Position Title to Assistant Director of Virtual Elementary Education &amp; Salary Change to AD-1</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>AD of Virtual Elementary Education - MR</b>

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### **BACKGROUND:**

- The school is requesting to change the current Virtual Academy Coordinator position to Assistant Director of Virtual Elementary Education and place the position on the Administrative Pay Scale at AD-1.

### **RECOMMENDATION:**

- Consider approving the change of job titles from Virtual Academy Coordinator to Assistant Director of Virtual Elementary Education and the salary change to the Administrative Pay Scale at AD-1.



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## Virtual Academy CoordinatorAssistant Director of Virtual Elementary Education

<b>Job Title:</b>	<u>Assistant Director of Virtual Elementary Education</u> <del>Virtual Academy Coordinator</del>
<b>Reports to:</b>	Director 2
<b>Supervises:</b>	Virtual Academy Teachers, Instructional Coaches
<b>FLSA Status:</b>	Exempt
<b>Contract Type:</b>	Admin Contract - Assistant Director Level 1
<b>Revision Date:</b>	01/18/2023

### Summary of Position:

The Assistant Director of Virtual Elementary Education will support the program director in shaping this program, creating the systems and structures that support intentional instructional practice, student academic outcomes, and engagement and support of staff, students and families. This role will require tremendous flexibility as we plan for variables such as enrollment and changing conditions and policies.

The person in this role will provide leadership and support to the elementary virtual programs in Central Valley Charter Schools. They will support the design and implementation of a long range strategy for virtual learning programs and online teaching and learning in the organization. They will develop programs, policies and procedures for virtual learning programs, oversee the daily operation of online elementary instruction throughout the organization, and provide ongoing leadership, and support. They will work directly with the administrative team and support staff as well as the Regional Coordinators and Special Education department at large to accomplish these tasks. They will be an active, contributing member of the leadership team. This could include working with the leadership team to learn a new process or program, participating in a select pilot group of team members to test the process or program, attending in-service and or virtual and in-person training.

### KEY RESPONSIBILITIES

#### Help set and execute academic vision and goals

- Plays a vital role in setting virtual program vision and takes an active role in investing and mobilizing staff to achieve the collective goals of the academic program
- Works with the program director to lead the planning and goal setting of program-wide goals; ensures alignment toward goals between different grade levels and subject matters
- Identifies and addresses equity challenges within the school



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- Ensures content alignment of virtual academic program to [California state content standards](#)
- Supports meeting the Social Emotional Learning needs of the students in virtual learning programs

#### **Plan and prioritize**

- Works with the program director to lead the development of the program's academic and school culture plan, developing and monitoring priority action steps to achieve goals
- Sets and monitors incremental program goals and benchmarks
- Manage the program schedule to meet students' academic, social emotional learning, and engagement goals

#### **Manage and develop staff**

- Lead staff collaboration and learning as directed by the program director
- Effectively manages and develops staff in a wide range of skill and experience level by defining responsibilities, setting goals and providing ongoing feedback and support

#### **Lead school culture**

- Works together with the program director to set and execute on a vision of excellence and equity for student and staff culture
- Develops strong elements that contribute to our organization's MTSS systems
- Manages parts of the virtual school day's operations (student schedule, engagement, technical support, etc.)
- Ensure the delivery of strong family engagement practices for student success
- Manage family and staff communication

#### **Hire and retain highly-effective staff**

- Consistently communicates to teachers, through words and actions, that they are valued, supported, and cared for
- Implement retention strategies to ensure highly-effective teachers stay teaching

#### **Build own and team's content knowledge**

- Develops deep mastery over the academic standards, curriculum and assessments with staff
- Engages in self-driven, ongoing learning regarding curriculum, pedagogy, antiracism, coaching and leadership
- Collaborates with school leaders and instructional leaders to support teachers in instructing and assessing and connects teachers with relevant resources to improve their content knowledge and instruction.
- Develop and coach virtual educators
- Leads data-driven instruction by analyzing data and developing and executing plans to address gaps and by helping teachers do the same thing for their classes



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- Provides high-quality instructional coaching by accurately diagnosing classroom instruction and providing frequent feedback for teachers across skill level; intensively coach new and struggling teachers with a range of coaching techniques

#### **Model personal leadership traits**

- Embody personal leadership traits by building trusting relationships, reflecting on own identity, practicing strong self-care practices, demonstrating a growth mindset and remaining calmly committed to Central Valley Charter School's mission and vision through difficult circumstances

#### **Manage administrative functions**

- Ensure program meets all compliance regulations and sound and ethical practices related to areas such as student attendance, discipline, grading, student record keeping, special education, etc.
- Ensure proper fiscal management and stewardship of resources
- Collaborate with staff to manage administrative functions required in program leadership

#### **Performs other duties as assigned by an appropriate administrator or their representative.**

### **COMPETENCIES**

**Student Focus:** builds strong relationships and holds high expectations for students, holds students' best interests in mind, keeps own commitments to students and makes sure others do the same and builds a culture of respect for all students

**Achievement Orientation:** sets challenging goals for self and others, takes initiative to go above and beyond to achieve results, follows through on commitments, demonstrates resilience and flexibility

**Continuous Learning:** Takes responsibility for behavior, mistakes, and results, takes calculated risks, uses research to inform practice, continually seeks opportunity for improvement, values creativity and innovation, shares effective practices with others

**Critical Thinking and Problem-Solving:** Gathers information from multiple sources, sorts out complexity, anticipates problems, breaks down information and effectively analyzes

**Self-Awareness:** demonstrates understanding of own identity, privilege and power, understands strengths and weaknesses and the impact on others' perceptions, seeks feedback and self-development

**Cultural Competence:** demonstrates knowledge and respect for cultures of community served, creates an inclusive environment, adjusts behavior according to cultural norms and cues, works effectively across difference, creates and sustains an environment in which people from diverse backgrounds can succeed

**Impact and Influence:** adapts leadership style to influence others, anticipate reactions of others and makes a compelling case for a position, stimulates others to take action and accomplish goals

**Stakeholder Management:** develops mutually beneficial relationships and partnerships, gains trust of key stakeholders, consistently demonstrates respect and appreciation for others





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**Qualifications:**

- Demonstrated leadership experience
- Demonstrated record of professionalism
- Experience teaching core subjects, (Preferred)
- Demonstrated experience with virtual learning, staff development, coaching teachers, and virtual pedagogy

**Education:**

- Cleared Teaching Credential
- Preliminary or Cleared Administrative Services Credential

**Right to Revise:**

This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.

The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed as an exhaustive list of responsibilities, duties and skills required of personnel so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Employee: I have received a copy of the above Job Description and agree to direct any questions to my supervisor.

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Employee Signature

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Date

# **Cover Sheet**

## **Assistant Director of Special Education Job Description to Change the Position Title to Director of Director of Student Support Services & Salary Change to D-1**

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<b>Section:</b>	<b>V. Operations</b>
<b>Item:</b>	<b>C. Assistant Director of Special Education Job Description to Change the Position Title to Director of Director of Student Support Services &amp; Salary Change to D-1</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Director of Student Support Services - MR</b>

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### **BACKGROUND:**

- The school is requesting to change the current Assistant Director of Special Education position to Director of Student Support Services and place the position at D-1 on the Administrative Pay Scale.

### **RECOMMENDATION:**

- Consider approving the change of job titles from Assistant Director of Special Education to Director of Student Support Services and the salary change to the Administrative Pay Scale at D-1.



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## Director of Student Support Services ~~Assistant Director of Special Education~~ Job Description

<b>Job Title:</b>	<u>Director of Student Support Services</u> <del>Assistant Director of Special Education</del>
<b>Reports to:</b>	Senior Director of Special Education/Director 2
<b>Supervises:</b>	Program Specialists, Education Specialists, and para-professionals
<b>FLSA Status:</b>	Exempt
<b>Contract Type:</b>	Admin Contract - Director Level 1
<b>Revision Date:</b>	01/20/2023

### Summary of Position:

The Director of Student Support Services, under the general supervision of the Senior Director of Special Education/Director 2, is responsible for the administration, coordination, and supervision of all support services for students including: academic, behavioral, social and emotional intervention implementation and evaluation. This person will ensure that our organization is meeting our students' needs with legally compliant, comprehensive services and support. In addition to overseeing systems and program development, this person will also supervise and support the staff that serve these programs by providing resources, training, and accountability. The Director of Student Services and Support will work closely with the executive team to make decisions to meet student learning needs at all levels (Multi-Tiered Systems of Support (MTSS) and Special Education).

### KEY RESPONSIBILITIES

#### Strategy and Program Implementation

- Assists the Senior Director of Special Education in the management of the special education strategy, implementation, plan, and calendar in order to coordinate Special Education services in Monarch River Academy and Yosemite Valley Charter School.
- Facilitate the delivery of services among multiple external providers by researching, evaluating, and selecting the highest-quality providers and acting as the liaison among external partners working with Monarch River Academy and Yosemite Valley Charter School Special Education Students.
- Leads the TK-8 Virtual Academy for the Special Education Department
- Ensures we have push-in coverage for the Virtual Academies
- Identifies appropriate curriculum and support for all special education students



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- This person will develop mutually beneficial relationships and partnerships, gain trust of key stakeholders, and consistently demonstrates respect and appreciation for others.
- Designs and implements the SpEd PD and the two-week intensive PD each August.
- Supervises the Assessment and Services Teams
- Is the liaison between the general education teaching and special education staff
- Completed the collaboration schedules and assignments for the special education staff
- Identifies professional development relevant to our instructional programs
- Is the standardized testing coordinator for TK-12 special education
- Assists the Senior Special Education Director with the CALPADS upload
- Consults with teachers and other specialists in the development and implementation of methods and procedures designed to facilitate student learning and to overcome learning and behavior disorders.
- Consults with school administrators regarding appropriate learning objectives for children and the planning of developmental and remedial programs for students in regular and special classes.
- Provides in-service training to staff.
- Reviews records and checks Special Education files for timely updates.
- Confer with and aid district and Special Education (SPED) staff in the resolution of unusual and unforeseen problems, issues, and concerns pertaining to special education
- Train new special education teachers on policies and procedures
- Ensure SPED staff and site administrators are aware of changes to laws pertaining to special education and SELPA and district policies and procedures
- Provide guidance, support, and oversight to special education teachers, OT, School Psychs and SLPs.
- Complete formal evaluations of Program Specialists that she/he is assigned to supervise
- Provide SPED staff with information regarding new assessment tools, instructional programs, and intervention strategies
- Provide SPED staff with, and ensure utilization of, the most current valid, and reliable assessment tools
- Works with Senior SpEd Director to ensure that assessments, reports, IEPs, and other required documents are complete, accurate, and legally compliant
- Monitor annual and triennial IEP dates and create a master IEP calendar for the team
- Attend and, when necessary, serve as District support/Admin. Designee in IEPs
- Ensure compliance with Special Education law, CDE Compliance and Monitoring, and SELPA Policies and Procedures
- Pull the data for the MOE reports.
- Work closely with the Co-Directors to provide PD during our All Team and non-Student Day PD
- 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.



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- 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.
- 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.
- Function as needed in the operative role of Program Specialist to fill any caseload or instructional gaps.
- Promote positive interpersonal relationships among peers, staff, students, parents/guardians, and the larger Yosemite Valley & Monarch River Academy community.
- Other assigned job duties

#### **Help set and execute academic vision and goals**

- Plays a vital role in setting virtual program vision and takes an active role in investing and mobilizing staff to achieve the collective goals of the academic program
- Works with the program director to lead the planning and goal setting of program-wide goals; ensures alignment toward goals between different grade levels and subject matters
- Identifies and addresses equity challenges within the school
- Ensures content alignment of virtual academic program to [California state content standards](#)
- Supports meeting the Social Emotional Learning needs of the students in virtual learning programs

#### **Plan and prioritize**

- Works with the program director to lead the development of the program's academic and school culture plan, developing and monitoring priority action steps to achieve goals
- Sets and monitors incremental program goals and benchmarks
- Manage the program schedule to meet students' academic, social emotional learning, and engagement goals

#### **Manage and develop staff**

- Lead staff collaboration and learning as directed by the program director
- Effectively manages and develops staff in a wide range of skill and experience level by defining responsibilities, setting goals and providing ongoing feedback and support

#### **Lead school culture**

- Works together with the program director to set and execute on a vision of excellence and equity for student and staff culture
- Develops strong elements that contribute to our organization's MTSS systems
- Manages parts of the virtual school day's operations (student schedule, engagement, technical support, etc.)



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- Ensure the delivery of strong family engagement practices for student success
- Manage family and staff communication

#### **Hire and retain highly-effective staff**

- Consistently communicates to teachers, through words and actions, that they are valued, supported, and cared for
- Implement retention strategies to ensure highly-effective teachers stay teaching

#### **Build own and team's content knowledge**

- Develops deep mastery over the academic standards, curriculum and assessments with staff
- Engages in self-driven, ongoing learning regarding curriculum, pedagogy, antiracism, coaching and leadership
- Collaborates with school leaders and instructional leaders to support teachers in instructing and assessing and connects teachers with relevant resources to improve their content knowledge and instruction.
- Develop and coach virtual educators
- Leads data-driven instruction by analyzing data and developing and executing plans to address gaps and by helping teachers do the same thing for their classes
- Provides high-quality instructional coaching by accurately diagnosing classroom instruction and providing frequent feedback for teachers across skill level; intensively coach new and struggling teachers with a range of coaching techniques

#### **Model personal leadership traits**

- Embody personal leadership traits by building trusting relationships, reflecting on own identity, practicing strong self-care practices, demonstrating a growth mindset and remaining calmly committed to Central Valley Charter School's mission and vision through difficult circumstances

#### **Manage administrative functions**

- Ensure program meets all compliance regulations and sound and ethical practices related to areas such as student attendance, discipline, grading, student record keeping, special education, etc.
- Ensure proper fiscal management and stewardship of resources
- Collaborate with staff to manage administrative functions required in program leadership

#### **Performs other duties as assigned by an appropriate administrator or their representative.**

#### **COMPETENCIES**

**Student Focus:** builds strong relationships and holds high expectations for students, holds students' best interests in mind, keeps own commitments to students and makes sure others do the same and builds a culture of respect for all students

**Achievement Orientation:** sets challenging goals for self and others, takes initiative to go above and beyond to achieve results, follows through on commitments, demonstrates resilience and flexibility



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**Continuous Learning:** Takes responsibility for behavior, mistakes, and results, takes calculated risks, uses research to inform practice, continually seeks opportunity for improvement, values creativity and innovation, shares effective practices with others

**Critical Thinking and Problem-Solving:** Gathers information from multiple sources, sorts out complexity, anticipates problems, breaks down information and effectively analyzes

**Self-Awareness:** demonstrates understanding of own identity, privilege and power, understands strengths and weaknesses and the impact on others' perceptions, seeks feedback and self-development

**Cultural Competence:** demonstrates knowledge and respect for cultures of community served, creates an inclusive environment, adjusts behavior according to cultural norms and cues, works effectively across difference, creates and sustains an environment in which people from diverse backgrounds can succeed

**Impact and Influence:** adapts leadership style to influence others, anticipate reactions of others and makes a compelling case for a position, stimulates others to take action and accomplish goals

**Stakeholder Management:** develops mutually beneficial relationships and partnerships, gains trust of key stakeholders, consistently demonstrates respect and appreciation for others

**Qualifications:**

- Demonstrated leadership experience
- Demonstrated record of professionalism
- Experience teaching core subjects, (Preferred)
- Demonstrated experience with virtual learning, staff development, coaching teachers, and virtual pedagogy

**Education:**

- Cleared Teaching Credential
- Preliminary or Cleared Administrative Services Credential

**Right to Revise:**

This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.

The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed as an exhaustive list of responsibilities, duties and skills required of personnel so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Employee: I have received a copy of the above Job Description and agree to direct any questions to my supervisor.

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Employee Signature

---

Date

# **Cover Sheet**

## **Enrollment & Staffing Projection Proposal**

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<b>Section:</b>	<b>V. Operations</b>
<b>Item:</b>	<b>D. Enrollment &amp; Staffing Projection Proposal</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Enrollment &amp; Staffing Projection Proposal - 2023-2024 - MR</b>

---

### **BACKGROUND:**

- Using historical data and trends, the school is proposing an overall targeted Enrollment increase of 10%.
- Staffing aligns with the growth goals/projections.
- Enrollment Timeline Proposal including Open Enrollment Window, Waitlist plan, and caps align with current Board Policy.

### **RECOMMENDATION:**

- Consider approving the Enrollment & Staffing Projection Proposal for 2023-2024.





## Enrollment Proposal 2023-2024

### Enrollment Growth Goal Proposal

<b>Growth Goal</b>	10%
<b>Student Increase</b>	110 Students
<b>Target Total Enrollment</b>	1210 Students

The school proposes to adjust Enrollment Growth Goals depending on community need and interest during the Open Enrollment period.

### Staffing Proposal (New Positions)

<b>Independent Study Teachers (IST)</b>	3
<b>Case Managers</b>	As needed, based on 13%SPED Population

### Open Enrollment Window

February 15-March 15, 2023

### Public Random Drawing/Lottery (if needed)

March 29, 2023

### Enrollment Parameters

The school will set limits to specific grade levels for the waitlist depending on available openings related to staffing and pupil to teacher ratio requirements including:

1. Parameters/limitations on students enrolled by grade level for Transitional Kindergarten, 9th, 10th, 11th, and 12th grades depending on staffing for these grade levels.
2. Set an overall cap for Kindergarten-8th grades so as to not surpass Total Enrollment goals and to stay within both staffing and budget projections.

### Waitlist

The schools would like to utilize a Waitlist to replace students in line with grade level caps as they withdraw during the school year through February 1, 2024.

# Cover Sheet

## 2023-2024 School Calendar

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Section:	V. Operations
Item:	E. 2023-2024 School Calendar
Purpose:	Discussion & Potential Action - Vote
Related Material:	2023-2024 School Calendar - DRAFT; 2023-2024 School Calendar - Staff & Family Input

---

### BACKGROUND:

- The school strategically drafted the 2023-2024 school calendar, taking into consideration staff and parent input.
- Notable changes from the current calendar include:
  - Later start and end dates
  - Longer first semester
  - Learning Periods start and end primarily on Mondays and Fridays
  - One less mid-year PD Day (3 instead of 4), however, there are also two additional teacher work days at the beginning of the school year before school starts

### RECOMMENDATION:

- Consider approving the 2023-2024 School Calendar.

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
September 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
October 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Events - Dates TBD						
Community Opportunities						
Field Trips						

- School Closed
- LP Start & End Dates
- No School/Staff PD

2023-2024  
School Calendar  
  
**MONARCH RIVER ACADEMY**  
Draft

School Year Dates	
Aug 8	Teachers Back to Work
Aug 23	First Day of School
Jan 19	End of Semester 1
Feb 2	Report Cards Due
June 7	Last Day of School
June 12	Report Cards Due
June 4	Last Teacher Work Day

Holidays	
July 4	Independence Day
Sep 4	Labor Day
Nov 10	Veteran's Day
Nov 17-24	Thanksgiving Break
Dec 18-Jan 2	Winter Break
Jan 15	Martin Luther King, Jr. Day
Feb 12	Lincoln Day
Feb 19	Washington Day
Mar 25-Apr 1	Spring Break
May 27	Memorial Day
June 4	Juneteenth

Learning Period Dates	
LP1	8/23-9/15 (17)
LP2	9/18-10/13 (20)
LP3	10/16-11/9 (18)
LP4	11/13 - 12/15 (19)
LP5	1/3 - 1/26 (17)
LP6	1/29 - 2/23 (17)
LP7	2/26 - 3/22 (20)
LP8	4/2 - 5/3 (23)
LP9	5/6 - 6/7 (24)

School Accountability	
Every LP	Attendance Logs
Every LP	Work Samples
Every 20 school days	Student Conference

- Teacher In-Service Days
- Report Cards
- Graduation

January 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26*	27
28	29	30	31			
February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
March 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
April 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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

- \* Last Day of Semester 1
- First & Last Day of School



## 2023-2024 School Calendar

### Staff & Family Input

Version 1 vs. Version 2: 194 / 120

Before Easter vs. After Easter: 199 / 121

Labor Day: 49

Longer Winter Break: 224

Last Day of School in May: 215

#### Frequent Comments:

- LP end on Fridays
- Holidays match local schools
- End the school year at the end of May or early June
- Longer Winter Break

# **Cover Sheet**

## **Board Metrics Report - January**

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<b>Section:</b>	<b>VI. Governance</b>
<b>Item:</b>	<b>A. Board Metrics Report - January</b>
<b>Purpose:</b>	<b>Presentation &amp; Potential Discussion - Informational</b>
<b>Related Material:</b>	<b>Board Metrics Report - January - MR</b>

---

### **BACKGROUND:**

- Monthly Board Report
- This month's report includes:
  - Current Enrollment Numbers
  - High School Data
  - Virtual Academy Survey Data - Per the Board's Request

### **RECOMMENDATION:**

- Consider providing school leadership with input and guidance.



# Board Metrics

Monarch River Academy  
January 2023

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## School Enrollment

**Current Enrollment by Grade: As of 1/20/2023**

Grade	Totals
TK	31
KN	128
1	114
2	129
3	105
4	100
5	95
6	83
7	89
8	71
9	32
10	49
11	23
12	21
<b>Totals</b>	<b>1070</b>

- 296 withdrawals were processed since 8/1, 9 pending.
- 29 SPED students have withdrawn, 2 pending, 0 pending

## High School

Graduating Class	Total diploma earning students	# of students AG <sup>1</sup>	% of students AG	# of students completing FAFSA <sup>2</sup>	% of students completing FAFSA	# of students Prepared	% of students Prepared	# of students App. Prepared	% of students App. Prepared
2019 (Inspire)	30	5	17%	6	20%				
2020	1	0	0%	<5	na				
2021	11	2	18%	4	36%				
2022	29	11	38%	11	38%	12	31%	4	14%
2023	24	5 <sup>3</sup>	21%	na	na	8 <sup>4</sup>	33%	4 <sup>4</sup>	17%
2024	21	14 <sup>3</sup>	66%	na	na	1 <sup>5</sup>	5%	13 <sup>5</sup>	62%

<sup>1</sup>per Pathways AG Summary report

<sup>2</sup>per FAFSA completion by high school reports

<sup>3</sup>on track per 2022 student transcript, MA and IGP

<sup>4</sup>per 11th grade CAASPP Scores, college classes, AG Summary report

<sup>5</sup>per college classes, AG Summary report

### What have we implemented to increase AG completion and CCI Preparedness?

- Converted all core classes to AG (Social Studies, English, Science)
- Increased AG core offerings including through High School Virtual Academy and updated UCOP AG course lists.
- Tracked and monitored AG students with a tag in Pathways and on the IGP.
- Scheduled Students for Success! Changed the way we talk about AG by promoting college/career readiness for all students and having options.
  - Updated Individual Graduation Plan (IGP) encourages scheduling classes in a way in which all students are meeting AG requirements while fulfilling high school graduation requirements as 9th and 10th graders.
  - All students on the diploma path are AG unless they choose to switch paths in Grade 11. All college-bound students (2 or 4 year) should complete AG requirements. Non-AG students must meet with their counselor and sign an AG waiver.
- Encouraged meeting AG requirements through dual/concurrent enrollment.
- Hired an additional counselor to target AG monitoring at 11th and 12th-grade level, expand dual/concurrent enrollment programs, increase graduate support for FAFSA/CADAA completion and post-secondary planning, and hold small group/individual student meetings.
- Supported professional development and ASCA membership for the counseling department to keep abreast of updates and best practices.
- Expanded Secondary Education Specialist team to help monitor IGP and Yearly Plans
- Continued high school progress monitoring to target students in danger of failing
- Hired a summer school teacher to oversee students' credit recovery progress

### What can we implement to increase AG completion and CCI Preparedness?

- Continue to Schedule Students for Success! All 9th and 10th graders are AG.
- Continue to monitor and track AG completion

- Use CaliforniaColleges.edu OR use a different College Career Readiness platform that uses transcript-informed reports and supports CTE
- Purchase TESUC Transcript Evaluation Service to streamline AG summary reports that can:
  - Identify students who can complete 11 AG courses by 12th grade and need to retake D's earned in AG courses
- Continue to promote Dual Enrollment options for students
- Increase knowledge and level of importance of AG completion and CCI Preparedness among staff
- Develop and promote CTE Pathways completion
- Review and update interventions available for D and F students through high school progress monitoring
- Monitor and update UCOP AG Course List
- Increase course offerings for meeting AG requirements in English and math2022 College/Career Readiness Report
- Research pros/cons of increasing high school graduation requirements (4 yrs English, 3 yrs math)
- Implement a required College/Career exploration/readiness course
- Hire additional counselors to develop a middle school counseling program.

#### **What have we implemented to increase FAFSA completion?**

- Attended California Student Aid Commission PD sessions in September in anticipation of the Cal Grant GPA upload and the October 1st -March 2nd FAFSA/CADAA application period.
- Verified Cal Grant demographic information through LP2 meetings and email
- Completed GPA uploads by September 30th.
- Offered both general Financial Aid and FAFSA/CADAA live information sessions in October
  - Sent session recordings and information through email and newsletters, as well as information on statewide Cash 4 College workshops.
- Held FAFSA help office hours every Friday in January and February, then in March when the deadline was extended to April 1st.
- Sent a Graduate Survey to all graduating students to inquire about post-high school plans and immediate advising needs (including FAFSA help).
- Tracked the number of FAFSA applications submitted and completed online through
  - the Federal Student Aid Commission website.
  - California Student Aid Commission Webgrants account.
    - This account allows us to see the names of individual students who have submitted a FAFSA/CADAA to match GPAs to applications.
- Reached out to individual students who submitted incomplete FAFSAs and those who have not submitted them at all.
- Increased use of CaliforniaColleges.edu.
  - uploaded all student school emails to the system
  - added tasks to high school LP agendas to register student accounts. If students launch CA Community College, CSU, and FAFSA/CADAA applications from their accounts, we will be able to track that information using reports.

#### **What can we implement to increase FAFSA completion?**

- Increase knowledge and level of importance of FAFSA/CA DREAM ACT among staff
- Add FAFSA tasks to High School LP agendas
- Incentivize participation U



## Concurrent Student Enrollment

Term	Number	Percentage	Total Student Enrollment
Summer 2022	2	1.4%	138
Fall 2022	11	7.9%	138
Spring 2023	9	7%	127

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## Virtual Academy



### **Topic**

Virtual Academies - Parent and Student Feedback Results, Fall 2022

### **Synopsis**

The Virtual Academies have been several years in the making. The 2021/22 school year was the first year that our HSVA functioned independent of outside staffing and it was the pilot year for our ESVA and MSVA. Because we seek to fine tune our programs to best meet the needs of our students, the feedback from students and parents is very important to us. Below the line of asterisks, you can find feedback results from parents and students.

\*Areas of success for our virtual academies include satisfaction with educational planning and content delivery, as well as satisfaction with the support towards student achievement of Individualized Educational Plan (IEP) goals.

\*Areas for growth for our virtual academies include the need for additional academic support in some cases, as well as increased opportunities for our students to build connections with one another.

\*Improvement Plan- To target these areas of growth, the virtual academies will work towards increasing opportunities for students to engage with one another in classroom scenarios as well as outside of the classroom. While opportunities existed to a degree this year, a more robust offering will be made in stages that align with teacher training/implementation timelines. We will also offer students opportunities to gain more support from school staff as needed.

### Examples of Socialization Opportunities

- High School Hangouts/Park Days (success this year)
- Events (such as Prom/Senior Sunrise)
- More frequent field trips
- Student collaboration in the virtual classroom setting

### Additional Academic Support Opportunities

- Inform and educating parents on the academic supports available to their student
- Incentivize student participation in academic support systems
- Participate in the 5-tiers of support to better identify student needs
- Build in Professional Learning Community (PLC) time so teachers can evaluate data and build more targeted student support plans

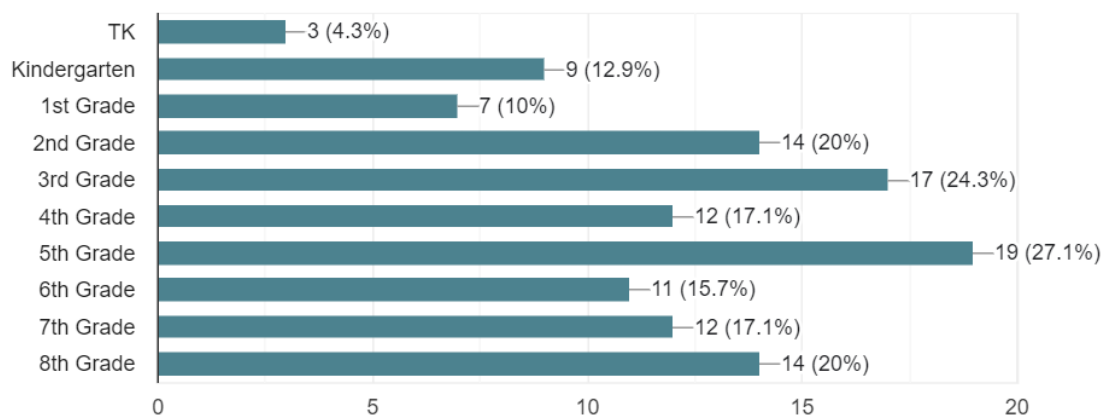
### Program Vision

*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.*

\*\*\*\*\*

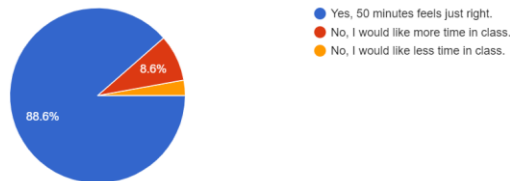
### **ESVA/MSVA Parent Feedback**

*Based on 70 Parent Responses*

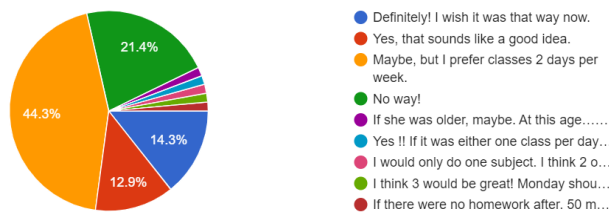


- 57% of those taking the survey were returning families from last year
- **Why did they choose ESVA/MSVA?**
  - 67% My child benefits from learning from other adults in addition to myself.
  - 63% I want my child to interact with students in their same grade.
  - 57% I want to make sure that I don't forget to teach an important concept.
  - 54% I want my child to get instruction from a credentialed teacher.
  - 46% I want my child to experience a classroom setting.
  - 31% I have multiple children and don't have enough time to plan and teach so many different levels all in one day.
  - 20% I work a lot and have limited time to provide direct instruction to my child.

- 80% felt that the ESVA/MSVA helped them to take educational planning off of their plate.
- 94% felt that the ESVA/MSVA has broadened the education of their child.
- 49% believe that the ESVA/MSVA has increased the social circle of their child.
- 96% feel that their teacher communicates frequently.
- 100% of the parents of students with IEPs believed that the VA was supportive of their child's IEP goals.
- 89% liked the 50 minute class sessions, and 9% wanted more class time



- 89% of parents feel confident in providing guided learning to their children on M/W/F
- 90% feel that the video lessons that are provided by the teachers are helpful
- 73% would likely sign up if all 4 core subject areas were bundled for a discounted price
- **If ESVA/MSVA were 4 days per week:**



- 27% would sign up
- 44% might sign up, but prefer the 2 days per week the way it is now
- 21% would definitely not sign up
- 8% gave a unique response
- **Which supports would be most helpful for new VA families**
  - 74% Schoology How-tos
  - 44% Parent Orientation
  - 44% Parent Q&A
  - 40% Best Practices to ensure students get the most out of class
  - 29% Course Catalog
  - 16% VA Agreement

### Samples of Parent Quotes about ESVA and MSVA:

(repetitive or non-answers were deleted)

- **What could be done differently in ESVA and MSVA to improve the program?**
  - One day a week writing class
  - Less homework that way we can focus on other things
  - Have a minimum of three lessons per week per curriculum.
  - More resources for children who are falling behind or not getting the concept. My suggestion would be more office hour options not just on one day.

- A lot of time was spent helping kids log in and learn the system by the teachers in ESVA. Not enough parent involvement. seems most parents just left their children to their own devices. The 1st LP and into the second was not productive. Parent involvement should be a must at first to make sure their children know how to operate the system.
- For us personally, I don't believe our teacher gives enough direct correction. When my student is struggling with grades, they don't seem to understand why. When I reach out to the teacher, they tell me they are telling everyone... and my student seems to think they are making the necessary adjustments, but the teacher does not. I feel like there could be a little more one-on-one direction (even a minimal amount).
- For his math class, not using a curriculum that jumps topics so much and that the teacher slows it down. My son gets frustrated when the teacher moves on to the next question too quickly and it makes him not want to continue or ask questions about that problem if he is having trouble with it.
- Not sure, I suppose a smaller class size would allow each child more visibility and less distractions. But overall, we're happy with the program.
- Would like some hybrid options where there is in person instruction part of the time
- Amount of emails, too many
- Too many emails from teachers, there is too much homework, tech hours need to be expanded a LOT, students should have access to things like Google Docs without us having to get permission if it's required for the class
- More compatibility with iPad use
- Give kids (same classes/ages) extra enrichment classes so that they will get to know each other.
- In person meetups.
- **What do you like about ESVA and MSVA?**
  - That it's less stressful for my son. He was in public school before switching him and he was having meltdowns so bad and he not anymore. He feels he can work at his own pace and not be forced to do his work fast.
  - Takes the teaching off my plate because I work full time. And I love knowing they are being educated by an actual teacher
  - I like that she has a teacher helping with the pacing of math.
  - Teachers are awesome
  - I like not having to make lesson plans and figure out what to teach.
  - Classroom type of setting even if it's online, classmates can interact with the teacher
  - The teachers' enthusiasm and the classroom setting.
  - That it helps fill in the gaps that I have or may have missed in teaching my children.

- "I love that my son is getting a solid foundation for the 2 most core subjects (Math+ELA) but he only is on zoom 2 x per week, so I am able to fill in the gaps with the rest and I still feel included in the process."
- Classroom zoom learning environment
- My student can have access to a teacher who has extended knowledge in a subject I struggle teaching
- My daughter gets to communicate with other kids her age
- My children are guided/taught by a credentialed teacher
- My son loves the S.E.L. class, he loves how nice his teacher is and I've noticed an improvement in his behaviors.
- I like the support it offers me by providing instruction to my kids, individually, at their grade level, rather than me juggling how to teach two grade levels of Math and ELA simultaneously.
- Easy to access and all the support to figure it out
- The flexibility, teacher/student interaction, the class time options
- The teacher is fun my daughter is learning
- Have had a great experience with our IST and most of the virtual teachers.
- I love how interactive it is for my 1st grader, he's made a lot of progress in ELA and enjoys the classes.
- All the teacher support and help. The ability for kids to interact
- The learning instructions, Curriculums and flexibility of the program
- The curriculum, finally my kids are being challenged.
- I like that my kids have someone else teaching them also because they can get easily frustrated with me.
- The interaction with the teachers help and video.
- The structure it provides.
- We love everything about it!
- I like the structure, class setting and the teachers. My daughter likes her classes especially the hands on activities in class.
- Helpful methods for math
- Teacher interaction and help with my child
- The routine it's given my daughter and the accountability and schedule it's given our family. I also feel like she is growing academically in ways she wouldn't if it was just us going through the content.
- [the student] is an independent learner and I love that she has to report to someone else than me. I actually only answer questions occasionally.
- Like stated above it is planned for me and the teachers help with lessons.
- That my child has another outlet for learning instead of me.
- The instructors are amazing!
- The teachers always communicating and getting back in good timing
- Provide intervention classes when students are falling behind and the constant communication with teachers

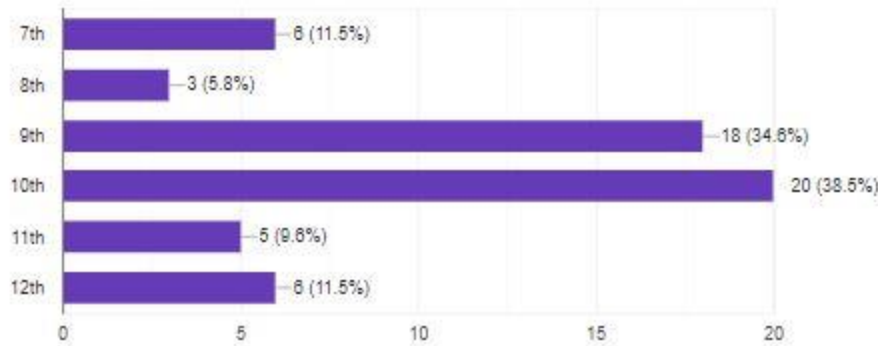
- I like how much my son is enjoying it, while covering all the standards at the same time

### **ESVA and MSVA Student Feedback**

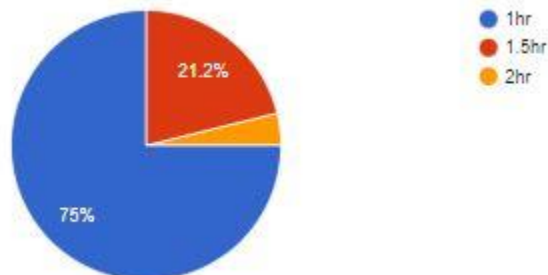
- **How much do you think your teacher cares about you?**
  - TK-2 4.6/5 (average)
  - 3-5 8.5/10
  - 6-8 8.1/10
- **What would make your class better?**
  - Most students had minor suggestions with regards to specific classes. Some examples include playing a particular type of learning game more, more videos, and changing the duration of class time. There were many student comments requesting more time to engage with other students and to increase the use of learning games.
- **Here are a few quotes in response to the following question: Is there anything else you would like your teacher to know?**
  - "I love my Teachers" (KN)
  - "I want her to know that I'll miss her for when we don't see her." (1st)
  - "I have been learning a lot and I couldn't have done it without this class." (2nd)
  - "I would like to let my teacher know that learning is FUN!!!" (3rd)
  - "I wish we could have more projects on our assignments" (4th)
  - "That i enjoy hanging out with you and learning from you" (5th)
  - "Some of the math is hard for me" (5th)
  - "That i'm very thankful for her helping me." (6th)
  - That she pushed me to succeed in the class. (7th)
  - "...I just wanted to let you know that you are definitely my favorite teacher. Your so nice and understanding, like if we miss things because of tec issues, you are always willing and more than happy to go back over it. Last year I had a C in math, and now I've been able to maintain an A all semester. You make math way more enjoyable and my grades prove it. Overall I just wanted to say that I appreciate you, keep doing what your doing. Can't wait to see you next year." (8th)

### **HSVA Parent Feedback**

Based on 52 Responses

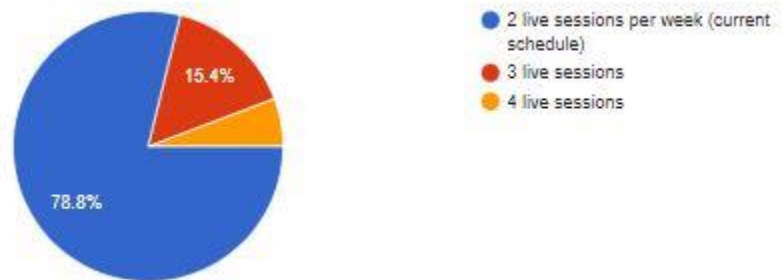


- 80% of those taking the survey have just 1 student enrolled in HSVA
- 61% of students are new to HSVA this school year
- **Why did they choose HSVA?**
  - 64.5% My child benefits from learning from other adults in addition to myself.
  - 55.8% I want my child to interact with students in their same grade.
  - 48.1% I want my child to get instruction from a credentialed teacher.
  - 38.5% I want my child to experience a classroom setting.
  - 32.7% I want to make sure that I don't forget to teach an important concept.
  - 25% I work a lot and have limited time to provide direct instruction to my child.
  - 21.2% I have multiple children and don't have enough time to plan and teach so many different levels all in one day.
  - 5.8% We plan to re-enroll in a traditional school.
- 78.7% feel that the Virtual Academy helped to take educational planning off of their plate.
- 81% believe that the Virtual Academy has broadened the education of their student.
- 36.5% believe that the Virtual Academy has increased the social circle of their student.
- 81% feel that their teacher communicates frequently.
- 71% believe that the VA is supportive of their child's IEP goals.
- **What do you feel is the appropriate amount of time for a single live class session?**  
(For example, do you think each class session should be 1hr 2x per week, or 1.5hr 2x per week?)



- 75% 1hr
- 21.2% 1.5hr
- 3.8% 2 hr

- 67.2% of students are comfortable in reaching out to their VA teacher on the days that they do not have class.
- 69% feel knowledgeable about the resources available for supporting their student outside of live class sessions (ex: office hours, 1:1 tutoring, Edgenuity on-demand tutoring etc.)
- How many live sessions of a single class per week would be most beneficial to your student?



- 78.8% 2 live sessions
- 15.4% 3 live sessions
- 5.8% 4 live sessions
- **Which supports would be most helpful for new VA families**
  - 48.1% Parent Orientation
  - 48.1% Schoology How-tos
  - 48.1 % Best Practices to ensure students get the most out of class
  - 44% Parent Q&A
  - 42.3% The Virtual Academy Course Syllabi
  - 40.4 % Course Catalog

### **Samples of Parent Quotes about HSVA:**

*(repetitive or non-answers were deleted)*

- What could be done differently in HSVA to improve the program?
  - We came in late to the semester, so a video orientation of that class and teacher would have been nice. Also having an orientation video about the HSVA program sent to mid year start families would have been great. With so many emails, a video that parents can watch at the end of their busy days would be beneficial.
  - More class time options
  - Schoology - glitches, missing links, loading errors - make for a difficult accessibility to program
  - I wish that there was a way to perhaps make the honors sections separate? Or another way to create a more challenging/rigorous environment.
  - I believe a streamlined, or single method to get online for courses would be much easier.
  - 1.5hr amount of time (2x per week) for a single live class session and lesser homework
  - Better support for IEP students with smaller breakout groups, more one in one assistance



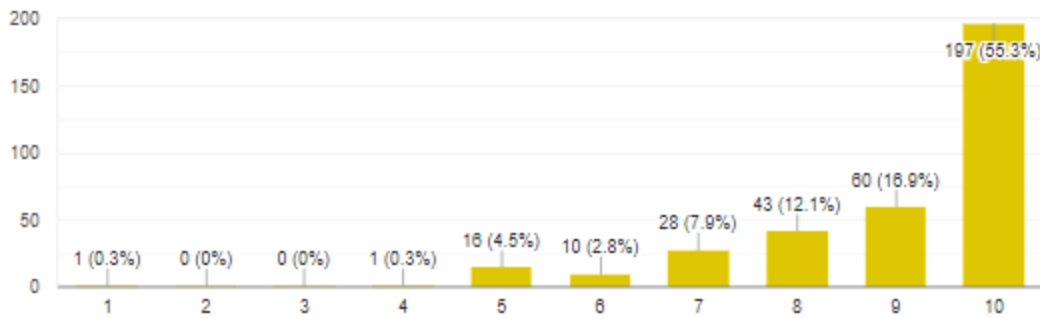
- More student to student interaction.
- A required office time at least once per quarter with each teacher so that this my the student has a relationship individually with the teacher and then is not afraid to approach him or her when there is an issue.
- The teachers could carve out a little time at the beginning and a few points in the year for the students to meet in groups to socialize.
- "Remove as much common core nonsense material as possible and focus only on real STEM and reading and writing (essays, grammar) . Focus on teaching learning to self learn - skills needed for University. Most smart kids can cruse through high school with ""A""s only to fail in University because they never really were forced to learn to learn something hard. SO Challenge assignments that are no frills, not socialist indoctrination, but real learning. That rules out most of California's Common Core curricula. As for STEM ( HS Chemistry should have some labs hands on .. perhaps once or twice a semester with real beakers, pipets, burners etc.. - kids barely learn enough chemistry in California's curriculum to survive real University Chemistry 101 without failing.
- More opportunities/field trips for high schoolers
- Organization beginning of school term for new enrollees.
- In our case, having the teacher stick more to the specific topic of the day vs digressing on other topics not covered.
- In my experience from last year up-to now, the lesson for the upcoming homework assignment should be taught during class time (the new concept). It's has been so frustrating having to teach the subject to my children for the HSVA class that is expensive and time consuming. 80% or more of the time, the instructors are stuck going over previous assignments and consuming the entire class meeting time. Going over concepts already taught should be reserved for office hours or after class or some other alternative.
- I also believe that the students should have an option to receive a physical copy of the book in order to grasp the lessons more efficiently. My children have had such a hard time trying to learn concepts that haven't been taught in class because of review. They are trying to learn from an online textbook which is hard to maneuver between switching screens and pages on a computer.
- I feel that communication could improve a bit, since sometimes the teachers might take some time to respond and it could be difficult to understand sometimes.
- Zooming in as optional or recording to watch later
- Some of the instructors my daughter has had issues with their lack of organization in teaching and delivery others have been excellent. English has been great for Government we moved to bright Thinker.
- My daughters only complaint are other students in the class that don't follow rules (not keeping video on/not responding when called upon) or are disruptive to the teacher
- If a class is recorded or a book is being read aloud, the student should not be marked absent if they miss a timed class. As long as they get the work done

- Make sure all the teachers use the same formats for the homework's to eliminate wasted time trying to figure out how things work for every teacher.
  - I would have benefited from step by step instruction of how to navigate schoology. There was a learning curve to it that I've had to discover on my own despite attempting the tech office hours.
- **What do you like about HSVA?**
- It's alternative education for my daughter.
  - That my student is able to take high school level circulation that challenges my student and from a teacher that teaches it very well. It's also has matured my student to be more organized and responsible for their own work.
  - I love that in high school she can be home and have the freedom to pursue her many interests, while taking classes with teachers she is enjoying online. She is also learning to be independent from my teaching as we near college.
  - Lightens my teaching load
  - I like that she is getting instruction from someone who is credentialed in the specific subject. I don't feel that I have the expertise to teach high school subjects. The English teacher is really caring and clearly has the best interest of her students in mind.
  - The help they give my daughter. Making her feel comfortable
  - The knowledge the teacher has
  - The convenience of having a classroom setting at home. Not having to worry about my son having to miss class every time he has a cold.
  - The ability to have my children getting an good education, but still being at home.
  - It offers an HQT for a subject I am not comfortable teaching and my son enjoys class
  - I do like that it is seems closer to getting my student ready for college than traditional high school education. The schedule, the responsibility required, and autonomy I believe is more like college than traditional high school but with more safety nets and other assistance.
  - Teacher offer a lot of support to students
  - live classes and interaction
  - Workload size is good
  - The setting convenience.
  - Interaction with others
  - My Daughter likes it
  - I like that I am not having to teach my student the subjects in which she struggles in. This helps to take away extra stress.
  - My teen is much more motivated when having a credential teacher set the deadlines and standards, she then willingly fulfills her obligations. If it's our own deadlines, she is not as motivated.
  - I like the flexibility of online learning. Also, the teachers have been organized, knowledgeable, and accessible.

- Current schedule 2x a week is not too much or too little. When in High School it relieves the burden of gov't paperwork ( teaching lessons or student self directed study is not a problem and in fact learning could even be done better using traditional homeschool methods, if it were not for the "marxist" common core nonsense )
- I like that it has qualified teachers and some interaction with other students for my child.
- It creates a place where my student can get an education from other teachers and have some peer connection.
- That I can entrust my child's education (in these core classes) to a credentialed teacher.
- Ease of instructions
- Teachers are supportive in helping students reach their academic goals
- That as a parent I am able to have contact with my child's teacher and they are all willing to give support and help.
- The greatest benefit my child has received from participating in HSVA is meeting deadlines.
- Student-teacher interaction.
- I like the structure of a twice a week scheduled meeting to reach core subjects.
- I like how the system works with the homework and the support we get while not in class.
- Too see other teacher's expectations and helps the parent have time to help their other children
- It's great for classes that I'm not confident in my teaching abilities for.
- Student teacher live interaction
- I like that the responsibility of teaching the subject of off me. Teacher submits grades and work samples, keeps my daughter engaged and communicates effectively with me.
- My daughter can get online and be taught on subjects she likes and see a teacher and interact with others.
- I like the live classes and the teachers are very knowledgeable and excited to teach.
- The workload and planning
- Teachers are awesome
- I appreciated that my student was taking accredited courses in a similar setting and manner as virtual college courses. This will certainly help prepare my student for future education.
- Interaction with another adult and students
- The pace and choice of curriculum

### **HSVA Student Feedback**

- How much do you think your teacher cares about you?



- **What would make your class better?**
  - Most students had minor suggestions with regards to specific classes. For example, reducing the workload of certain classes, creating more space for student work time, and increasing opportunities for socialization and collaboration. 62% of students are new to HSVA this year, and making friends is a consistent comment on improving their experience.
- **Here are a few quotes in response to the following question: Is there anything else you would like your teacher to know?**
  - “I’d like my teacher to know that she has done a really great job over the time I’ve been in class and I appreciate her a lot. I would also like to thank her for all her hard work for us and for being kind and understanding!”
  - “I think I would just want my teacher to know that in both of the classes I take with him that he is probably one of my favorite teachers, with the way he teaches his classes he helps a lot with keeping me interested in what i am learning.”
  - “I would like to thank her so much for being here for all of us students and being one of the nicest teachers I’ve had.”
  - “I want to let my teacher know that the way he teaches us in class is really helpful. He teaches us things like memory tricks and uses lots of repetition until we fully understand what we are doing in class. He makes the students feel like they are acknowledged and takes our opinions on the class to mind which I appreciate a lot, and I’m really thankful to have him as my teacher in this course.”

# **Cover Sheet**

## **Superintendent Evaluation Process**

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<b>Section:</b>	<b>VI. Governance</b>
<b>Item:</b>	<b>B. Superintendent Evaluation Process</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Superintendent Evaluation Process and Timeline</b>

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### **BACKGROUND:**

- This is a position that is part of the Shared Staff Memorandum of Understanding (MOU) and as such, Yosemite Valley plays a role in supervision, guidance, and input, but does not officially evaluate the Superintendent.
- The Board will evaluate the Superintendent only moving forward.
- The Process and Timeline has been updated for consideration.

### **RECOMMENDATION:**

- Consider approval of the Superintendent Evaluation Process with the addition of any changes the Board would like to make.

## **Superintendent Evaluation Process**

### **1. Meeting to Commence School Year**

Prior to or at the beginning of each school year, the Board and the Superintendent shall meet to review the Superintendent's Summative Evaluation Form, and, if appropriate, set specific goals.

### **2. Mid-Year Meeting Regarding Annual Review of the Superintendent**

The Board Chair will agendize a mid-year meeting regarding annual review of the Superintendent for a closed session during the regular January Board meeting or later. At this meeting, the Board will discuss and start the summative annual evaluation of the Superintendent. If needed, the Board can agendize additional closed sessions at regular scheduled board meetings as needed to review the Superintendent.

### **3. Board Member Completion of Summative Evaluation Form**

Following review of the Superintendent's self-evaluation and any other necessary input from Board discussion, Board members will meet in a properly convened closed session meeting to conduct Mid-Year Meeting Regarding Annual Review of the Superintendent (see # 2), without the Superintendent present, to discuss their individual ratings and determine a consensus rating for each indicator. The Board Chair will record the Board's consensus rating on a blank copy of the instrument.

From a review of the Board's composite ratings, the board will identify:

- Agreed upon areas of strength
- Agreed upon areas of improvement
- Any specific expectations the Board has regarding the Superintendent's performance for the coming year

For areas in which there is no clear agreement about a rating, the Board will discuss reasons for their varying ratings and try to reach consensus about what, if anything, the Board would like to see differently regarding that indicator in the coming year.

After reaching consensus about the Superintendent's performance ratings and desired improvements, the Board will discuss with the Superintendent the areas of strength, areas needing improvement, and possibly specific improvements.

### **4. Consideration of Superintendent Response to Summative Evaluation**

In a properly agendized closed session, the Board will allow the Superintendent to respond to the Board's ratings. This can be at the same meeting of the evaluation, or a future meeting.

### **5. Completion of Performance Evaluation**

The Board will include the final Superintendent performance goals in the Superintendent evaluation form, make any other revisions to the form desired by the Board to ensure that it reflects Board priorities and the Superintendent's duties accurately. If needed, an updated form can be adopted to be used for the next summative evaluation. The board will strive to complete this within two months of the evaluation meeting.

# **Cover Sheet**

## **Superintendent & Deputy Director's Mid-Year School Goals Report**

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<b>Section:</b>	<b>VI. Governance</b>
<b>Item:</b>	<b>C. Superintendent &amp; Deputy Director's Mid-Year School Goals Report</b>
<b>Purpose:</b>	<b>Presentation &amp; Potential Discussion - Informational</b>
<b>Related Material:</b>	<b>2022-2023 Goals &amp; Action - Mid-Year Report</b>

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### **BACKGROUND:**

- The Superintendent and Deputy Director have prepared an oral report on their School Action Plan & Goals.

### **RECOMMENDATION:**

- Consider providing the Superintendent and Deputy Director with guidance and input.

2022-2023

# Action Plan & Goals

## Mid-Year Report

Stephanie Johnson & Dr. Laurie Goodman

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### Action Plan

*Administrators will use the Board scores from the Evaluation Form and input from Board Members to create a focused Action Plan to address areas identified as having the capacity to be developed and or changed.*

#### Action Plan Summary or Overview

Our plan for the 22-23 school year is to continue the progress made this year both fiscally and academically. We understand the importance of utilizing public funds wisely to support student growth and development. We also recognize that academic growth and success is the heart of our school and the reason we exist. Our goals for next year reflect how we will utilize the resources entrusted to us to make decisions that support all students in their academic, physical, and social emotional needs. To do this we will need to continue providing professional development to our staff, support to our parents, and great instruction and resources to our students.

Specific Action Plan Components:

1. **ELEMENT 1C Vision Planning and Implementation:** *This element, particularly moving into your new role, is something the Board would like to see you develop. Specifically, the monitoring of the “decisions, actions, and outcomes” of the school’s vision and goals.*  
[MR]

In order to reach our academic goals, we will need to provide additional teacher training and parent education. We will continue to gather parent and staff feedback through our school site council, staff committees and feedback surveys. We will also continue gathering and analyzing data from our intervention and virtual academies to determine student success and student need. To support teachers, we have developed a Personalized Professional Development Plan that will be customized to each teacher with the support and oversight of their Regional Coordinator and Directors of Regional Coordinators.



This action will be measured through survey and academic achievement using both evidence of student learning and STAR 360 data through the Power School Data platform three times during the school year which will be reported to the board within a month after data is gathered.

2. **ELEMENT 2B Curriculum and Instruction:** *The Board sees a need for more parent/Learning Coach support and resources.* [MR]

Again to support teachers we have developed a Personalized Professional Development Plan that will be customized to each teacher with the support and oversight of their Regional Coordinator and Directors of Regional Coordinators. We are also moving forward with our Instructional Coaching Plan to better support teacher and parent education during Learning Period meetings and support instructional practices in all our virtual classes. During the first six weeks of school and at the semester break in January. The entire staff will participate in professional development to best support families and student achievement.

This action will be measured through a monitoring process by leaders as they support teachers in EA and all other virtual programs using a coaching and planning form which also include teacher self-reflection and align with their personal professional development plan. These coaching conversations and self-reflections will occur twice a year in the fall and spring.

3. **Element 2B Assessment and Accountability:** *The Board identifies this area as one of growth as holistic assessment is talked about, but not seen in practice.* [YV]

The charter schools will continue to provide monthly data and presentations regarding the many programs and academics that are in place to support our mission and vision of providing educational services to all students. Built into the monthly board meetings will be monthly presentations of data confirming the progress of all programs.

4. **ELEMENT 4C Community Resources & Services:** *The Board sees a need to better provide and communicate supports and resources to families with specific needs. For example, dyslexia reading support and resources.* [MR]

- a. The charter schools will develop a plan and implementation process to increase instructional support through an Inclusion Model which will partner general education teachers with case managers (educational specialists) for our students with IEP's and/or students in intervention.
- b. The charter schools will hire, train and develop a plan for In-House service providers (OT, SLP, Nurse) to serve students and more closely monitor their needs as well as their progress.

- c. The Link Project for identifying when students do not qualify for special education but need additional support provided through the SST process. This includes communication from our Director of SST via a personal phone call to families who have a need for support but do not qualify for special education services. Part of the LINK project will be the development of a thorough plan that monitors and supports targeted intervention for struggling students and their learning coaches.
- d. The charter schools have launched this year a New Family Onboarding Process which includes a welcome call, passport, orientation, curriculum fair and back to school night. This dynamic program will welcome our new families as well as provide support for veteran families that are still learning our unique instructional model.
- e. Working with the school's leadership team, we (the Executive Director and Co-Director) will develop a communication plan that includes at least three communication pathways. We will facilitate across school departments and teams as needed as well as ensure school supports and resources are channeled through the most appropriate communication pathway(s).
- f. A parent and staff need survey/assessment will be conducted at three times during the school year, and personal phone calls will be made to follow up with families that are still needing more support.[1]

These actions will be measured through parent, staff and student surveys as well as achievement data and our feedback real-time forms. After each survey period, survey results will be analyzed for course corrections which may include additional professional development as well as parent support and increased communication.

**5. ELEMENT 3A Operations & Facilities:** *The Library still has more potential especially with accessibility to the actual resources. There are a lot of rules and limitations to make appointments and get into the Library, which limits accessibility.*

We recognize the need for the library to provide better service to our families and community. We will be involved in the hiring process of the new librarian and work with her/him to develop a calendar and plan to best use the library and the resources available as well as plan for events to better use the library and its resources.

We also have hired a classified expert who is a homeschool mom who will provide more information and access to the curriculum choices in the library. Finally, part of our new on-boarding process for new families, we will be providing in-person orientations at the lending library for parents and students.

The success of the adjustments and leveling up of services will be measured through family surveys three times a year.

**6. ELEMENT 3C School Climate:** *The Board acknowledges and applauds the positive staff*

*survey feedback, however, based on interactions with staff and families, there is frustration with the school climate. One specific example centers around teacher training and how most is delivered through recordings and that staff would prefer live training that involves the opportunity for interaction and dialogue.*

We are excited about the in-person training that will be taking place next year as well as the RC meetings that will also be in person. We only have two staff members who live in the area that will be joining us through a virtual format. We also will be adding more time to practice, reflect and apply professional development in all region meetings and during other planned professional development. As noted in the goals, each staff member will have their own professional development plan which will be supported by their RC as well as other administrative staff. Each week, enrichment academy sessions will focus on Social Emotional Learning which will include cultural competence and inclusivity. These sessions will be professional development for teachers as well as learning opportunities for students.

This action will be measured through real time surveys each month after PD to ensure that learning is occurring and the PD is valuable for our staff and families.

**7. ELEMENT 4C Community Resources & Services:** *The Board feels that there are somewhat limited services available, and that those that are provided do not always reflect the demographics of the students.*

We have worked hard to grow our Virtual Academies for next year to provide more learning opportunities for our students with intervention and individualized support built into the program. We currently offer live outstanding direct instruction classes to all students with learning needs and will now offer daily learning opportunities focused on English language arts and writing to provide support for all students on a daily basis with a live teacher.

At the beginning of the school year, each program and department will present the expansion of services that are occurring next year as well as metrics to determine effectiveness.

**8. ELEMENT 5C Ethical Action:** *The Board has some concerns with SPED related to this Standard and as you have a direct reporting line over SPED it is something the Board wants you to be aware of. There appears to be broken trust between families and the SPED Department.*

To address this need we are increasing collaboration between general education teachers and special education case managers. We have calendared 3 non-instructional duty days on the 22/23 calendar to allow for this collaboration in order to better support families and individual student learning goals. Our move to an inclusion model is another way we are providing for the needs of the whole student and making sure all departments are working together to support students' learning goals. We have also developed a training model that will inform our teachers of ways we can better support special education students. The hiring of internal staff to provide services in the areas of speech and OT will build relationships and trust with families.

This action will be measured through an anonymous survey after IEP meetings and throughout the school year to better understand the needs of parents and build trust.

**9. ELEMENT 6A:** *Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment. There are frequent occurrences of PAT participants having questions about policy, processes, and communication from the school. This seems to indicate that more work can be done in this area so the public has a clearer understanding.*

We will continue to host school site council meetings and parent advocacy meetings that are open to all in order to address this need. This spring we also began hosting more opportunities for staff to come and ask questions so they feel better equipped to address questions from parents. We will continue to do this next year and provide parents opportunities for questions and answers with the administrators. Professional development with our teaching staff and the expansion of our leadership team will help our parents with policy and process understanding which will always include rationale and connect with our mission, vision, LCAP and WASC goals.

This action will be measured through surveys and feedback from meetings.

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**Personal Professional Goals based on Feedback regarding leadership traits:**

1. It was noted that Dr. Goodman's communication pattern of gratitude for all staff in all things can be perceived as disingenuous at times. Her plan is to be more direct with the elements, tasks and outcomes of work products with praising staff for their expected work success as well as being direct with building capacity in staff and systems that are not meeting the required standards for our charters.
2. It was also noted that mutual respect was not always apparent during meetings and communication with Dr. Goodman. This perception will be addressed by making sure that directives that are required for our staff and parents are connected to policy and educational code. During the last two years of COVID restrictions, we have been going through challenging times.

# Major Goals for the 2022-2023 School Year

*Administrators will outline several goals for the new school year based on the Board's evaluation scores and identified areas of growth. Three major goals are listed below, however: listed above are 11 goals that will be implemented and reported throughout the school year.*

## **Goal #1:**

Creating a Personalized Professional Development Plan that supports each teacher's area of growth and is based on feedback gathered from their supervisor after an instructional coaching cycle has occurred.

## **Goal 2:**

Incorporate an Instructional Coaching Model at the regional coordinator and administrator level to observe learning period meetings, virtual academies, intervention and enrichment academy classes to ensure standards are being met, instructional strategies are being used and consistent practices are occurring school wide.

## **Goal #3:**

To increase community engagement and a positive school culture through providing opportunities for families, students and community members to come together and support school goals at events that include park days, field trips, clubs, sports, and other in person activities.

# Cover Sheet

## Annual Form 700

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<b>Section:</b>	<b>VI. Governance</b>
<b>Item:</b>	<b>D. Annual Form 700</b>
<b>Purpose:</b>	<b>Presentation &amp; Potential Discussion - Informational</b>
<b>Related Material:</b>	<b>None</b>

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### BACKGROUND:

- The Statement of Economic Interest or Form 700, is the tool used by public officials to disclose their financial interests that may be affected by their public official decisions. This ensures that the public is aware of a board member's financial interests and also reminds the public official of potential conflicts.
- Tulare County requires paper forms be signed by hand and mailed.
- The school office will be sending each Board Member the documents with directions and how to return completed forms.
- Forms must be submitted by April 3, 2023.

# **Cover Sheet**

## **Annual Board Meeting Calendar**

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<b>Section:</b>	<b>VI. Governance</b>
<b>Item:</b>	<b>E. Annual Board Meeting Calendar</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Proposed Annual Board Schedule; 2022-2023 Board Calendar - Revised Draft</b>

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### **BACKGROUND:**

- Based on information from charter experts and legal counsel, the school is recommending the Board considers consolidating Regular Board Meetings to six total meetings.
- Both the Accounting and Compliance Teams have provided input into the proposed Annual Board Meeting Calendar.
- Should the Board be amenable to the consolidated schedule, the current 2022-2023 Board Meeting Calendar has been revised and drafted for consideration.

### **RECOMMENDATION:**

- Consider approval of both the Proposed Annual Board Schedule and the revised 2022-2023 Board Calendar.

Month	Important/Required Items	Due Dates
<b>SPECIAL</b>		
	45 Budget Revision	8/15/2023
<b>SEPTEMBER</b>		
	ConApp	9/12/2023
	Unaudited Actuals	9/15/2023
	Dashboard Indicator	11/1/2023
<b>DECEMBER</b>		
	1st Interim	12/15/2023
	Audit	12/15/2023
<b>JANUARY</b>		
	SARC	2/1/2024
	ConApp	3/11/2024
	Form 700	4/2/2024
	School Calendar	6/30/2024
	Safety Plan review	No hard date
<b>FEBRUARY</b>		
	2nd Interims	3/15/2024
	Auditor Selection	3/31/2024
	Homeless Policy	No hard date
	Parent Involvement	No hard date
<b>MAY</b>		
	LCAP Public Hearing	5/31/2024
	EPA Fund Use	No hard date
	Vendor Contracts Review	No hard date
	Executive Comp Eval	10-11 months of service
<b>JUNE</b>		
	LCAP Approval	6/30/2024
	Vendor Contract Approval	No hard date
	Budget Approval	6/30/2024
	IRS 990 policy review	No hard date
	Local Indicators	before 07/01/24 Annually



July 2022						
S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
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25	26	27	28	29	30	

October 2022						
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23	24	25	26	27	28	29
30	31					

November 2022						
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December 2022						
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25	26	27	28	29	30	31
31						

#### Important Board Items

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

School Closed

Regular Board Meeting

\* Important Board Dates

## 2022-2023 School Board Calendar



#### School Year Dates

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

#### School Holidays

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

#### Regular Board Meeting Dates

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

January 2023						
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February 2023						
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26	27	28				

March 2023						
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April 2023						
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23	24	25	26	27	28	29
30						

May 2023						
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21	22	23*	24	25	26	27
28	29	30	31			

June 2023						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20*	21	22	23	24
25	26	27	28	29	30	

#### Important Board Items

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

# **Cover Sheet**

## **Board Meeting Teleconferencing Options & Future Board Meeting Format**

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<b>Section:</b>	<b>VI. Governance</b>
<b>Item:</b>	<b>F. Teleconference Options &amp; Board Meeting Format</b>
<b>Purpose:</b>	<b>Discussion &amp; Potential Action - Vote</b>
<b>Related Material:</b>	<b>Teleconferencing Options for Board Members</b>

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### **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 approval to hold all future board meetings in compliance with AB 2449.

## Teleconferencing Options for Board Members

### ORIGINAL TELECONFERENCING RULES

<b>Reasons for Teleconferencing</b>	Any reason
<b>Notice Requirements</b>	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
<b>Americans with Disabilities Act Issues</b>	The teleconference location must be compliant with the Americans with Disabilities Act regarding access
<b>Public Participation</b>	The public is entitled to appear and participate from any teleconference location; no zoom or video conferencing is required
<b>Location of Quorum</b>	The quorum of the board must be located in the jurisdiction of the school, also follow location requirements identified in Education Code section 47604.1.
<b>Limitation on Use of Teleconferencing Option</b>	None
<b>Process for Appearing via Teleconference Option</b>	Post the teleconference location on the agenda and post the agenda at the teleconference location, as well as other posting requirements
<b>Disclosures</b>	None
<b>Member Participation</b>	Nothing specific

## AB 2449 TELECONFERENCING RULES BEGINNING 1/1/23

<b>Reasons for Teleconferencing</b>	<p>Just Cause:</p> <ul style="list-style-type: none"> <li>• Childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner</li> <li>• A contagious illness that prevents the member from attending in person</li> <li>• A need related to a physical or mental disability</li> <li>• Travel while on official business of the board or another state or local agency</li> </ul> <p>Emergency Circumstances:</p> <ul style="list-style-type: none"> <li>• Physical or family medical emergency that prevents a member from attending in person</li> </ul>
<b>Notice Requirements</b>	<p>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.</p>
<b>Americans with Disabilities Act Issues</b>	<p>Nothing in addition to usual ADA issues; teleconference locations need not be compliant with the ADA.</p>
<b>Public Participation</b>	<p>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.</p>
<b>Location of Quorum</b>	<p>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 section 47604.1)</p>
<b>Limitation on Use of Teleconference Options</b>	<p>Just Cause: No more than two meetings per calendar year</p> <p>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.</p>
<b>Process for Appearing via Teleconference Options</b>	<p>Just Cause:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Emergency Circumstances:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Disclosures</b>	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.
<b>Member Participation</b>	Member must participate through both audio and visual technology