



Board Meeting Agenda

Feb 28th, 2023 6 00pm - 8 00pm

3610 E. Ashlan Avenue, Fresno, CA 93726

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

I. Opening Items

6:00pm

A. Record Attendance

B. Call the Meeting to Order

Dr. Sam Nofziger

C. Pledge of Allegiance

Dr. Sam Nofziger

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

E. Public Comment

F. Discussion & Potential Action to Approve the January 24, 2023 Board Meeting Minutes



1-24-2023 - Board Meeting Minutes - MR.pdf










II. Finance











6:10pm

A. Discussion & Potential Action on the January 2023 Financial Report

Jim Surmeian

6:10pm


<div><div> January Financial Report & 2nd Interim Report - MR.pdf</div><div> Coversheet - January Financials.pdf</div></div>			
B. Discussion & Potential Action on the Second Interim Report	Jim Surmeian	6:20pm	
<div><div> January Financial Report & 2nd Interim Report - MR.pdf</div><div> Coversheet - 2nd Interim Report.pdf</div></div>			
C. Discussion & Potential Action on the Executive Director & Deputy Director Divvy Expenses	Steph Johnson	6:25pm	
<div><div> Coversheet - Divvy.pdf</div></div>			
D. Presentation & Potential Discussion of the 2021-2022 Audit	Dr. Laurie Goodman	6:30pm	
<div><div> 2021-2022 Audit Report - MR.pdf</div><div> Auditor Letter 2021-2022 - MR.pdf</div><div> Coversheet - 21-22 Audit Report.pdf</div></div>			
E. Discussion & Potential Action on Auditor Selection for the 2022-2023 Audit	Dr. Laurie Goodman	6:35pm	
<div><div> Coversheet - 22-23 Auditor Selection.pdf</div></div>			
III. Academic Excellence		6:40pm	
A. Discussion & Potential Action on the Educator Effectiveness Grant	Dr. Laurie Goodman	6:40pm	

<div><div> 2021 Educator Effectiveness Block Grant Plan - MR.pdf</div><div> Coversheet - EEG.pdf</div></div>			
B. Presentation & Potential Discussion on the New Art and Prop 28 Grant Plans	Dr. Damien Phillips	6:45pm	
<div><div> Coversheet - Art & Prop 28.pdf</div></div>			
C. Invitation to the 2023 8th Grade Promotion & High School Graduation Ceremonies	Steph Johnson	6:50pm	
<div><div><div><div> 8th Grade Promotion.png</div></div><div><div> HS Graduation.png</div></div><div><div> Coversheet - Promotion & Graduation Invite.pdf</div></div></div></div>			
IV. Operations		6:55pm	
A. Discussion & Potential Action on the Updated Comprehensive Safety Plan	Dr. Damien Phillips	6:55pm	
<div><div><div><div> Comprehensive Safety Plan - MR.pdf</div></div><div><div> Coversheet - Comprehensive Safety Plan.pdf</div></div></div></div>			
B. Presentation & Potential Discussion of the 2023-2024 Organizational Chart	Steph Johnson	7:00pm	
<div><div><div><div> Proposed 2023-2024 Organizational Structure.pdf</div></div><div><div> Coversheet - Org Chart.pdf</div></div></div></div>			

C. Discussion & Potential Action on the Proposal for New Positions

Steph Johnson

7:15pm

 [Coversheet - New Positions.pdf](#)

1. Curriculum & Instruction Lead Teacher

 [Curriculum & Instruction Lead Teacher Job Description - MR.pdf](#)

2. Special Day Class Program Coordinator

 [SDC Program Coordinator Job Description - MR.pdf](#)

3. Community Arts Educator

 [Why Community Arts Educators.pdf](#)

 [Community Arts Educator Job Description - MR.pdf](#)

V. Governance

7:25pm

A. Presentation & Potential Discussion of the Board Metrics Report for February

Steph Johnson

7:25pm


 [Board Metrics Report - February - MR.pdf](#)


 [Coversheet - Board Metrics Report.pdf](#)

B. Discussion & Potential Action on the Board Meeting Calendar: Changing the May 23, 2023 Meeting to May 9, 2023

Dr. Laurie Goodman

7:35pm

 [2022-2023 Proposed Revised Board Meeting Calendar - MR.pdf](#)

 [Coversheet - Board Calendar.pdf](#)

VI. Closing Items

7:45pm

A. Board of Director Comments & Requests

B. Announcement of the Next Scheduled Board Meeting

Dr. Sam Nofziger

1. Regular: May __, 2023 at 6:00 PM

VII. 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

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

Directors Present:

Dr. Craig Wheaton, Elizabeth Wagner, Sarah Sanchez, & Dr. Monique Ouwinga-DeRuiter

Directors Absent:

Dr. Sam Nofziger

Guests Present:

Steph Johnson, Dr. Laurie Goodman, Joanna Fung, Lorraine Sewell, Jim Surmeian, Dr. Steven James

A. Call the Meeting to Order

Dr. Craig Wheaton called the meeting of the Board of Directors of Monarch River Academy to order on Tuesday, January 24, 2023 at 6:00 PM.

B. Flag Salute

Steph Johnson led the Flag Salute.

C. Discussion & Potential Action on the Approval of the Agenda

Sarah Sanchez made a motion to approve the agenda.

Dr. Monique Ouwinga-DeRuiter seconded the motion.

The Board VOTED unanimously to approve the motion.

D. Public Comment

No public comments were made.

E. Discussion & Potential Action to Approve Board Meeting Minutes

1. Regular Board Meeting: December 13, 2022

Elizabeth Wagner made a motion to approve the minutes from the December 13, 2022 Board Meeting.

Sarah Sanchez seconded the motion.

The Board VOTED unanimously to approve the motion.

2. Special Board Meeting: December 16, 2022

Elizabeth Wagner made a motion to approve the minutes from the December 16, 2022 Board Meeting.

Sarah Sanchez seconded the motion.

The Board VOTED unanimously to approve the motion.

III. Finance

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

Jim Surmeian from Charter Impact presented the school's December 2022 Financial Report. He informed the Board the school submitted their Funding Determination for an anticipated 5 year funding approval.

Dr. Monique Ouwinga-DeRuiter inquired about the two new grants. Mr. Surmeian gave an overview of the grants and what the intended funds can be used for.

The Board Members inquired about how the school plans to approach one time vs reoccurring funds.

Elizabeth Wagner made a motion to approve the December 2022 Financial Report. Steph Johnson shared that the purpose of the school's reserves will help when/if needed.

Dr. Craig Wheaton referenced the Governor's budget release and how it impacts the school and also commented that the school's current fiscal health is very positive.

Sarah Sanchez made a motion to approve the December 2022 Financial Report

Elizabeth Wagner seconded the motion.

The Board VOTED unanimously to approve the motion.

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

There were no Divvy expenses in December.

IV. Academic Excellence

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

Dr. Laurie Goodman presented the school's annual SARC report.

Elizabeth Wagner questioned the school class sizes. Dr. Craig Wheaton and Dr. Laurie Goodman shared that some of the data, that streams straight from Data Quest, does not always align with the structure of the Independent Study format.

Dr. Monique Ouwinga-DeRuiter made a motion to approve the School Accountability Report Card (SARC).

Sarah Sanchez seconded the motion.

The Board VOTED unanimously to approve the motion.

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

Dr. Steven James presented the school's proposed ESY Plan.

Elizabeth Wagner inquired about the possibility of a long period between the end of ESY and the start of the new school year. Dr. James explained that ESY cannot be more than 20 days.

Elizabeth Wagner made a motion to approve the ESY plan/dates.

Sarah Sanchez seconded the motion.

The Board VOTED unanimously to approve the motion.

C. Presentation & Potential Discussion of the School Dashboard

Dr. Damien Phillips presented the school's Dashboard, highlighting what the sections and graphs mean.

Sarah Sanchez asked for clarification if the STAR 360 assessments are reflected in the Dashboard. Dr. Phillips shared that only the state CAASPP Assessment results are included.

Dr. Craig Wheaton noted this is a modified Dashboard due to the Pandemic and not having year to year data. He also encouraged the school to dig deeper into the graduation rate as more than 1 out of 10 students are not graduating and he recommends that any measures under 90% should become a focus area. He stated the school is doing good work, but there is always room to grow.

Denise Voth shared that the school is working with each student and diligently follow up with 12th grade students that withdrawal before graduation.

Dr. Monique Ouwinga-DeRuiter inquired if there were any outliers in the Math and ELA results to see if there were specific groups that needed more support. The school will dig deeper into the data and bring back more information at a future Board meeting.

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

Board Policy No. 5141.A & 5141.B

Steph Johnson presented the new Suicide Policies. She recognized Yolanda Vazquez for her work on these policies.

Dr. Craig Wheaton remarked that the policy is detailed, thorough, and useful.

Sarah Sanchez made a motion to approve the Suicide Prevention Policies Grades TK-7 & 8-12 Grades.

Elizabeth Wagner seconded the motion.

The Board VOTED unanimously to approve the motion.

V. Operations

A. Discussion & Potential Action on the Revised Paid Sick Leave (PSL), Personal Necessity Leave (PNL), & Time Off Balances Policy Board Policy No. 4361

Steph Johnson presented the changes to the policy requesting that the Board consider approval with the same changes applied to the Regional Coordinator section and that the policy be approved retroactively to January 1, 2023.

Sarah Sanchez made a motion to approve the revised Paid Sick Leave (PSL), Personal Necessity Leave (PNL), & Time Off Balances Policy with the same changes applied to the Regional Coordinator section retroactively to January 1, 2023.

Dr. Monique Ouwinga-DeRuiter seconded the motion.

The Board VOTED unanimously to approve the motion.

B. Discussion & Potential Action on the Salary Change to AD-1 & Position Title Change from Virtual Academy Coordinator to Assistant Director of Virtual Elementary Education

Dr. Craig Wheaton made a motion to table this agenda item.

Sarah Sanchez seconded the motion.

The Board VOTED unanimously to approve the motion.

C. Discussion & Potential Action on the Salary Change to Director-1 & Position Title Change from Assistant Director of Special Education to Director of Student Support Services

Dr. Craig Wheaton made a motion to table this agenda item.

Sarah Sanchez seconded the motion.

The Board VOTED unanimously to approve the motion.

D. Discussion & Potential Action on the Enrollment & Staffing Projection Proposal

Steph Johnson presented the school's proposed enrollment and staffing projection proposal. The Board and Steph Johnson had a discussion about how the grade level parameters and waitlist works. The Board also inquired what would happen if a family with multiple students in different grade levels and how the parameters/waitlist work or don't work for them.

Elizabeth Wagner inquired if the school is doing more to retain 7th & 8th graders. Steph Johnson described the plans for the Middle School team with Amy Friesen.

Sarah Sanchez made a motion to approve the Enrollment & Staffing Projection Proposal.
Elizabeth Wagner seconded the motion.
The Board VOTED unanimously to approve the motion.

E. Discussion & Potential Action on the 2023-2024 School Calendar

Steph Johnson presented the drafted 2023-2024 School Calendar.

Dr. Monique Ouwinga-DeRuiter made a motion to approve the 2023-2024 School Calendar with the allowance to adjust the Learning Periods if needed.
Sarah Sanchez seconded the motion.
The Board VOTED unanimously to approve the motion.

VI. Governance

A. Presentation & Potential Discussion of the Board Metrics Report - January

Steph Johnson shared the current Board Metrics report. There were no requests for future presentations.

B. Discussion & Potential Action on the Superintendent Evaluation Process

Sarah Sanchez made a motion to approve the
Elizabeth Wagner seconded the motion.
The Board VOTED unanimously to approve the motion.

C. Presentation & Potential Discussion of the Superintendent & Deputy Director's Mid-Year School Goals Report

Steph Johnson gave a progress report on the current administrative goals and action plan.

D. Presentation & Potential Discussion on the Annual Form 700

The Board was provided with information about the Form 700 requirement.

E. Discussion & Potential Action on the Annual Board Meeting Calendar & 2022-2023 Board Meeting Calendar

Steph Johnson presented the proposed annual Board Meeting Calendar and the revised 2022-2023 Board Meeting Calendar.

Sarah Sanchez made a motion to approve the Annual Board Meeting Calendar & 2022-2023 Board Meeting Calendar.

Dr. Monique Ouwinga-DeRuiter seconded the motion.
The Board VOTED unanimously to approve the motion.

F. Discussion & Potential Action on the Board Meeting Teleconferencing Options

Dr. Craig Wheaton made a motion to approve the Board Meeting Teleconferencing Options.
Sarah Sanchez seconded the motion.
The Board VOTED unanimously to approve the motion.

VII. Closing Items

A. Board of Director Comments & Request

1. Budget Analysis: Financial presentation on strategic financial planning including cash vs. actual budget and ending fund balance vs. reserves.
2. Additional student testing data.

B. Announcement of the Next Scheduled Board Meeting

Regular: February 28, 2023 at 6:00 PM

C. Adjourn Meeting

There being no further business to be transacted, Dr. Craig Wheaton adjourned the meeting at 7:17 PM.

VIII. Meeting Notes

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Cover Sheet

January 2023 Financial Report

Section:	II. Finance
Item:	A. January 2023 Financial Report
Purpose:	Discussion & Potential Action - Vote
Related Material:	January Financials & 2nd Interim Report - MR

BACKGROUND:

- Charter Impact has prepared the school's financial report through January 2023.

RECOMMENDATION:

- Consider the approval of the January Financials.

Monarch River Academy

January 2023 Financial Presentation

2nd Interim Report

MONARCH RIVER - Highlights

- Enrollment at 1070 through January vs. 1245 Budgeted
- Unduplicated Percentage increased to 44.2% from 43.3%.
- Year-end surplus projected at \$816.7K vs. Budgeted Surplus of \$675.8K
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio ✓

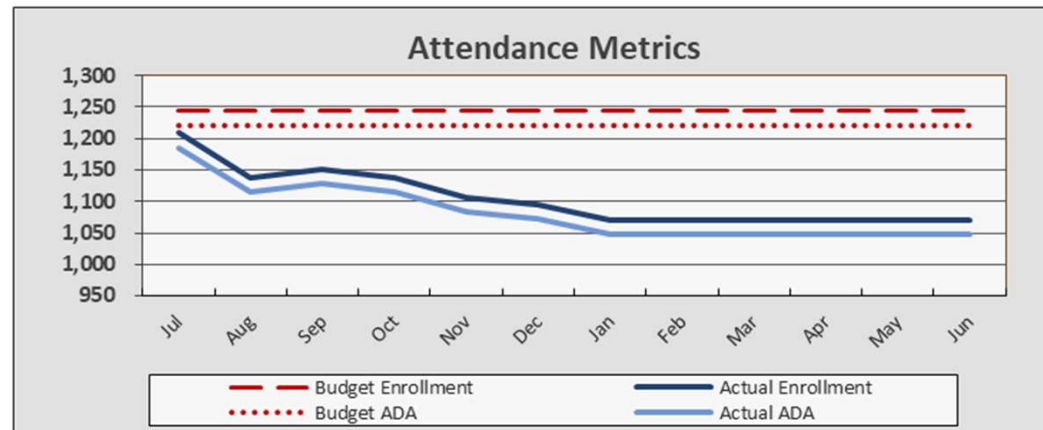
Cert.	Instr.
54.0%	85.9%
1,915,594	812,230

- 25:1 Pupil Teacher Ratio ✓

Pupil:Teacher Ratio
16.38 :1

Attendance & Data Metrics

Enrollment & Per Pupil Data			
	<u>Average</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	1105	1070	1245
ADA	1083	1049	1220
Attendance Rate	98.0%	98.0%	98.0%
Unduplicated %	44.2%	43.3%	43.3%
Revenue per ADA		\$13,092	\$11,727
Expenses per ADA		\$12,313	\$11,174



MONARCH RIVER - Revenue

- Lower overall revenue due to lower enrollment but we project all ESSER related Federal Revenue to be recognized this year.

Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 5,377,162	\$ 5,200,714
Federal Revenue	295,992	198,141
Other State Revenue	824,021	500,340
Other Local Revenue	990	-
Total Revenue	\$ 6,498,166	\$ 5,899,195

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 11,478,632	\$ 12,521,351	\$ (1,042,719)
784,886	459,073	325,813
1,463,925	1,328,170	135,756
990	-	990
\$ 13,728,434	\$ 14,308,594	\$ (580,160)

MONARCH RIVER - Expenses

- Lower expenses overall due to lower enrollment.

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 3,693,709	\$ 3,314,182	\$ (379,527)	\$ 6,643,164	\$ 6,038,398	\$ (604,766)
Classified Salaries	124,892	81,135	(43,756)	202,490	139,089	(63,401)
Benefits	1,152,686	1,093,375	(59,311)	2,014,298	1,954,566	(59,732)
Books and Supplies	917,717	1,061,014	143,298	1,205,530	1,651,998	446,469
Subagreement Services	993,607	1,674,757	681,150	1,881,484	2,774,703	893,218
Operations	109,248	69,008	(40,239)	188,564	118,300	(70,264)
Facilities	-	-	-	-	-	-
Professional Services	425,969	460,262	34,293	727,831	910,460	182,628
Depreciation	28,187	26,418	(1,769)	48,322	45,288	(3,034)
Interest	-	-	-	-	-	-
Total Expenses	\$ 7,446,014	\$ 7,780,152	\$ 334,138	\$ 12,911,683	\$ 13,632,802	\$ 721,119

MONARCH RIVER - Fund Balance

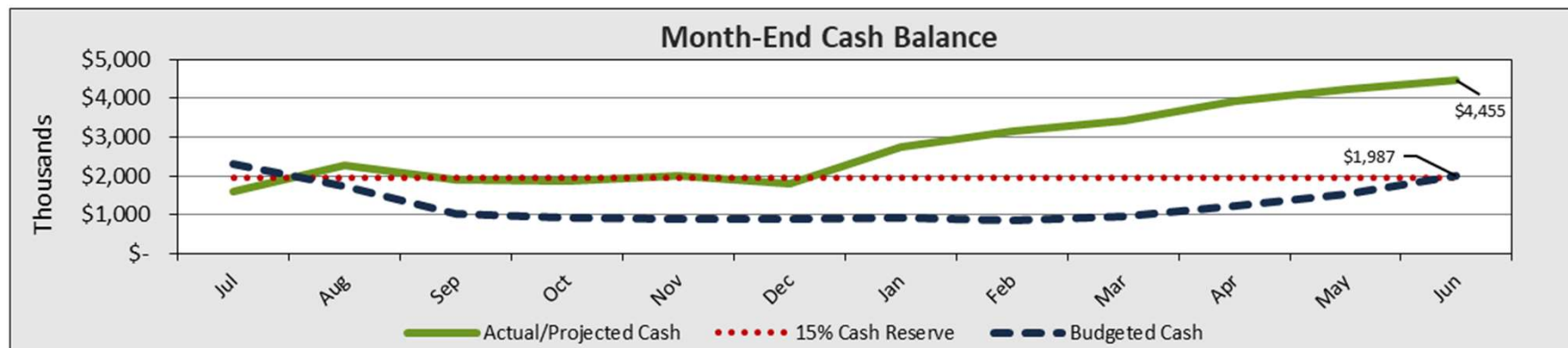
- Projected current year-end surplus represents about 6.3% of annual expenses. ...
- Total Fund Surplus is projected to be 30.7% of annual expenses by end of the Fiscal Year

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (947,848)	\$ (1,880,957)	\$ 933,108
Beginning Fund Balance	<u>3,147,053</u>	<u>3,147,053</u>	
Ending Fund Balance	<u>\$ 2,199,205</u>	<u>\$ 1,266,096</u>	
<i>As a % of Annual Expenses</i>	17.0%	9.3%	

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 816,751	\$ 675,792	\$ 140,958
<u>3,147,053</u>	<u>3,147,053</u>	
<u>\$ 3,963,804</u>	<u>\$ 3,822,845</u>	
30.7%	28.0%	

MONARCH RIVER - Cash Balance

- No further factoring required
- Cash growth for FY22-23 expected to be \$2.49MM
- Year-end cash balance now projected to be \$4.45MM.



MONARCH RIVER – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Feb-01	School Accountability Report Card - 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	https://www.cde.ca.gov/ta/ac/sa/questions.asp
FINANCE	Feb-20	Certification of the First Principal Apportionment - 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	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Feb-28	E-Rate FCC Form 470 Due date (FY2023) - To request bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2023 filing window.	Client	No	No	https://www.usac.org/si/tools/forms/
FINANCE	Feb-28	2nd Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report 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	https://www.cde.ca.gov/fg/sf/fr/calendar19district.asp
FINANCE	Mar-01	Every Student Succeeds Act Per-Pupil Expenditure Application - The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE).	Charter Impact	No	No	https://www3.cde.ca.gov/essars
FINANCE	Mar-01	Prop 39 (facilities) - Deadline for a charter school to respond to a district's preliminary Proposition 39 proposal.	Client	No	Yes	https://www.cde.ca.gov/sp/cs/as/proposition39.asp

MONARCH RIVER - Appendix

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

Monarch River Academy

Monthly Cash Flow/Forecast FY22-23

Revised 02/16/2023

ADA = 1048.60



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	983,767	983,767	983,767	983,767	983,769
8012	Education Protection Account	-	-	-	53,497	-	-	53,496	-	-	50,297	-	-	52,430
8019	State Aid - Prior Year	-	(1)	9,501	-	-	-	-	-	-	-	-	-	9,500
8096	In Lieu of Property Taxes	-	-	37,976	12,548	3,276	12,659	12,659	12,143	17,993	8,997	8,997	8,997	145,241

Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	-	12,329	23,749	23,749	23,749	23,749	23,749
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	-	-	105,000	-	-	105,000	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-

Other State Revenue

8311	State Special Education	42,232	42,232	76,018	75,761	75,761	75,761	75,761	76,931	55,490	55,490	55,490	55,490	55,490
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	Mandated Cost	-	-	-	-	-	-	23,920	-	-	-	-	-	23,920
8560	State Lottery	-	-	-	-	-	-	77,376	-	64,931	-	-	-	106,211
8598	Prior Year Revenue	-	-	-	41,038	-	4,469	40,310	-	-	-	-	-	85,817
8599	Other State Revenue	-	14,102	11,634	51,294	36,235	30,498	29,620	14,000	-	-	-	100,380	-

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	270,649	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	48,435	50,142	50,142	50,142	50,142	50,142	-
1200	Pupil Support Salaries	-	162,281	171,708	168,880	193,570	169,427	170,099	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	78,261	80,720	80,720	80,720	80,720	80,720	-
1900	Other Certificated Salaries	-	17,052	17,152	17,102	20,064	19,792	17,292	18,865	18,865	18,865	18,865	18,865	-

Classified Salaries

2100	Instructional Salaries	-	-	4,357	7,701	8,134	4,744	4,339	3,645	3,645	3,645	3,645	3,645	-
2200	Support Salaries	4,051	4,465	4,664	4,192	5,484	4,352	4,381	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	8,568	7,775	7,775	7,775	7,775	7,775	-

Benefits

3101	STRS	11,673	109,053	111,091	109,776	114,037	108,959	108,233	109,662	109,662	109,662	109,662	109,662	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	728	880	1,137	1,262	1,549	1,092	1,060	885	885	885	885	885	-
3311	Medicare	1,167	8,402	8,625	8,545	9,771	8,442	8,395	8,846	8,846	8,846	8,846	8,846	-
3401	Health and Welfare	60,479	41,611	49,194	58,394	61,195	53,450	40,786	48,667	48,667	48,667	48,667	48,667	-
3501	State Unemployment	280	4,664	550	414	195	8,373	6,291	2,695	1,348	674	674	674	-
3601	Workers' Compensation	2,842	2,842	15,878	2,842	2,842	2,842	2,842	3,050	3,050	3,050	3,050	3,050	-
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	55,441	50,627	70,276	63,493	22,197	24,899	-
4305	Software	77,946	3,590	23,507	11,167	1,576	1,895	17,550	11,175	1,175	1,175	1,175	1,175	-
4310	Office Expense	5,268	10,373	4,083	2,100	406	1,782	5,745	2,675	2,675	2,675	2,675	2,675	-
4311	Business Meals	-	25	45	25	-	233	-	-	-	-	-	-	-
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	-	-	-	49	-	-	102,710	5,921	8,218	7,425	2,596	2,912	-
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-

ADA = 1220.10

11,114,170	12,108,335	(994,165)
209,720	244,020	(34,300)
9,500	-	9,500
145,241	168,996	(23,754)
11,478,632	12,521,351	(1,042,719)

131,075	147,632	(16,557)
-	-	-
-	-	-
147,819	137,144	10,675
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
505,992	174,297	331,695
-	-	-
784,886	459,073	325,813

817,908	1,000,482	(182,574)
-	-	-
-	-	-
23,920	24,505	(585)
248,518	278,183	(29,665)
85,817	-	85,817
287,763	25,000	262,763
1,463,925	1,328,170	135,756

-	-	-
-	-	-
990	-	990
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
990	-	990

13,728,434

3,006,415	4,046,502	1,040,087
-	-	-
607,032	592,237	(14,795)
1,883,108	-	(1,883,108)
943,832	757,700	(186,132)
202,777	641,959	439,182
6,643,164	6,038,398	(604,766)

47,500	-	(47,500)
52,085	49,192	(2,893)
-	-	-
378	-	(378)
102,527	89,897	(12,630)
202,490	139,089	(63,401)

1,221,133	1,153,334	(67,799)
-	-	-
12,132	8,624	(3,509)
97,576	89,574	(8,002)
608,443	584,000	(24,443)
26,831	32,550	5,719
48,184	86,485	38,301
-	-	-
2,014,298	1,954,566	(59,732)

-	-	-
-	-	-
879,130	1,259,855	380,724
153,107	144,500	(8,607)
43,133	19,900	(23,233)
328	-	(328)
-	-	-
129,831	227,743	97,912
-	-	-
1,205,530	1,651,998	446,469

Monarch River Academy
Monthly Cash Flow/Forecast FY22-23

Revised 02/16/2023
 ADA = 1048.60



	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.)
Subagreement Services																
5101 Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5102 Special Education	-	16,655	(70,432)	37,664	(4,238)	(85,679)	20,011	17,133	17,133	17,133	17,133	17,133	-	(352)	413,800	414,152
5103 Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5105 Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5106 Other Educational Consultants	(61,081)	26,498	(155,044)	555,567	(202,412)	30,943	45,155	69,223	51,673	46,685	16,321	18,308	-	441,836	858,500	416,664
5107 Instructional Services	110,443	110,443	110,443	110,443	110,443	110,443	177,342	120,000	120,000	120,000	120,000	120,000	-	1,440,000	-	(1,440,000)
	49,362	153,596	(115,032)	703,674	(96,208)	55,707	242,508	206,356	188,807	183,819	153,455	155,441	-	1,881,484	2,774,703	(609,184)
Operations and Housekeeping																
5201 Auto and Travel	18	-	2,420	4,621	6,770	3,836	2,701	3,167	3,167	3,167	3,167	3,167	-	36,199	3,800	(32,399)
5300 Dues & Memberships	-	1,130	-	-	-	-	-	-	-	-	-	-	-	1,130	-	(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	-	138,358	91,500	(46,858)
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5516 Miscellaneous Expense	99	-	80	-	-	-	-	-	-	-	-	-	-	179	6,700	6,521
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	-	612	1,031	845	940	976	1,003	942	942	942	942	942	-	10,115	13,100	2,985
5901 Postage and Shipping	-	-	142	505	426	385	-	225	225	225	225	225	-	2,584	3,200	616
	11,647	13,271	15,203	17,501	19,666	16,726	15,233	15,863	15,863	15,863	15,863	15,863	-	188,564	118,300	(70,264)
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,800	4,800
5802 Audit & Taxes	-	1,200	-	-	4,441	-	-	-	-	-	-	-	-	5,641	16,700	11,059
5803 Legal	-	242	4,789	4,366	(2,473)	4,875	1,484	3,750	3,750	3,750	3,750	3,750	-	32,032	52,300	20,268
5804 Professional Development	1,795	8,165	926	3,087	2,639	309	1,980	13,417	417	417	417	417	-	33,984	70,000	36,016
5805 General Consulting	-	750	750	750	-	1,000	209	750	750	750	750	750	-	7,209	5,000	(2,209)
5806 Special Activities/Field Trips	3,029	1,189	1,453	2,468	736	1,584	1,724	6,079	8,438	7,624	2,665	2,990	-	39,979	14,270	(25,709)
5807 Bank Charges	-	246	-	-	-	-	126	625	625	625	625	625	-	3,497	8,700	5,203
5808 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809 Other taxes and fees	-	-	70	386	451	36	137	533	533	533	533	533	-	3,747	7,400	3,653
5810 Payroll Service Fee	512	324	523	983	1,715	2,380	1,203	975	975	975	975	975	-	12,515	13,400	885
5811 Management Fee	20,867	20,867	21,256	21,256	26,093	20,056	14,371	20,021	20,021	20,021	20,021	20,021	-	244,870	250,400	5,531
5812 District Oversight Fee	-	16,896	18,036	32,395	88,719	31,300	31,300	30,778	30,053	31,292	29,783	29,783	(25,975)	344,359	375,641	31,282
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	91,849	91,849
5815 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	26,203	49,880	47,802	65,691	122,321	61,539	52,534	76,927	65,562	65,986	59,519	59,843	(25,975)	727,831	910,460	182,628
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	-	48,322	45,288	(3,034)
	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	-	48,322	45,288	(3,034)
Interest																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	361,637	1,205,931	961,630	1,665,919	989,047	996,470	1,265,380	1,152,786	1,134,471	1,121,657	1,038,701	1,044,029	(25,975)	12,911,683	13,632,802	(781,284)
Monthly Surplus (Deficit)	(319,405)	(573,893)	(79,173)	(417,999)	140,512	240,566	61,543	(23,601)	51,529	65,575	33,302	233,354	1,404,440	816,751	675,792	(1,361,444)

Monarch River Academy

Monthly Cash Flow/Forecast FY22-23

Revised 02/16/2023

ADA = 1048.60



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	61,543	(23,601)	51,529	65,575	33,302	233,354	1,404,440
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)	497,409	-	-	536,420	240,000	-	(1,378,465)
104,576	29,828	(349,107)	149,106	(148,244)	(284,447)	(128,636)	428,207	205,120	(73,575)	14,213	(2,745)	-
-	-	-	-	-	-	-	-	-	-	-	-	-
(141,906)	(111,090)	119,983	44,012	9,297	14,239	(159,991)	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
(145,315)	(86,146)	103,280	114,577	130,475	(104,271)	(100,322)	-	-	-	-	-	(25,975)
(233,147)	401,019	20,606	33,509	(74,935)	57,666	(64,016)	-	-	-	-	-	-
195,357	(17,335)	(11,298)	(41,088)	(2,319)	(26,033)	863,155	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
(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)	967,961	403,425	255,468	527,239	286,334	229,428	
1,964,025	1,604,480	2,277,128	1,914,715	1,870,746	1,988,045	1,785,065	2,753,025	3,156,451	3,411,919	3,939,157	4,225,492	
1,604,480	2,277,128	1,914,715	1,870,746	1,988,045	1,785,065	2,753,025	3,156,451	3,411,919	3,939,157	4,225,492	4,454,919	

Annual Forecast
816,751
48,322
976,827
(55,705)
-
(225,456)
-
(113,697)
140,702
960,439
-
-
-
-
(57,290)

Original Budget Total	Favorable / (Unfav.)

Cert.	Instr.
54.0%	85.9%
1,915,594	812,230

Pupil:Teacher Ratio
16.38

Monarch River Academy

Budget vs Actual

For the period ended January 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 1,013,782	\$ 978,810	\$ 34,971	\$ 5,181,550	\$ 5,002,808	\$ 178,742	\$ 12,108,335
Education Protection Account	53,496	61,005	(7,509)	106,993	122,010	(15,017)	244,020
State Aid - Prior Year	-	-	-	9,500	-	9,500	-
In Lieu of Property Taxes	12,659	12,143	516	79,118	75,896	3,222	168,996
Total State Aid - Revenue Limit	1,079,937	1,051,959	27,978	5,377,162	5,200,714	176,448	12,521,351
Federal Revenue							
Special Education - Entitlement	-	11,934	(11,934)	-	60,997	(60,997)	147,632
Title I, Part A - Basic Low Income	-	-	-	-	137,144	(137,144)	137,144
Other Federal Revenue	-	-	-	295,992	-	295,992	174,297
Total Federal Revenue	-	11,934	(11,934)	295,992	198,141	97,851	459,073
Other State Revenue							
State Special Education	75,761	80,877	(5,116)	463,526	413,370	50,156	1,000,482
Mandated Cost	23,920	-	23,920	23,920	24,505	(585)	24,505
State Lottery	77,376	62,466	14,910	77,376	62,466	14,910	278,183
Prior Year Revenue	40,310	-	40,310	85,817	-	85,817	-
Other State Revenue	29,620	-	29,620	173,383	-	173,383	25,000
Total Other State Revenue	246,987	143,342	103,644	824,021	500,340	323,681	1,328,170
Other Local Revenue							
Interest Revenue	-	-	-	990	-	990	-
Total Other Local Revenue	-	-	-	990	-	990	-
Total Revenues	\$ 1,326,923	\$ 1,207,235	\$ 119,688	\$ 6,498,166	\$ 5,899,195	\$ 598,970	\$ 14,308,594
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 270,649	\$ 367,864	\$ 97,214	\$ 1,652,738	\$ 2,207,183	\$ 554,445	\$ 4,046,502
Teachers' Extra Duty/Stipends	48,435	59,224	10,789	356,321	296,119	(60,202)	592,237
Pupil Support Salaries	170,099	-	(170,099)	1,035,965	-	(1,035,965)	-
Administrators' Salaries	78,261	64,259	(14,002)	540,231	436,405	(103,827)	757,700
Other Certificated Salaries	17,292	53,497	36,204	108,455	374,476	266,021	641,959
Total Certificated Salaries	584,737	544,843	(39,893)	3,693,709	3,314,182	(379,527)	6,038,398
Classified Salaries							
Instructional Salaries	4,339	-	(4,339)	29,276	-	(29,276)	-
Support Salaries	4,381	4,099	(281)	31,588	28,695	(2,893)	49,192
Clerical and Office Staff Salaries	-	-	-	378	-	(378)	-
Other Classified Salaries	8,568	7,491	(1,077)	63,650	52,440	(11,210)	89,897
Total Classified Salaries	17,288	11,591	(5,698)	124,892	81,135	(43,756)	139,089
Benefits							
State Teachers' Retirement System, certificated positions	108,233	104,065	(4,168)	672,823	633,009	(39,814)	1,153,334
OASDI/Medicare/Alternative, certificated positions	1,060	719	(341)	7,707	5,030	(2,677)	8,624
Medicare/Alternative, certificated positions	8,395	8,068	(326)	53,347	49,232	(4,115)	89,574
Health and Welfare Benefits, certificated positions	40,786	48,667	7,881	365,109	340,667	(24,443)	584,000
State Unemployment Insurance, certificated positions	6,291	8,138	1,847	20,767	17,903	(2,865)	32,550
Workers' Compensation Insurance, certificated positions	2,842	7,790	4,948	32,933	47,534	14,602	86,485
Total Benefits	167,607	177,446	9,840	1,152,686	1,093,375	(59,311)	1,954,566
Books & Supplies							
School Supplies	55,441	92,320	36,879	647,639	817,360	169,721	1,259,855
Software	17,550	12,042	(5,509)	137,232	84,292	(52,941)	144,500
Office Expense	5,745	1,658	(4,087)	29,758	11,608	(18,149)	19,900
Business Meals	-	-	-	328	-	(328)	-
Noncapitalized Equipment	102,710	16,689	(86,021)	102,759	147,754	44,995	227,743
Total Books & Supplies	181,447	122,709	(58,738)	917,717	1,061,014	143,298	1,651,998

Monarch River Academy

Budget vs Actual

For the period ended January 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Subagreement Services							
Special Education	20,011	34,483	14,472	(86,018)	241,383	327,402	413,800
Other Educational Consultants	45,155	62,910	17,755	239,625	556,972	317,347	858,500
Instructional Services	177,342	125,200	(52,142)	840,000	876,401	36,401	1,502,402
Total Subagreement Services	242,508	222,593	(19,915)	993,607	1,674,757	681,150	2,774,703
Operations & Housekeeping							
Auto and Travel	2,701	317	(2,384)	20,365	2,217	(18,149)	3,800
Dues & Memberships	-	-	-	1,130	-	(1,130)	-
Insurance	11,530	7,625	(3,905)	80,708	53,375	(27,333)	91,500
Miscellaneous Expense	-	558	558	179	3,908	3,729	6,700
Communications	1,003	1,092	89	5,407	7,642	2,235	13,100
Postage and Shipping	-	267	267	1,459	1,867	408	3,200
Total Operations & Housekeeping	15,233	9,858	(5,375)	109,248	69,008	(40,239)	118,300
Professional/Consulting Services							
IT	-	400	400	-	2,800	2,800	4,800
Audit & Taxes	-	-	-	5,641	16,700	11,059	16,700
Legal	1,484	4,358	2,874	13,282	30,508	17,226	52,300
Professional Development	1,980	5,833	3,853	18,901	40,833	21,932	70,000
General Consulting	209	417	208	3,459	2,917	(542)	5,000
Special Activities/Field Trips	1,724	1,046	(678)	12,183	9,258	(2,925)	14,270
Bank Charges	126	725	599	372	5,075	4,703	8,700
Other Taxes and Fees	137	617	480	1,080	4,317	3,237	7,400
Payroll Service Fee	1,203	1,117	(86)	7,640	7,817	177	13,400
Management Fee	14,371	20,867	6,495	144,766	146,067	1,301	250,400
District Oversight Fee	31,300	31,559	259	218,646	156,021	(62,624)	375,641
SPED Encroachment	-	7,425	7,425	-	37,949	37,949	91,849
Total Professional/Consulting Services	52,534	74,363	21,829	425,969	460,262	34,293	910,460
Depreciation							
Depreciation Expense	4,027	3,774	(253)	28,187	26,418	(1,769)	45,288
Total Depreciation	4,027	3,774	(253)	28,187	26,418	(1,769)	45,288
Total Expenses	\$ 1,265,380	\$ 1,167,177	\$ (98,203)	\$ 7,446,014	\$ 7,780,152	\$ 334,138	\$ 13,632,802
Change in Net Assets	61,543	40,058	21,486	(947,848)	(1,880,957)	933,108	675,792
Net Assets, Beginning of Period	2,137,661			3,147,053			
Net Assets, End of Period	\$ 2,199,205			\$ 2,199,205			

Monarch River Academy
Statement of Financial Position
January 31, 2023

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 1,434,436	\$ 1,964,025	\$ (529,590)	-27%
Restricted Cash	1,318,589	-	1,318,589	0%
Total Cash & Cash Equivalents	2,753,025	1,964,025	789,000	-27%
Public Funding Receivables	390,589	1,969,461	(1,578,872)	-80%
Grants & Contributions Receivable	768,219	141,294	626,925	444%
Due To/From Related Parties	(250)	(250)	-	0%
Prepaid Expenses	251,566	26,110	225,456	863%
Total Current Assets	4,163,149	4,100,640	62,508	2%
Long-Term Assets				
Property & Equipment, Net	167,629	195,817	(28,187)	-14%
Total Long Term Assets	167,629	195,817	(28,187)	-14%
Total Assets	\$ 4,330,778	\$ 4,296,457	\$ 34,321	1%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 219,434	\$ 307,156	\$ (87,722)	-29%
Accrued Liabilities	505,009	364,306	140,702	39%
Deferred Revenue	1,318,589	358,150	960,439	268%
Notes Payable, Current Portion	62,500	62,500	-	0%
Total Current Liabilities	2,105,532	1,092,113	1,013,420	93%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	26,042	57,292	(31,250)	-55%
Total Long-Term Liabilities	26,042	57,292	(31,250)	-55%
Total Liabilities	2,131,574	1,149,404	982,170	85%
Total Net Assets	2,199,205	3,147,053	(947,848)	-30%
Total Liabilities and Net Assets	\$ 4,330,778	\$ 4,296,457	\$ 34,321	1%

Monarch River Academy

Statement of Cash Flows

For the period ended January 31, 2023

	Month Ended 01/31/23	YTD Ended 01/31/23
Cash Flows from Operating Activities		
Changes in Net Assets	\$ 61,543	\$ (947,848)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	4,027	28,187
Decrease/(Increase) in Operating Assets:	-	
Public Funding Receivables	497,409	1,578,872
Grants, Contributions & Pledges Receivable	(128,636)	(626,925)
Prepaid Expenses	(159,991)	(225,456)
Accounts Payable	(100,322)	(87,722)
Accrued Expenses	(64,016)	140,702
Deferred Revenue	863,155	960,439
Total Cash Flows from Operating Activities	973,169	820,250
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	(5,208)	(31,250)
Total Cash Flows from Financing Activities	(5,208)	(31,250)
Change in Cash & Cash Equivalents	967,960	789,000
Cash & Cash Equivalents, Beginning of Period	1,785,065	1,964,025
Cash and Cash Equivalents, End of Period	\$ 2,753,025	\$ 2,753,025

Monarch River Academy

Check Register

For the period ended January 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
15638	Alta Vista Elementary School District	1/6/2023	\$ 31,300.00
15639	American Kids Sports Center	1/6/2023	192.80
15640	AT&T Mobility	1/6/2023	255.36
15641	Big Little Ones, LLC	1/6/2023	103.85
15642	BookShark	1/6/2023	3,553.74
15643	Brianna Leonard	1/6/2023	52.99
15644	Brooklyn VanderVeen	1/6/2023	109.20
15645	Casidy Buller	1/6/2023	34.69
15646	Christine L Beltz	1/6/2023	350.00
15647	Classical Learning Resource Center	1/6/2023	2,640.00
15648	Cullinan Education Center, Inc.	1/6/2023	260.00
15649	Dance Arts	1/6/2023	710.00
15650	Esther Igboerika	1/6/2023	1,157.38
15651	Generation Genius, Inc	1/6/2023	175.00
15652	Goodfellow Occupational Therapy, Inc.	1/6/2023	930.00
15653	Grace Note Music Studio	1/6/2023	1,400.00
15654	Guido's Martial Arts Academy	1/6/2023	806.00
15655	Gymnastics Beat	1/6/2023	112.00
15656	Institute for Excellence in Writing	1/6/2023	325.83
15657	Janell Gaertig	1/6/2023	44.38
15658	Janet Williams Group LLC	1/6/2023	319.00
15659	Jessica Knutson	1/6/2023	700.00
15660	JMJ 21 Elite Basketball and MJ Soccer Club	1/6/2023	125.00
15661	Just Dance	1/6/2023	130.00
15662	Kathleen Atchley Tutor	1/6/2023	240.00
15663	Katie Verrue	1/6/2023	150.00
15664	Kimberly Schapansky	1/6/2023	210.00
15665	Kristen Kroeker	1/6/2023	102.69
15666	Lakeshore	1/6/2023	133.08
15667	Maria Lazo	1/6/2023	65.00
15668	Math Crazy	1/6/2023	600.00
15669	MicroAge	1/6/2023	1,472.00
15670	Monique Ouwinga	1/6/2023	250.00
15671	Moving Beyond the Page	1/6/2023	1,142.28
15672	Nancy Tikkanen	1/6/2023	112.50
15673	Nayoung Ryoo	1/6/2023	280.00
15674	Olga Shabanov	1/6/2023	180.00
15675	Pacific Martial Arts	1/6/2023	150.00
15676	Peace Hill Press, Inc. dba Well Trained Mind Press	1/6/2023	42.55
15677	Playground Training Academy, LLC	1/6/2023	186.50
15678	Project Learn LLC	1/6/2023	900.00
15679	Rachel Passmore	1/6/2023	118.69
15680	Rainbow Resource Center	1/6/2023	926.55
15682	Reliant Investments, Inc	1/6/2023	10,700.00
15683	Rob's Music Lessons	1/6/2023	1,440.00
15684	Sam Nofziger	1/6/2023	250.00
15685	Sandra Torosian	1/6/2023	90.00
15686	Sara Riley	1/6/2023	40.25
15687	Sarah Sanchez	1/6/2023	250.00
15688	Shirley Winters Ballet	1/6/2023	741.00
15689	Singapore Math, Inc.	1/6/2023	171.63
15690	Specialized Therapy Services, Inc	1/6/2023	386.25
15691	Studies Weekly	1/6/2023	64.24
15692	Sylvan Learning of Bakersfield	1/6/2023	1,470.00
15693	T-Mobile	1/6/2023	64.60

Monarch River Academy

Check Register

For the period ended January 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
15694	Teacher Synergy, LLC	1/6/2023	197.09
15695	The Axia Group	1/6/2023	110,443.00
15696	The Dance Company	1/6/2023	960.00
15697	Time4Learning	1/6/2023	75.00
15698	TouchMath Acquisition LLC	1/6/2023	222.93
15699	Tulare County Superintendent of Schools	1/6/2023	60.00
15700	United Conservatory of Music	1/6/2023	1,120.00
15701	Verizon Wireless	1/6/2023	576.16
15702	Wendy DeRaud	1/6/2023	840.00
15703	Wild Hearts Adventure Co LLC	1/6/2023	1,420.00
15704	Yosemite Valley Charter School	1/6/2023	236,696.39
15705	Youth of Destiny Learning Center	1/6/2023	131.25
15706	Dustin Arth	1/9/2023	300.00
15707	Brian Hammons Piano	1/10/2023	1,740.00
15708	Association of California School Administrators	1/10/2023	112.50
15709	American Kids Sports Center	1/11/2023	608.00
15710	Andrew Carmona	1/11/2023	420.00
15711	Barbara Bolanos	1/11/2023	695.94
15712	BookShark	1/11/2023	1,721.39
15713	Lakeshore	1/11/2023	737.00
15714	Learning A-Z	1/11/2023	113.40
15715	Macy Corby	1/11/2023	13.13
15716	MicroAge	1/11/2023	102,710.15
15717	Moving Beyond the Page	1/11/2023	578.53
15718	Nayoung Ryoo	1/11/2023	140.00
15719	Peace Hill Press, Inc. dba Well Trained Mind Press	1/11/2023	42.55
15720	United Conservatory of Music	1/11/2023	160.00
15721	Yosemite Valley Charter School	1/11/2023	99,146.84
15722	VOYA Financial FBO CalSTRS Pension2	1/12/2023	3,190.00
15723	A3 Sports & Wellness, Inc.	1/18/2023	804.00
15724	America's Kids Inc.	1/18/2023	2,238.78
15725	American Kids Sports Center	1/18/2023	642.20
15726	Blackbird & Company	1/18/2023	48.22
15727	Bright Thinker	1/18/2023	373.47
15728	C'est La Vie Arts	1/18/2023	70.00
15729	Effectual Educational Consulting Services	1/18/2023	22,752.10
15730	Erilynn Christiansen	1/18/2023	200.00
15731	Growing Healthy Children Therapy Services, Inc.	1/18/2023	140.00
15732	Jessica Beal	1/18/2023	121.13
15733	Jessica Knutson	1/18/2023	50.00
15734	Kathryn Borba	1/18/2023	62.39
15735	Madella Stables LLC	1/18/2023	165.00
15736	McColgan & Associates Inc	1/18/2023	2,420.50
15737	Michele Lafferre	1/18/2023	585.00
15738	Nicole the Math Lady, LLC	1/18/2023	228.00
15739	Northwest Studio for Ballet	1/18/2023	300.00
15740	Outschool, Inc.	1/18/2023	226.00
15741	Perfect 10 Gymnastics	1/18/2023	1,440.00
15742	PRN Nursing Consultants LLC	1/18/2023	1,645.00
15746	Project Learn LLC	1/18/2023	27,300.00
15747	Rachel Kreider	1/18/2023	150.00
15748	Rainbow Resource Center	1/18/2023	28.25
15749	Rich Oliver Racing, Inc.	1/18/2023	389.00
15750	Richard Koogler	1/18/2023	308.38
15751	Shiela Skibbie	1/18/2023	154.44
15752	Sylvan Learning	1/18/2023	380.00

Monarch River Academy

Check Register

For the period ended January 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
15753	Teacher Synergy, LLC	1/18/2023	16.00
15754	Wendy DeRaud	1/18/2023	210.00
15755	Yosemite Valley Charter School	1/18/2023	56,055.93
15756	Alta Vista Elementary School District	1/24/2023	31,300.00
15757	America's Kids Inc.	1/24/2023	20.25
15758	American Kids Sports Center	1/24/2023	541.20
15759	Art of Problem Solving	1/24/2023	420.00
15760	Aspire Speech & Learning Center	1/24/2023	1,270.00
15761	Bonnie Haskell	1/24/2023	1,474.00
15762	BookShark	1/24/2023	670.63
15763	Brenda Myers	1/24/2023	150.00
15764	Brianna Leonard	1/24/2023	60.00
15765	Bright Thinker	1/24/2023	373.47
15766	Casidy Buller	1/24/2023	195.56
15767	Cen Cal Dance Academy	1/24/2023	120.00
15768	Colleen Snyder	1/24/2023	615.00
15769	Dawn Grider	1/24/2023	115.00
15770	Deborah Cardoza	1/24/2023	15.88
15771	Dr Steven James	1/24/2023	407.51
15772	Dustin Arth	1/24/2023	300.00
15773	E-Therapy, LLC	1/24/2023	5,358.33
15774	Elizabeth Wagner	1/24/2023	250.00
15775	Erilynne Christiansen	1/24/2023	100.00
15776	Grace Note Music Studio	1/24/2023	640.00
15777	Home Science Tools	1/24/2023	229.84
15778	Honest History Co	1/24/2023	62.82
15779	Jeff Grunau	1/24/2023	121.07
15780	Jessica Cervantes	1/24/2023	335.00
15781	Jessica Knutson	1/24/2023	150.00
15782	Joelle Alexander O'Meara	1/24/2023	49.38
15783	KiwiCo, Inc	1/24/2023	525.77
15784	Kristen Kroeker	1/24/2023	158.13
15785	Law Office of Jennifer McQuarrie	1/24/2023	264.00
15786	Lighthouse Therapy LLC	1/24/2023	40,228.72
15787	Maria Lazo	1/24/2023	65.00
15788	Math-U-See Inc.	1/24/2023	257.32
15789	Michele Lafferre	1/24/2023	765.00
15790	Molly C. Oliver	1/24/2023	75.00
15791	Nicole the Math Lady, LLC	1/24/2023	59.00
15792	Outschool, Inc.	1/24/2023	336.00
15793	Rainbow Resource Center	1/24/2023	262.04
15794	Rebecca Balakian	1/24/2023	1,622.50
15796	Reliant Investments, Inc	1/24/2023	5,210.00
15797	Rhonda J Cemo	1/24/2023	160.00
15798	Studies Weekly	1/24/2023	64.84
15799	T-Mobile	1/24/2023	80.00
15800	T-Mobile	1/24/2023	65.80
15801	The Axia Group	1/24/2023	120,000.00
15802	Time4Learning	1/24/2023	105.00
15803	TouchMath Acquisition LLC	1/24/2023	99.48
15804	Tracy Vilanova	1/24/2023	10.69
15805	Wild Hearts Adventure Co LLC	1/24/2023	1,885.00
15806	Yosemite Valley Charter School	1/24/2023	191,291.40
15807	Zoe Rebekah Pettitt	1/24/2023	490.00
15808	High Performance Academy	1/27/2023	700.00
ACH	Divvy Pay	1/4/2023	514.87

Monarch River Academy**Check Register**

For the period ended January 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
ACH	Wells Fargo	1/11/2023	125.65
ACH	Divvy Pay	1/11/2023	8,120.70
ACH	Employment Development Department (EDD)	1/11/2023	8,343.56
ACH	Employment Development Department (EDD)	1/11/2023	15,070.43
ACH	Internal Revenue Service	1/11/2023	32,619.64
ACH	Employment Development Department (EDD)	1/17/2023	15.80
ACH	Divvy Pay	1/18/2023	14,453.88
ACH	Divvy Pay	1/25/2023	14,973.39
ACH	Employment Development Department (EDD)	1/26/2023	5,613.13
ACH	Employment Development Department (EDD)	1/26/2023	15,207.23
ACH	Internal Revenue Service	1/26/2023	32,779.69
ACH	California Department of Tax And Fee Administration	1/30/2023	137.00
ACH	Charter Impact, Inc.	1/6/2023	19,208.38
ACH	Charter Impact, Inc.	1/18/2023	682.50
ACH	Charter Impact, Inc.	1/18/2023	20.00
ACH	AATK2, LLC	1/24/2023	<u>5,208.33</u>

Total Disbursements in January \$ 1,336,611.88

Monarch River Academy

Accounts Payable Aging

For the period ended January 31, 2023

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.	22-068234-01	1/4/2023	2/3/2023	\$ 160	\$ -	\$ -	\$ -	\$ -	\$ 160
A3 Sports & Wellness, Inc.	22-069175-01	1/21/2023	2/20/2023	157	-	-	-	-	157
America's Kids Inc.	22-059928-02	1/2/2023	2/1/2023	144	-	-	-	-	144
America's Kids Inc.	22-060769-01	1/2/2023	2/1/2023	81	-	-	-	-	81
America's Kids Inc.	22-060770-01	1/2/2023	2/1/2023	81	-	-	-	-	81
America's Kids Inc.	22-065391-02	1/2/2023	2/1/2023	101	-	-	-	-	101
America's Kids Inc.	22-065453-01	1/2/2023	2/1/2023	81	-	-	-	-	81
America's Kids Inc.	22-065463-01	1/2/2023	2/1/2023	81	-	-	-	-	81
America's Kids Inc.	22-065865-01	1/2/2023	2/1/2023	229	-	-	-	-	229
America's Kids Inc.	22-066716-01	1/2/2023	2/1/2023	298	-	-	-	-	298
America's Kids Inc.	22-066718-01	1/2/2023	2/1/2023	182	-	-	-	-	182
America's Kids Inc.	22-067056-02	1/2/2023	2/1/2023	20	-	-	-	-	20
America's Kids Inc.	22-067056-03	1/2/2023	2/1/2023	20	-	-	-	-	20
America's Kids Inc.	22-067057-01	1/2/2023	2/1/2023	148	-	-	-	-	148
America's Kids Inc.	22-068165-01	1/2/2023	2/1/2023	62	-	-	-	-	62
America's Kids Inc.	22-068318-01	1/2/2023	2/1/2023	149	-	-	-	-	149
America's Kids Inc.	22-068320-01	1/2/2023	2/1/2023	149	-	-	-	-	149
America's Kids Inc.	22-068322-01	1/2/2023	2/1/2023	149	-	-	-	-	149
America's Kids Inc.	22-068359-01	1/2/2023	2/1/2023	114	-	-	-	-	114
America's Kids Inc.	22-068362-01	1/2/2023	2/1/2023	114	-	-	-	-	114
America's Kids Inc.	22-068371-01	1/2/2023	2/1/2023	114	-	-	-	-	114
America's Kids Inc.	22-068488-01	1/2/2023	2/1/2023	81	-	-	-	-	81
America's Kids Inc.	22-068781-01	1/2/2023	2/1/2023	101	-	-	-	-	101
America's Kids Inc.	22-069058-01	1/7/2023	2/6/2023	81	-	-	-	-	81
America's Kids Inc.	22-069059-01	1/7/2023	2/6/2023	81	-	-	-	-	81
America's Kids Inc.	22-069091-01	1/17/2023	2/16/2023	149	-	-	-	-	149
America's Kids Inc.	22-069101-01	1/7/2023	2/6/2023	114	-	-	-	-	114
America's Kids Inc.	22-069132-01	1/17/2023	2/16/2023	112	-	-	-	-	112
America's Kids Inc.	23-000237-01	1/17/2023	2/16/2023	298	-	-	-	-	298
America's Kids Inc.	23-000304-01	1/17/2023	2/16/2023	81	-	-	-	-	81
America's Kids Inc.	23-000633-01	1/17/2023	2/16/2023	114	-	-	-	-	114
America's Kids Inc.	23-000641-01	1/17/2023	2/16/2023	114	-	-	-	-	114

Monarch River Academy

Accounts Payable Aging

For the period ended January 31, 2023

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.	23-000661-01	1/17/2023	2/16/2023	101	-	-	-	-	101
America's Kids Inc.	23-000700-01	1/17/2023	2/16/2023	114	-	-	-	-	114
America's Kids Inc.	23-000723-01	1/17/2023	2/16/2023	77	-	-	-	-	77
America's Kids Inc.	23-001416-01	1/17/2023	2/16/2023	311	-	-	-	-	311
America's Kids Inc.	23-001420-01	1/17/2023	2/16/2023	311	-	-	-	-	311
American Kids Sports Center	22-064237-01	1/14/2023	2/13/2023	202	-	-	-	-	202
American Kids Sports Center	22-067161-01	1/14/2023	2/13/2023	149	-	-	-	-	149
American Kids Sports Center	22-068046-01	1/14/2023	2/13/2023	112	-	-	-	-	112
American Kids Sports Center	22-068983-01	1/14/2023	2/13/2023	193	-	-	-	-	193
American Kids Sports Center	22-068983-02	1/14/2023	2/13/2023	90	-	-	-	-	90
American Kids Sports Center	22-068983-03	1/14/2023	2/13/2023	90	-	-	-	-	90
American Kids Sports Center	22-068984-01	1/14/2023	2/13/2023	124	-	-	-	-	124
American Kids Sports Center	22-068984-02	1/14/2023	2/13/2023	90	-	-	-	-	90
American Kids Sports Center	22-068986-01	1/14/2023	2/13/2023	193	-	-	-	-	193
American Kids Sports Center	22-068986-02	1/14/2023	2/13/2023	90	-	-	-	-	90
American Kids Sports Center	22-068986-03	1/14/2023	2/13/2023	90	-	-	-	-	90
American Kids Sports Center	22-068988-01	1/14/2023	2/13/2023	306	-	-	-	-	306
American Kids Sports Center	23-000362-01	1/14/2023	2/13/2023	162	-	-	-	-	162
American Kids Sports Center	23-001133-01	1/14/2023	2/13/2023	112	-	-	-	-	112
Andrew Carmona	22-066635-02	1/2/2023	2/1/2023	60	-	-	-	-	60
Andrew Carmona	22-066662-01	1/2/2023	2/1/2023	60	-	-	-	-	60
Andrew Carmona	22-066663-01	1/2/2023	2/1/2023	60	-	-	-	-	60
Andrew Carmona	22-067511-01	1/2/2023	2/1/2023	60	-	-	-	-	60
Andrew Carmona	23-001485-01	1/14/2023	2/13/2023	60	-	-	-	-	60
Andrew Carmona	23-001487-01	1/14/2023	2/13/2023	60	-	-	-	-	60
Andrew Carmona	23-001489-01	1/14/2023	2/13/2023	60	-	-	-	-	60
Art of Problem Solving	INV228590	1/4/2023	2/3/2023	96	-	-	-	-	96
Art of Problem Solving	INV228591	1/4/2023	2/3/2023	60	-	-	-	-	60
Aspire Speech & Learning Center	22-060500-01	1/3/2023	2/2/2023	125	-	-	-	-	125
Aspire Speech & Learning Center	22-060501-01	1/3/2023	2/2/2023	125	-	-	-	-	125
Aspire Speech & Learning Center	22-060502-01	1/3/2023	2/2/2023	125	-	-	-	-	125
AT&T Mobility	287315729860X0117	1/9/2023	2/4/2023	257	-	-	-	-	257
BookShark	BI0016520	1/4/2023	2/3/2023	121	-	-	-	-	121
BookShark	BI0016771	1/13/2023	2/12/2023	332	-	-	-	-	332
Braille Abilities, LLC	4034	1/17/2023	2/16/2023	3,925	-	-	-	-	3,925
Brenda Myers	22-063206-02	1/2/2023	2/1/2023	150	-	-	-	-	150

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Brenda Myers	22-063211-02	1/2/2023	2/1/2023	100	-	-	-	-	100
Brenda Myers	22-063316-02	1/2/2023	2/1/2023	100	-	-	-	-	100
Brenda Myers	22-066324-01	1/2/2023	2/1/2023	100	-	-	-	-	100
Brenda Myers	23-000368-01	1/10/2023	2/9/2023	175	-	-	-	-	175
Brenda Myers	23-001545-01	1/11/2023	2/10/2023	150	-	-	-	-	150
Brenda Myers	23-001549-01	1/11/2023	2/10/2023	150	-	-	-	-	150
Brenda Myers	23-001550-01	1/11/2023	2/10/2023	150	-	-	-	-	150
Brenda Myers	23-001710-01	1/12/2023	2/11/2023	150	-	-	-	-	150
Brenda Myers	23-001714-01	1/12/2023	2/11/2023	150	-	-	-	-	150
Brenda Myers	23-001716-01	1/12/2023	2/11/2023	150	-	-	-	-	150
Brian Hammons Piano	22-061894-02	1/1/2023	1/31/2023	100	-	-	-	-	100
Brian Hammons Piano	22-061895-02	1/1/2023	1/31/2023	100	-	-	-	-	100
Brian Hammons Piano	22-062834-01	1/1/2023	1/31/2023	150	-	-	-	-	150
Brian Hammons Piano	22-062838-01	1/1/2023	1/31/2023	150	-	-	-	-	150
Brian Hammons Piano	22-062845-01	1/1/2023	1/31/2023	150	-	-	-	-	150
Brian Hammons Piano	22-063601-02	1/1/2023	1/31/2023	160	-	-	-	-	160
Brian Hammons Piano	22-063607-02	1/1/2023	1/31/2023	160	-	-	-	-	160
Brian Hammons Piano	22-065452-01	1/1/2023	1/31/2023	130	-	-	-	-	130
Brian Hammons Piano	22-066987-01	1/20/2023	2/19/2023	150	-	-	-	-	150
Brian Hammons Piano	22-066988-01	1/20/2023	2/19/2023	150	-	-	-	-	150
Brian Hammons Piano	22-066989-01	1/20/2023	2/19/2023	150	-	-	-	-	150
Brian Hammons Piano	22-068839-01	1/1/2023	1/31/2023	125	-	-	-	-	125
Brian Hammons Piano	22-068847-01	1/1/2023	1/31/2023	125	-	-	-	-	125
Brian Hammons Piano	22-068873-01	1/1/2023	1/31/2023	125	-	-	-	-	125
Bright Thinker	SINV5679	1/9/2023	2/8/2023	124	-	-	-	-	124
Bright Thinker	SINV5681	1/9/2023	2/8/2023	124	-	-	-	-	124
Brittany Yager	22-066894-01	1/5/2023	2/4/2023	30	-	-	-	-	30
Brittany Yager	22-066894-02	1/5/2023	2/4/2023	30	-	-	-	-	30
Brittany Yager	22-066965-01	1/20/2023	2/19/2023	180	-	-	-	-	180
Bungalow Lane ALC	22-064047-01	12/29/2022	1/28/2023	200	-	-	-	-	200
Bungalow Lane ALC	22-064050-01	12/29/2022	1/28/2023	200	-	-	-	-	200
Bungalow Lane ALC	22-064053-01	12/29/2022	1/28/2023	200	-	-	-	-	200
California Dental	CALI011123	1/11/2023	1/20/2022	222	-	-	-	-	222
Cen Cal Dance Academy	22-060921-02	1/1/2023	1/31/2023	60	-	-	-	-	60
Cen Cal Dance Academy	22-060922-02	1/1/2023	1/31/2023	60	-	-	-	-	60
CenCal Youth Sports	22-067522-01	1/2/2023	2/1/2023	150	-	-	-	-	150

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CenCal Youth Sports	22-067525-01	1/2/2023	2/1/2023	150	-	-	-	-	150
Central California Gymnastics Institute - CCGI	22-058884-02	1/2/2023	2/1/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-059086-01	1/2/2023	2/1/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-059093-01	1/2/2023	2/1/2023	72	-	-	-	-	72
Central California Gymnastics Institute - CCGI	22-059099-01	1/2/2023	2/1/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-059226-01	1/2/2023	2/1/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-059228-01	1/2/2023	2/1/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-060150-02	1/2/2023	2/1/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-060156-02	1/2/2023	2/1/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-061159-01	1/2/2023	2/1/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-062995-01	1/2/2023	2/1/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-063328-01	1/2/2023	2/1/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-063331-01	1/2/2023	2/1/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-063562-01	1/2/2023	2/1/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	22-063732-01	1/2/2023	2/1/2023	103	-	-	-	-	103
Central California Gymnastics Institute - CCGI	22-063956-01	1/2/2023	2/1/2023	80	-	-	-	-	80
Charter Impact, Inc.	W2s2022	1/22/2023	1/22/2023	500	-	-	-	-	500
Coastline Academy	4142	1/4/2023	2/3/2023	439	-	-	-	-	439
Core Philosophy	22-067251-01	1/10/2023	2/9/2023	240	-	-	-	-	240
Core Philosophy	22-067254-01	1/10/2023	2/9/2023	145	-	-	-	-	145
Dance Arts	22-059608-02	1/5/2023	2/4/2023	55	-	-	-	-	55
Dance Arts	22-063916-02	1/5/2023	2/4/2023	55	-	-	-	-	55
Dance Arts	22-065778-01	1/5/2023	2/4/2023	105	-	-	-	-	105
Dance Arts	22-065781-01	1/5/2023	2/4/2023	105	-	-	-	-	105
Dance Arts	22-065783-01	1/5/2023	2/4/2023	90	-	-	-	-	90
Dance Arts	22-065785-01	1/5/2023	2/4/2023	105	-	-	-	-	105
Dance Arts	22-068650-01	1/5/2023	2/4/2023	55	-	-	-	-	55
Dance Arts	22-069020-01	1/6/2023	2/5/2023	70	-	-	-	-	70
Dance Arts	22-069221-01	1/6/2023	2/5/2023	70	-	-	-	-	70
Denise Nicholes	22-061285-02	1/2/2023	2/1/2023	100	-	-	-	-	100
Denise Nicholes	22-065862-01	1/2/2023	2/1/2023	35	-	-	-	-	35
Denise Nicholes	22-067058-01	1/2/2023	2/1/2023	100	-	-	-	-	100
Denise Nicholes	22-067058-02	1/2/2023	2/1/2023	100	-	-	-	-	100
Denise Nicholes	23-001102-01	1/7/2023	2/6/2023	100	-	-	-	-	100
Denise Nicholes	23-001102-02	1/7/2023	2/6/2023	100	-	-	-	-	100
Dustin Arth	22-063066-01	1/2/2023	2/1/2023	50	-	-	-	-	50

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Dustin Arth	22-066766-01	1/2/2023	2/1/2023	250	-	-	-	-	250
E-Therapy, LLC	28923	12/31/2022	1/30/2023	165	-	-	-	-	165
Efrain Cordero	22-051239-03	1/9/2023	2/8/2023	40	-	-	-	-	40
Efrain Cordero	22-051240-03	1/9/2023	2/8/2023	40	-	-	-	-	40
Efrain Cordero	22-059309-02	1/9/2023	2/8/2023	40	-	-	-	-	40
Efrain Cordero	22-059311-02	1/9/2023	2/8/2023	40	-	-	-	-	40
Efrain Cordero	22-061443-01	1/9/2023	2/8/2023	40	-	-	-	-	40
Elemental Science	IN-5149	1/18/2023	2/17/2023	124	-	-	-	-	124
Elemental Science	IN-5150	1/18/2023	2/17/2023	128	-	-	-	-	128
Enlightened Minds LLC	23-002962-01	1/17/2023	2/16/2023	98	-	-	-	-	98
Enlightened Minds LLC	23-002963-01	1/17/2023	2/16/2023	98	-	-	-	-	98
Fresno Music Academy & Arts	22-057924-02	1/6/2023	2/5/2023	144	-	-	-	-	144
Fresno Music Academy & Arts	22-057930-02	1/6/2023	2/5/2023	144	-	-	-	-	144
Fresno Music Academy & Arts	22-057935-02	1/7/2023	2/6/2023	144	-	-	-	-	144
Fresno Music Academy & Arts	22-058527-02	1/7/2023	2/6/2023	164	-	-	-	-	164
Fresno Music Academy & Arts	22-059806-01	1/6/2023	2/5/2023	144	-	-	-	-	144
Fresno State	22-042611-01	1/5/2023	2/4/2023	175	-	-	-	-	175
Gateway Ice Center	22-066864-01	1/13/2023	2/12/2023	160	-	-	-	-	160
Gateway Ice Center	22-068327-01	12/30/2022	1/29/2023	16	-	-	-	-	16
Gateway Ice Center	22-068329-01	12/30/2022	1/29/2023	16	-	-	-	-	16
Gateway Ice Center	22-068330-01	12/30/2022	1/29/2023	16	-	-	-	-	16
Generation Genius, Inc	GG166770-R1	1/4/2023	2/3/2023	175	-	-	-	-	175
Generation Genius, Inc	GG168259	1/9/2023	2/8/2023	175	-	-	-	-	175
GL Kenpo	22-069256-01	1/5/2023	2/4/2023	410	-	-	-	-	410
Good Dirt Pottery Studio	22-063836-01	1/3/2023	2/2/2023	179	-	-	-	-	179
Good Dirt Pottery Studio	22-063837-01	1/3/2023	2/2/2023	179	-	-	-	-	179
Good Dirt Pottery Studio	22-063838-01	1/3/2023	2/2/2023	179	-	-	-	-	179
Good Dirt Pottery Studio	22-063957-01	12/30/2022	1/29/2023	55	-	-	-	-	55
Good Dirt Pottery Studio	22-063958-01	12/30/2022	1/29/2023	55	-	-	-	-	55
Good Dirt Pottery Studio	22-063959-01	12/30/2022	1/29/2023	55	-	-	-	-	55
Goodfellow Occupational Therapy, Inc.	2779	1/3/2023	1/28/2023	1,080	-	-	-	-	1,080
Grace Note Music Studio	22-063411-02	1/5/2023	2/4/2023	200	-	-	-	-	200
Grace Note Music Studio	22-068921-01	1/5/2023	2/4/2023	40	-	-	-	-	40
Grace Note Music Studio	22-068921-02	1/5/2023	2/4/2023	40	-	-	-	-	40
Grace Note Music Studio	22-068921-03	1/5/2023	2/4/2023	160	-	-	-	-	160
Grace Note Music Studio	22-068929-01	1/5/2023	2/4/2023	120	-	-	-	-	120

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Grace Note Music Studio	22-068992-01	1/10/2023	2/9/2023	160	-	-	-	-	160
Grace Note Music Studio	22-069017-01	1/10/2023	2/9/2023	160	-	-	-	-	160
Grace Note Music Studio	22-069018-01	1/10/2023	2/9/2023	160	-	-	-	-	160
Grace Note Music Studio	22-069022-01	1/10/2023	2/9/2023	160	-	-	-	-	160
Grace Note Music Studio	22-069252-01	1/10/2023	2/9/2023	160	-	-	-	-	160
Grace Note Music Studio	22-069253-01	1/10/2023	2/9/2023	160	-	-	-	-	160
Grace Note Music Studio	22-069254-01	1/10/2023	2/9/2023	160	-	-	-	-	160
Grace Note Music Studio	23-001516-01	1/12/2023	2/11/2023	50	-	-	-	-	50
Grace Note Music Studio	23-001516-02	1/22/2023	2/21/2023	50	-	-	-	-	50
Grace Note Music Studio	23-003045-01	1/22/2023	2/21/2023	80	-	-	-	-	80
Grace Note Music Studio	23-003045-02	1/22/2023	2/21/2023	80	-	-	-	-	80
Grace Note Music Studio	23-003500-01	1/22/2023	2/21/2023	80	-	-	-	-	80
Growing Healthy Children Therapy Services, Inc.	MRA_2212	12/31/2022	1/30/2023	35	-	-	-	-	35
Guido's Martial Arts Academy	22-062430-02	1/9/2023	2/8/2023	229	-	-	-	-	229
Guido's Martial Arts Academy	22-066220-01	1/9/2023	2/8/2023	136	-	-	-	-	136
Guido's Martial Arts Academy	22-066222-01	1/9/2023	2/8/2023	136	-	-	-	-	136
Guido's Martial Arts Academy	22-066226-01	1/9/2023	2/8/2023	136	-	-	-	-	136
Guido's Martial Arts Academy	22-068837-01	1/9/2023	2/8/2023	229	-	-	-	-	229
Guido's Martial Arts Academy	22-069207-01	1/9/2023	2/8/2023	148	-	-	-	-	148
Guido's Martial Arts Academy	22-069208-01	1/9/2023	2/8/2023	148	-	-	-	-	148
Guido's Martial Arts Academy	Wag0822	1/12/2023	2/11/2023	408	-	-	-	-	408
Gymnastics Beat	22-065258-01	1/19/2023	2/18/2023	112	-	-	-	-	112
Haroldsen Translations Inc	361	12/30/2022	1/29/2023	26	-	-	-	-	26
High Performance Academy	22-069109-01	1/11/2023	1/26/2023	340	-	-	-	-	340
High Voltage Sporthorses LLC	22-062227-01	1/5/2023	2/4/2023	390	-	-	-	-	390
High Voltage Sporthorses LLC	22-063329-01	1/5/2023	2/4/2023	195	-	-	-	-	195
History Unboxed LLC	wc-16524HU	1/3/2023	2/2/2023	243	-	-	-	-	243
History Unboxed LLC	wc-16525HU	1/3/2023	2/2/2023	127	-	-	-	-	127
History Unboxed LLC	wc-16595HU	1/3/2023	2/2/2023	68	-	-	-	-	68
History Unboxed LLC	wc-16611HU	1/10/2023	2/9/2023	127	-	-	-	-	127
History Unboxed LLC	wc-16729HU	1/18/2023	2/17/2023	365	-	-	-	-	365
Home Science Tools	000476928	1/5/2023	2/4/2023	11	-	-	-	-	11
Institute for Excellence in Writing	974273	1/9/2023	2/6/2022	326	-	-	-	-	326
Institute for Excellence in Writing	985194	1/9/2023	2/9/2023	196	-	-	-	-	196
Institute for Excellence in Writing	986853	1/18/2023	2/17/2023	59	-	-	-	-	59
Institute for Excellence in Writing	986854	1/18/2023	2/17/2023	59	-	-	-	-	59

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Jazz Fresno	22-067693-01	1/2/2023	2/1/2023	140	-	-	-	-	140
Jessica Knutson	22-065740-01	1/5/2023	2/4/2023	200	-	-	-	-	200
Jessica Knutson	22-065744-01	1/5/2023	2/4/2023	100	-	-	-	-	100
Jessica Knutson	22-068417-01	1/5/2023	2/4/2023	100	-	-	-	-	100
Jessica Knutson	22-068866-01	1/5/2023	2/4/2023	100	-	-	-	-	100
Jessica Knutson	22-068951-01	1/5/2023	2/4/2023	100	-	-	-	-	100
Jessica Knutson	22-068993-01	1/5/2023	2/4/2023	100	-	-	-	-	100
Jessica Knutson	22-068994-01	1/5/2023	2/4/2023	100	-	-	-	-	100
Jessica Knutson	23-000075-01	1/13/2023	2/12/2023	100	-	-	-	-	100
Jessica Knutson	23-000327-01	1/13/2023	2/12/2023	175	-	-	-	-	175
Jessica Knutson	23-001612-01	1/13/2023	2/12/2023	100	-	-	-	-	100
Jessica Knutson	23-001929-01	1/13/2023	2/12/2023	100	-	-	-	-	100
Jessica Knutson	23-001933-01	1/20/2023	2/19/2023	100	-	-	-	-	100
Jessica Knutson	23-002178-01	1/20/2023	2/19/2023	75	-	-	-	-	75
Jessica Knutson	23-002180-01	1/20/2023	2/19/2023	75	-	-	-	-	75
Jessica Knutson	23-002181-01	1/20/2023	2/19/2023	75	-	-	-	-	75
JMJ 21 Elite Basketball and MJ Soccer Club	22-067519-01	1/13/2023	2/12/2023	125	-	-	-	-	125
JMJ 21 Elite Basketball and MJ Soccer Club	22-067521-01	1/13/2023	2/12/2023	65	-	-	-	-	65
Just Dance	22-066447-01	1/23/2023	2/22/2023	65	-	-	-	-	65
Kathleen Atchley Tutor	22-066218-01	1/3/2023	2/2/2023	360	-	-	-	-	360
Kathleen Atchley Tutor	22-067877-01	1/3/2023	2/2/2023	240	-	-	-	-	240
Kathleen Atchley Tutor	22-067882-01	1/3/2023	2/2/2023	280	-	-	-	-	280
Kathleen Atchley Tutor	22-068562-01	1/3/2023	2/2/2023	280	-	-	-	-	280
Kathleen Atchley Tutor	23-000239-01	1/5/2023	2/4/2023	280	-	-	-	-	280
Katie Verrue	22-068129-01	1/22/2023	2/21/2023	40	-	-	-	-	40
Katie Verrue	22-068130-01	1/22/2023	2/21/2023	40	-	-	-	-	40
Katie Verrue	23-000045-01	1/22/2023	2/21/2023	150	-	-	-	-	150
Katie Verrue	23-000047-01	1/22/2023	2/21/2023	150	-	-	-	-	150
Kevin Freeman	22-066903-01	1/4/2023	2/3/2023	1,470	-	-	-	-	1,470
Kevin Freeman	23-000273-01	1/4/2023	2/3/2023	130	-	-	-	-	130
Kevin Freeman	23-000274-01	1/4/2023	2/3/2023	130	-	-	-	-	130
Kids Club Spanish School LLC	22-056035-01	12/28/2022	1/27/2023	180	-	-	-	-	180
Kids Club Spanish School LLC	22-062247-01	1/17/2023	2/16/2023	180	-	-	-	-	180
Kids Edition	22-063449-02	1/10/2023	2/9/2023	70	-	-	-	-	70
Kids Edition	22-063913-02	1/10/2023	2/9/2023	70	-	-	-	-	70
Kids Edition	22-065901-01	1/10/2023	2/9/2023	70	-	-	-	-	70

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Kids Edition	22-067872-01	1/10/2023	2/9/2023	70	-	-	-	-	70
Kimberly Schapansky	22-067520-01	1/2/2023	2/1/2023	70	-	-	-	-	70
Kimberly Schapansky	22-067523-01	1/2/2023	2/1/2023	70	-	-	-	-	70
Kings Art Center	22-068784-01	1/19/2023	2/18/2023	84	-	-	-	-	84
Kings Art Center	22-068785-01	1/19/2023	2/18/2023	84	-	-	-	-	84
KiwiCo, Inc	748	12/15/2022	1/29/2023	964	-	-	-	-	964
KiwiCo, Inc	771	12/31/2022	2/14/2023	208	-	-	-	-	208
KiwiCo, Inc	790	1/15/2023	3/1/2023	720	-	-	-	-	720
Kristi Garcia	GARC011723	1/17/2023	1/17/2023	121	-	-	-	-	121
Kristi Garcia	GARC011723-01	1/17/2023	1/17/2023	138	-	-	-	-	138
Lakeshore	317378010523	1/5/2023	2/4/2023	8	-	-	-	-	8
Lakeshore	337174011123	1/11/2023	2/10/2023	1,693	-	-	-	-	1,693
Lakeshore	342026011223	1/12/2023	2/11/2023	354	-	-	-	-	354
Lakeshore	342029011223	1/12/2023	2/11/2023	1,370	-	-	-	-	1,370
Lakeshore	342549011223	1/12/2023	2/11/2023	15	-	-	-	-	15
Lakeshore	342550011223	1/12/2023	2/11/2023	126	-	-	-	-	126
Law Offices of Young, Minney & Corr LLP	2461	1/5/2023	2/4/2023	1,220	-	-	-	-	1,220
Learning Ally	124491	1/6/2023	2/5/2023	2,499	-	-	-	-	2,499
Learning Without Tears	INV166200	1/9/2023	2/8/2023	88	-	-	-	-	88
Learning Without Tears	INV166393	1/13/2023	2/12/2023	11	-	-	-	-	11
Learning Without Tears	INV166403	1/13/2023	2/12/2023	11	-	-	-	-	11
Learning Without Tears	INV166405	1/13/2023	2/12/2023	11	-	-	-	-	11
Learning Without Tears	INV166623	1/19/2023	2/18/2023	21	-	-	-	-	21
Lighthouse Therapy LLC	006	1/4/2023	2/18/2023	5,767	-	-	-	-	5,767
Logic of English	SI-169708	1/10/2023	2/9/2023	72	-	-	-	-	72
Lori Pope	23-000316-01	1/12/2023	2/11/2023	110	-	-	-	-	110
Lori Pope	23-000317-01	1/12/2023	2/11/2023	110	-	-	-	-	110
Lori Pope	23-000318-01	1/12/2023	2/11/2023	110	-	-	-	-	110
Lori Pope	23-000513-01	1/12/2023	2/11/2023	110	-	-	-	-	110
Lori Pope	23-000519-01	1/12/2023	2/11/2023	110	-	-	-	-	110
Madella Stables LLC	22-061162-01	12/27/2022	1/26/2023	220	-	-	-	-	220
Madella Stables LLC	22-061183-01	1/5/2023	2/4/2023	110	-	-	-	-	110
Maria Lazo	23-002717-01	1/17/2023	2/16/2023	195	-	-	-	-	195
Math-U-See Inc.	0805948-IN	12/14/2022	2/12/2023	67	-	-	-	-	67
Math-U-See Inc.	0808165-IN	1/10/2023	3/11/2023	133	-	-	-	-	133
Maureen M. Solomon	22-067526-01	1/23/2023	2/22/2023	35	-	-	-	-	35

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Maureen M. Solomon	22-067526-02	1/23/2023	2/22/2023	35	-	-	-	-	35
Maureen M. Solomon	22-067526-03	1/23/2023	2/22/2023	35	-	-	-	-	35
Melanie Sweet	22-062774-02	1/2/2023	2/1/2023	160	-	-	-	-	160
Melanie Sweet	22-062775-02	1/2/2023	2/1/2023	160	-	-	-	-	160
Melissa Ens	22-068822-01	1/6/2023	2/5/2023	792	-	-	-	-	792
Melissa Ens	22-068825-01	1/6/2023	2/5/2023	792	-	-	-	-	792
Michele Lafferre	22-061515-06	12/29/2022	1/28/2023	35	-	-	-	-	35
Michelle Buchanan	22-068591-01	1/3/2023	2/2/2023	225	-	-	-	-	225
Michelle Buchanan	22-068595-01	1/3/2023	2/2/2023	225	-	-	-	-	225
MicroAge	2244919	12/23/2022	1/22/2023	13,505	-	-	-	-	13,505
MicroAge	2246197	1/5/2023	2/4/2023	1,472	-	-	-	-	1,472
Molly C. Oliver	23-001979-01	1/17/2023	2/16/2023	75	-	-	-	-	75
Molly C. Oliver	23-001982-01	1/17/2023	2/16/2023	75	-	-	-	-	75
Molly C. Oliver	23-001988-01	1/17/2023	2/16/2023	75	-	-	-	-	75
Molly C. Oliver	23-001990-01	1/17/2023	2/16/2023	75	-	-	-	-	75
Moving Beyond the Page	276353	1/20/2023	2/19/2023	302	-	-	-	-	302
MoxieBox Art	9542	1/9/2023	2/8/2023	191	-	-	-	-	191
Mr. D Math	1575	1/3/2023	2/2/2023	197	-	-	-	-	197
Nayoung Ryoo	22-067404-01	1/10/2023	2/9/2023	140	-	-	-	-	140
Nayoung Ryoo	22-067405-01	1/10/2023	2/9/2023	140	-	-	-	-	140
Nayoung Ryoo	22-067406-01	1/10/2023	2/9/2023	140	-	-	-	-	140
Nayoung Ryoo	22-067409-01	1/10/2023	2/9/2023	140	-	-	-	-	140
Neil Boyer	22-069105-01	1/5/2023	2/4/2023	160	-	-	-	-	160
Neil Boyer	22-069123-01	1/5/2023	2/4/2023	160	-	-	-	-	160
Nessy Learning LLC	NESUS4993	1/10/2023	2/9/2023	154	-	-	-	-	154
Northwest Studio for Ballet	22-065660-01	1/12/2023	2/11/2023	150	-	-	-	-	150
Northwest Studio for Ballet	23-000252-01	1/12/2023	2/11/2023	80	-	-	-	-	80
Old Town Yoga	23-003683-01	1/20/2023	2/19/2023	14	-	-	-	-	14
Old Town Yoga	23-003685-01	1/20/2023	2/19/2023	14	-	-	-	-	14
Olga Shabanov	22-067397-01	1/2/2023	2/1/2023	100	-	-	-	-	100
Olga Shabanov	22-067398-01	1/2/2023	2/1/2023	100	-	-	-	-	100
Olga Shabanov	22-067399-01	1/2/2023	2/1/2023	100	-	-	-	-	100
Olga Shabanov	22-067402-01	1/2/2023	2/1/2023	100	-	-	-	-	100
Outschool, Inc.	12345709807	12/26/2022	1/25/2023	120	-	-	-	-	120
Outschool, Inc.	12345709953	1/2/2023	2/1/2023	36	-	-	-	-	36
Outschool, Inc.	12345710081	1/9/2023	2/8/2023	48	-	-	-	-	48

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Outschool, Inc.	12345710250	1/16/2023	2/15/2023	40	-	-	-	-	40
Outschool, Inc.	12345710251	1/16/2023	2/15/2023	72	-	-	-	-	72
Outschool, Inc.	12345710252	1/16/2023	2/15/2023	72	-	-	-	-	72
Pacific Martial Arts	22-065676-01	1/2/2023	2/1/2023	150	-	-	-	-	150
Pacific Martial Arts	22-065678-01	1/2/2023	2/1/2023	150	-	-	-	-	150
Pacific Martial Arts	22-065702-02	1/2/2023	2/1/2023	150	-	-	-	-	150
Pacific Martial Arts	22-069149-01	1/5/2023	2/4/2023	150	-	-	-	-	150
Pacific Martial Arts	22-069150-01	1/5/2023	2/4/2023	150	-	-	-	-	150
Pacific Martial Arts	22-069151-01	1/5/2023	2/4/2023	150	-	-	-	-	150
Pacific Martial Arts	22-069320-01	1/5/2023	2/4/2023	150	-	-	-	-	150
Pacific Martial Arts	22-069321-01	1/5/2023	2/4/2023	150	-	-	-	-	150
Pacific Martial Arts	23-000522-01	1/17/2023	2/16/2023	150	-	-	-	-	150
Peace Hill Press, Inc. dba Well Trained Mind Pres:	56021	1/6/2023	2/5/2023	53	-	-	-	-	53
Phantom Virtual LLC	22-066049-01	1/3/2023	2/2/2023	199	-	-	-	-	199
Phantom Virtual LLC	22-066052-01	1/3/2023	2/2/2023	199	-	-	-	-	199
Phantom Virtual LLC	23-000456-01	1/5/2023	2/4/2023	149	-	-	-	-	149
Playground Training Academy, LLC	22-060903-02	1/5/2023	2/4/2023	85	-	-	-	-	85
Playground Training Academy, LLC	22-066470-01	1/5/2023	2/4/2023	110	-	-	-	-	110
Playground Training Academy, LLC	22-066472-01	1/5/2023	2/4/2023	110	-	-	-	-	110
Playground Training Academy, LLC	22-068168-01	1/5/2023	2/4/2023	110	-	-	-	-	110
Playground Training Academy, LLC	22-068923-01	1/5/2023	2/4/2023	85	-	-	-	-	85
Playground Training Academy, LLC	22-069242-01	1/5/2023	2/4/2023	99	-	-	-	-	99
Playground Training Academy, LLC	22-069243-01	1/5/2023	2/4/2023	140	-	-	-	-	140
Playground Training Academy, LLC	22-069245-01	1/5/2023	2/4/2023	99	-	-	-	-	99
Playground Training Academy, LLC	22-069246-01	1/22/2023	2/21/2023	140	-	-	-	-	140
Playground Training Academy, LLC	22-069294-01	1/5/2023	2/4/2023	110	-	-	-	-	110
Playground Training Academy, LLC	23-000048-01	1/22/2023	2/21/2023	77	-	-	-	-	77
Playground Training Academy, LLC	23-000049-01	1/22/2023	2/21/2023	77	-	-	-	-	77
Playground Training Academy, LLC	23-000140-01	1/5/2023	2/4/2023	280	-	-	-	-	280
Playground Training Academy, LLC	23-001103-01	1/22/2023	2/21/2023	85	-	-	-	-	85
PRN Nursing Consultants LLC	222933	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	222948	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	223015	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	223016	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	223022	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	223023	12/27/2022	1/26/2023	235	-	-	-	-	235

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PRN Nursing Consultants LLC	223024	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	223040	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	223079	12/27/2022	1/26/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	223085	12/27/2022	1/26/2023	235	-	-	-	-	235
Progression Gymnastics LLC	22-066514-01	1/9/2023	2/8/2023	75	-	-	-	-	75
Progression Gymnastics LLC	22-066515-01	1/9/2023	2/8/2023	75	-	-	-	-	75
Progression Gymnastics LLC	22-066516-01	1/9/2023	2/8/2023	75	-	-	-	-	75
Project Learn LLC	22-068160-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	22-068859-01	1/4/2023	2/3/2023	300	-	-	-	-	300
Project Learn LLC	22-068861-01	1/4/2023	2/3/2023	300	-	-	-	-	300
Project Learn LLC	22-068862-01	1/4/2023	2/3/2023	300	-	-	-	-	300
Project Learn LLC	22-069040-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	22-069066-01	1/3/2023	2/2/2023	300	-	-	-	-	300
Project Learn LLC	22-069148-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	22-069157-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	22-069158-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	22-069174-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	22-069230-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	22-069231-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	23-000009-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	23-000010-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	23-000035-01	1/11/2023	2/10/2023	300	-	-	-	-	300
Project Learn LLC	23-000036-01	1/11/2023	2/10/2023	300	-	-	-	-	300
Project Learn LLC	23-000037-01	1/11/2023	2/10/2023	300	-	-	-	-	300
Project Learn LLC	23-000055-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	23-000056-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	23-000142-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	23-000158-01	1/4/2023	2/3/2023	300	-	-	-	-	300
Project Learn LLC	23-000160-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	23-000161-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	23-000192-01	1/6/2023	2/5/2023	300	-	-	-	-	300
Project Learn LLC	23-000218-01	1/6/2023	2/5/2023	150	-	-	-	-	150
Project Learn LLC	23-000219-01	1/6/2023	2/5/2023	150	-	-	-	-	150
Project Learn LLC	23-000550-01	1/10/2023	2/9/2023	300	-	-	-	-	300
Rachel Kreider	22-068131-01	1/16/2023	2/15/2023	150	-	-	-	-	150
Rainbow Resource Center	3962000	1/10/2023	2/9/2023	28	-	-	-	-	28

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Rainbow Resource Center	3962001	1/10/2023	2/9/2023	29	-	-	-	-	29
Rainbow Resource Center	3969019	1/20/2023	2/19/2023	52	-	-	-	-	52
Rainbow Resource Center	3969462	1/23/2023	2/22/2023	196	-	-	-	-	196
Reliant Investments, Inc	22-060887-01	1/2/2023	2/1/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-060888-01	1/2/2023	2/1/2023	325	-	-	-	-	325
Reverent School of Movement LLC	22-062784-01	1/2/2023	2/1/2023	110	-	-	-	-	110
Reverent School of Movement LLC	22-062785-01	1/2/2023	2/1/2023	110	-	-	-	-	110
Reverent School of Movement LLC	22-063508-01	1/2/2023	2/1/2023	110	-	-	-	-	110
Reverent School of Movement LLC	22-063510-01	1/2/2023	2/1/2023	110	-	-	-	-	110
Reverent School of Movement LLC	22-063513-01	1/2/2023	2/1/2023	110	-	-	-	-	110
Reverent School of Movement LLC	22-063514-01	1/2/2023	2/1/2023	110	-	-	-	-	110
Reverent School of Movement LLC	22-065056-01	1/2/2023	2/1/2023	425	-	-	-	-	425
Reverent School of Movement LLC	22-065373-01	1/2/2023	2/1/2023	425	-	-	-	-	425
Reverent School of Movement LLC	22-065381-01	1/2/2023	2/1/2023	425	-	-	-	-	425
Reverent School of Movement LLC	22-065382-01	1/2/2023	2/1/2023	425	-	-	-	-	425
Reverent School of Movement LLC	22-065755-01	1/2/2023	2/1/2023	425	-	-	-	-	425
Reverent School of Movement LLC	22-065756-01	1/2/2023	2/1/2023	110	-	-	-	-	110
Reverent School of Movement LLC	22-066483-01	1/9/2023	2/8/2023	425	-	-	-	-	425
Reverent School of Movement LLC	22-067779-01	1/9/2023	2/8/2023	425	-	-	-	-	425
Reverent School of Movement LLC	22-067783-01	1/9/2023	2/8/2023	425	-	-	-	-	425
Rhonda J Cemo	22-063259-03	1/11/2023	2/10/2023	20	-	-	-	-	20
Rhonda J Cemo	22-063259-04	1/18/2023	2/17/2023	20	-	-	-	-	20
Rhonda J Cemo	23-001690-01	1/11/2023	2/10/2023	60	-	-	-	-	60
Rob's Music Lessons	2380	1/2/2023	2/1/2023	120	-	-	-	-	120
Rob's Music Lessons	2381	1/2/2023	2/1/2023	120	-	-	-	-	120
Rob's Music Lessons	2383	1/2/2023	2/1/2023	120	-	-	-	-	120
Rob's Music Lessons	2384	1/2/2023	2/1/2023	120	-	-	-	-	120
Rob's Music Lessons	2387	1/2/2023	2/1/2023	120	-	-	-	-	120
Rob's Music Lessons	2388	1/2/2023	2/1/2023	120	-	-	-	-	120
Rob's Music Lessons	2389	1/2/2023	2/1/2023	120	-	-	-	-	120
Rob's Music Lessons	2390	1/2/2023	2/1/2023	120	-	-	-	-	120
Rob's Music Lessons	2391	1/2/2023	2/1/2023	120	-	-	-	-	120
Rob's Music Lessons	2394	1/2/2023	2/1/2023	120	-	-	-	-	120
Rob's Music Lessons	2395	1/2/2023	2/1/2023	120	-	-	-	-	120
Rob's Music Lessons	2396	1/2/2023	2/1/2023	120	-	-	-	-	120
Rob's Music Lessons	2397	1/2/2023	2/1/2023	120	-	-	-	-	120

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Rob's Music Lessons	2398	1/2/2023	2/1/2023	120	-	-	-	-	120
Rob's Music Lessons	2399	1/2/2023	2/1/2023	120	-	-	-	-	120
San Joaquin County Office of Education	23-02122	1/14/2023	2/13/2023	209	-	-	-	-	209
Sandra Torosian	22-058376-02	1/9/2023	2/8/2023	60	-	-	-	-	60
Sarah Siliznoff	22-065803-01	12/31/2022	1/30/2023	38	-	-	-	-	38
Sarah Siliznoff	22-065803-02	12/31/2022	1/30/2023	38	-	-	-	-	38
Sarah Siliznoff	22-065804-01	12/31/2022	1/30/2023	38	-	-	-	-	38
Sarah Siliznoff	22-065804-02	12/31/2022	1/30/2023	38	-	-	-	-	38
Sarah Siliznoff	22-065880-01	12/31/2022	1/30/2023	38	-	-	-	-	38
Sarah Siliznoff	22-065880-02	12/31/2022	1/30/2023	38	-	-	-	-	38
Sarah Siliznoff	22-065880-03	12/31/2022	1/30/2023	38	-	-	-	-	38
Sarah Siliznoff	22-065880-04	12/31/2022	1/30/2023	38	-	-	-	-	38
Sarah Siliznoff	22-065885-01	12/31/2022	1/30/2023	38	-	-	-	-	38
Sarah Siliznoff	22-065885-02	12/31/2022	1/30/2023	38	-	-	-	-	38
Sarah Siliznoff	22-065885-03	12/31/2022	1/30/2023	38	-	-	-	-	38
Sarah Siliznoff	22-065885-04	12/31/2022	1/30/2023	38	-	-	-	-	38
Sarah Siliznoff	22-066017-01	12/31/2022	1/30/2023	150	-	-	-	-	150
Sarah Siliznoff	22-066019-01	12/31/2022	1/30/2023	150	-	-	-	-	150
Sarah Siliznoff	22-067698-01	12/31/2022	1/30/2023	225	-	-	-	-	225
Shirley Winters Ballet	22-062068-02	1/9/2023	2/8/2023	64	-	-	-	-	64
Shirley Winters Ballet	22-064032-02	1/9/2023	2/8/2023	208	-	-	-	-	208
Shirley Winters Ballet	22-064034-02	1/9/2023	2/8/2023	135	-	-	-	-	135
Shirley Winters Ballet	22-064035-02	1/9/2023	2/8/2023	135	-	-	-	-	135
Shirley Winters Ballet	22-064678-02	1/9/2023	2/8/2023	135	-	-	-	-	135
Shirley Winters Ballet	22-066981-01	1/9/2023	2/8/2023	114	-	-	-	-	114
Shirley Winters Ballet	22-067615-01	1/9/2023	2/8/2023	64	-	-	-	-	64
Shirley Winters Ballet	22-068335-01	1/9/2023	2/8/2023	64	-	-	-	-	64
Singapore Math Live LLC	111233	1/11/2023	2/10/2023	75	-	-	-	-	75
Singapore Math, Inc.	S257315	1/12/2023	2/11/2023	28	-	-	-	-	28
Singapore Math, Inc.	S257320	1/12/2023	2/11/2023	57	-	-	-	-	57
Sona Atoyan	22-065682-01	1/2/2023	2/1/2023	100	-	-	-	-	100
Sona Atoyan	23-000949-01	1/6/2023	2/5/2023	75	-	-	-	-	75
Sona Atoyan	23-000957-01	1/6/2023	2/5/2023	75	-	-	-	-	75
Specialized Therapy Services, Inc	MRAC01-1122	11/30/2022	2/3/2023	563	-	-	-	-	563
Steinway Piano Gallery Of Fresno	22-066789-01	1/10/2023	2/9/2023	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	22-066790-01	1/10/2023	2/9/2023	140	-	-	-	-	140

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
Steinway Piano Gallery Of Fresno	22-067928-01	1/10/2023	2/9/2023	140	-	-	-	-	140
Steinway Piano Gallery Of Fresno	23-001287-01	1/10/2023	2/9/2023	140	-	-	-	-	140
Susan Hancock	22-067517-01	1/2/2023	2/1/2023	360	-	-	-	-	360
Susan Mason	22-067228-01	1/2/2023	2/1/2023	240	-	-	-	-	240
Susan Mason	22-067230-01	1/2/2023	2/1/2023	240	-	-	-	-	240
Sylvan Learning of Bakersfield	22-056294-02	12/28/2022	1/27/2023	490	-	-	-	-	490
Sylvan Learning of Bakersfield	22-065183-01	12/28/2022	1/27/2023	294	-	-	-	-	294
Sylvan Learning of Bakersfield	22-065184-01	12/28/2022	1/27/2023	294	-	-	-	-	294
Teacher Synergy, LLC	217282649	1/10/2023	1/31/2023	19	-	-	-	-	19
Teacher Synergy, LLC	217283178	1/10/2023	1/31/2023	22	-	-	-	-	22
Teacher Synergy, LLC	218032804	1/17/2023	2/7/2023	20	-	-	-	-	20
Teacher Synergy, LLC	218033099	1/17/2023	2/7/2023	34	-	-	-	-	34
Teacher Synergy, LLC	218035116	1/17/2023	2/7/2023	5	-	-	-	-	5
Teacher Synergy, LLC	218047176	1/18/2023	2/8/2023	38	-	-	-	-	38
Teacher Synergy, LLC	218048368	1/18/2023	2/8/2023	24	-	-	-	-	24
Teacher Synergy, LLC	218093740	1/18/2023	2/8/2023	6	-	-	-	-	6
Teacher Synergy, LLC	218094811	1/18/2023	2/8/2023	4	-	-	-	-	4
Teacher Synergy, LLC	218094992	1/18/2023	2/8/2023	1	-	-	-	-	1
Teacher Synergy, LLC	218096247	1/18/2023	2/8/2023	3	-	-	-	-	3
Teacher Synergy, LLC	218104072	1/18/2023	2/8/2023	6	-	-	-	-	6
Teacher Synergy, LLC	218104204	1/18/2023	2/8/2023	12	-	-	-	-	12
Teacher Synergy, LLC	218104341	1/18/2023	2/8/2023	4	-	-	-	-	4
Teacher Synergy, LLC	218104459	1/18/2023	2/8/2023	3	-	-	-	-	3
Teacher Synergy, LLC	218104497	1/18/2023	2/8/2023	4	-	-	-	-	4
Teacher Synergy, LLC	218104724	1/18/2023	2/8/2023	2	-	-	-	-	2
Teacher Synergy, LLC	218104900	1/18/2023	2/8/2023	2	-	-	-	-	2
Teacher Synergy, LLC	218262715	1/19/2023	2/9/2023	4	-	-	-	-	4
Teacher Synergy, LLC	218721572	1/23/2023	2/13/2023	14	-	-	-	-	14
Teacher Synergy, LLC	218731356	1/23/2023	2/13/2023	12	-	-	-	-	12
Teaching Textbooks	48064	1/10/2023	2/9/2023	75	-	-	-	-	75
Teaching Textbooks	48094	1/10/2023	2/9/2023	73	-	-	-	-	73
Teaching Textbooks	48095	1/10/2023	2/9/2023	46	-	-	-	-	46
The Advantage Group	756	1/1/2023	1/31/2023	3,765	-	-	-	-	3,765
The Artnook	23-000176-01	1/7/2023	2/6/2023	125	-	-	-	-	125
The Axia Group	A0722-0123MRA	1/20/2023	1/20/2023	66,899	-	-	-	-	66,899
The Bakersfield Sound Co.	22-067533-01	1/6/2023	2/5/2023	150	-	-	-	-	150

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
The Bakersfield Sound Co.	22-067536-01	1/6/2023	2/5/2023	150	-	-	-	-	150
The Bakersfield Sound Co.	22-067632-01	1/6/2023	2/5/2023	30	-	-	-	-	30
The Dance Company	22-065404-01	1/10/2023	2/9/2023	62	-	-	-	-	62
The Dance Company	22-065684-01	1/10/2023	2/9/2023	62	-	-	-	-	62
The Dance Company	22-068412-01	1/10/2023	2/9/2023	62	-	-	-	-	62
The Dance Company	23-000046-01	1/10/2023	2/9/2023	62	-	-	-	-	62
The Dance Company	23-000174-01	1/10/2023	2/9/2023	174	-	-	-	-	174
The Dance Company	23-000175-01	1/10/2023	2/9/2023	174	-	-	-	-	174
The Dance Studio 2	22-065262-01	1/10/2023	2/9/2023	64	-	-	-	-	64
The Dance Studio 2	22-068311-01	1/10/2023	2/9/2023	64	-	-	-	-	64
The Dance Studio 2	22-068313-01	1/10/2023	2/9/2023	64	-	-	-	-	64
The Dancers Edge LLC	22-061074-03	1/2/2023	2/1/2023	55	-	-	-	-	55
The Dancers Edge LLC	22-061077-03	1/2/2023	2/1/2023	55	-	-	-	-	55
The Dancers Edge LLC	22-061079-03	1/2/2023	2/1/2023	55	-	-	-	-	55
The Dancers Edge LLC	22-068195-01	1/2/2023	2/1/2023	55	-	-	-	-	55
The Dancers Edge LLC	22-068195-02	1/2/2023	2/1/2023	55	-	-	-	-	55
The Dancers Edge LLC	22-068195-03	1/2/2023	2/1/2023	55	-	-	-	-	55
The Lampo Group, LLC	INV1253893	1/12/2023	2/11/2023	50	-	-	-	-	50
The Talk Team	114518	1/3/2023	2/2/2023	188	-	-	-	-	188
The Talk Team	114519	1/3/2023	2/2/2023	250	-	-	-	-	250
The Talk Team	114520	1/3/2023	2/2/2023	250	-	-	-	-	250
The Talk Team	114521	1/3/2023	2/2/2023	375	-	-	-	-	375
The Talk Team	114522	1/3/2023	2/2/2023	250	-	-	-	-	250
The Talk Team	114523	1/3/2023	2/2/2023	175	-	-	-	-	175
The Talk Team	114524	1/3/2023	2/2/2023	260	-	-	-	-	260
The Talk Team	114526	1/3/2023	2/2/2023	260	-	-	-	-	260
The Talk Team	114527	1/3/2023	2/2/2023	175	-	-	-	-	175
The Talk Team	114528	1/3/2023	2/2/2023	260	-	-	-	-	260
The Talk Team	114530	1/3/2023	2/2/2023	175	-	-	-	-	175
The Talk Team	114531	1/3/2023	2/2/2023	375	-	-	-	-	375
The Village	22-062308-01	1/4/2023	2/3/2023	35	-	-	-	-	35
The Village	22-062308-02	1/4/2023	2/3/2023	35	-	-	-	-	35
Thimble Sewciety	22-063819-01	1/10/2023	2/9/2023	70	-	-	-	-	70
Thimble Sewciety	22-063821-01	1/10/2023	2/9/2023	70	-	-	-	-	70
Thimble Sewciety	22-067414-01	1/18/2023	2/17/2023	70	-	-	-	-	70
Thimble Sewciety	22-067415-01	1/18/2023	2/17/2023	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
Traffic Depot, Inc	22-050251-01	1/2/2023	2/1/2023	390	-	-	-	-	390
Traffic Depot, Inc	22-061735-01	1/2/2023	2/1/2023	335	-	-	-	-	335
Traffic Depot, Inc	22-066102-01	1/2/2023	2/1/2023	335	-	-	-	-	335
Traffic Depot, Inc	22-066804-01	1/20/2023	2/19/2023	335	-	-	-	-	335
Traffic Depot, Inc	22-066805-01	1/20/2023	2/19/2023	335	-	-	-	-	335
Traffic Depot, Inc	22-069127-01	1/20/2023	2/19/2023	30	-	-	-	-	30
Transamerica	M46832JAN23	2/1/2023	2/1/2023	363	-	-	-	-	363
United Conservatory of Music	22-066665-01	1/2/2023	2/1/2023	160	-	-	-	-	160
United Conservatory of Music	22-066666-01	1/2/2023	2/1/2023	160	-	-	-	-	160
United Conservatory of Music	22-066668-01	1/2/2023	2/1/2023	160	-	-	-	-	160
United Conservatory of Music	22-067915-01	1/2/2023	2/1/2023	160	-	-	-	-	160
United Conservatory of Music	22-068375-01	1/2/2023	2/1/2023	160	-	-	-	-	160
United Conservatory of Music	22-069131-01	1/5/2023	2/4/2023	160	-	-	-	-	160
United Conservatory of Music	22-069154-01	1/2/2023	2/1/2023	160	-	-	-	-	160
United Conservatory of Music	23-000112-01	1/9/2023	2/8/2023	160	-	-	-	-	160
United Conservatory of Music	23-000113-01	1/9/2023	2/8/2023	160	-	-	-	-	160
United Conservatory of Music	23-000650-01	1/9/2023	2/8/2023	160	-	-	-	-	160
United Conservatory of Music	23-001311-01	1/13/2023	2/12/2023	160	-	-	-	-	160
United Conservatory of Music	23-001312-01	1/13/2023	2/12/2023	160	-	-	-	-	160
United Conservatory of Music	23-001314-01	1/13/2023	2/12/2023	240	-	-	-	-	240
Verizon Wireless	9924577662	1/5/2023	1/28/2023	600	-	-	-	-	600
Wendy DeRaud	22-058337-01	1/16/2023	2/15/2023	30	-	-	-	-	30
Wendy DeRaud	22-058341-01	1/16/2023	2/15/2023	30	-	-	-	-	30
Wendy DeRaud	22-058342-01	1/16/2023	2/15/2023	30	-	-	-	-	30
Wendy DeRaud	22-065245-01	1/16/2023	2/15/2023	420	-	-	-	-	420
Wendy DeRaud	22-065395-01	1/16/2023	2/15/2023	90	-	-	-	-	90
Wendy DeRaud	22-065397-01	1/16/2023	2/15/2023	90	-	-	-	-	90
Wendy DeRaud	22-065399-01	1/16/2023	2/15/2023	90	-	-	-	-	90
Wendy DeRaud	22-065670-02	1/16/2023	2/15/2023	30	-	-	-	-	30
Wendy DeRaud	22-066596-01	1/16/2023	2/15/2023	90	-	-	-	-	90
Wendy DeRaud	22-067781-01	1/16/2023	2/15/2023	120	-	-	-	-	120
Wendy DeRaud	22-067922-01	1/16/2023	2/15/2023	90	-	-	-	-	90
Wendy DeRaud	22-068853-01	1/16/2023	2/15/2023	60	-	-	-	-	60
Wendy DeRaud	22-069124-01	1/16/2023	2/15/2023	120	-	-	-	-	120
Wendy DeRaud	23-000268-01	1/16/2023	2/15/2023	120	-	-	-	-	120
Wendy DeRaud	23-000270-01	1/16/2023	2/15/2023	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
Wild Hearts Adventure Co LLC	22-063615-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-063618-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-064786-02	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-065737-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-065742-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-067683-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-067688-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-067691-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-067746-01	1/20/2023	2/19/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-067749-01	1/20/2023	2/19/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-067804-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-067805-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-067866-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-067868-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-067919-01	1/20/2023	2/19/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-067956-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-067958-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-068052-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-068083-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-068103-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	22-068301-01	1/20/2023	2/19/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-068305-01	1/20/2023	2/19/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-068308-01	1/20/2023	2/19/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-068380-01	1/20/2023	2/19/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-068730-01	1/20/2023	2/19/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-068906-01	1/20/2023	2/19/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-068946-01	1/20/2023	2/19/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	22-069295-01	1/20/2023	2/19/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	23-000019-01	1/20/2023	2/19/2023	295	-	-	-	-	295
Wild Hearts Adventure Co LLC	23-000030-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-000031-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-000032-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-000033-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-000034-01	1/20/2023	2/19/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-000145-01	1/20/2023	2/19/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	23-001525-01	1/20/2023	2/19/2023	225	-	-	-	-	225

Monarch River Academy

Accounts Payable Aging

For the period ended January 31, 2023

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	23-001536-01	1/20/2023	2/19/2023	225	-	-	-	-	225
Wild Hearts Adventure Co LLC	23-001587-01	1/20/2023	2/19/2023	225	-	-	-	-	225
Wonder Crate	MR004	1/5/2023	2/4/2023	197	-	-	-	-	197
Yosemite Valley Charter School	22-23SY-13	1/2/2023	2/2/2023	10	-	-	-	-	10
Yosemite Valley Charter School	236	2/1/2023	2/1/2023	1,112	-	-	-	-	1,112
Yosemite Valley Charter School	237	2/1/2023	2/1/2023	4,099	-	-	-	-	4,099
Yosemite Valley Charter School	238	2/1/2023	2/1/2023	17,764	-	-	-	-	17,764
Young Music, LLC	28037	1/5/2023	2/4/2023	397	-	-	-	-	397
Youth of Destiny Learning Center	22-058618-02	12/28/2022	1/27/2023	131	-	-	-	-	131
Yuliya Hess	22-065509-01	1/19/2023	2/18/2023	150	-	-	-	-	150
Yuliya Hess	22-065510-01	1/19/2023	2/18/2023	150	-	-	-	-	150
Zoe Rebekah Pettitt	22-068043-01	1/13/2023	2/12/2023	200	-	-	-	-	200
Zovia Adanalian	ADAN121422	12/14/2022	12/14/2022	163	-	-	-	-	163
Total Outstanding Payables in January				<u>\$ 219,434</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 219,434</u>

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	Feb-01	School Accountability Report Card - 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	https://www.cde.ca.gov/ta/ac/sa/questions.asp
FINANCE	Feb-20	Certification of the First Principal Apportionment - 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	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Feb-28	E-Rate FCC Form 470 Due date (FY2023) - To request bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2023 filing window.	Client	No	No	https://www.usac.org/sl/tools/forms/
FINANCE	Feb-28	2nd Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report 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	https://www.cde.ca.gov/fg/st/fr/calendar19district.asp
FINANCE	Mar-01	Every Student Succeeds Act Per-Pupil Expenditure Application - The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE).	Charter Impact	No	No	https://www3.cde.ca.gov/essars
FINANCE	Mar-01	Prop 39 (facilities) - Deadline for a charter school to respond to a district's preliminary Proposition 39 proposal.	Client	No	Yes	https://www.cde.ca.gov/sp/cs/as/proposition39.asp

Cover Sheet

Second Interim Report

Section:	II. Finance
Item:	B. Second Interim Report
Purpose:	Discussion & Potential Action - Vote
Related Material:	January Financials & 2nd Interim Report - MR

BACKGROUND:

- Charter Impact has prepared the school's Second Interim Report.

RECOMMENDATION:

- Consider the approval of the Second Interim Report.

Cover Sheet

Superintendent & Deputy Director Divvy Expenses

Section:	II. Finance
Item:	C. Superintendent & Deputy Director Divvy Expenses
Purpose:	Discussion & Potential Action
Related Material:	

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.

Cover Sheet

2021-2022 Audit

Section:	II. Finance
Item:	D. 2021-2022 Audit
Purpose:	Presentation & Potential Discussion (Informational)
Related Material:	Auditor Letter 2021-2022 - MR; 2021-2022 Audit Report - MR

BACKGROUND:

- Final copy of the school's 2021-2022 audit report from Christy White.

December 19, 2022

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

We have audited the financial statements of Monarch River Academy for the year ended June 30, 2022, and we will issue our report thereon dated December 19, 2022. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards* and the Uniform Guidance, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter to you dated April 13, 2022. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Monarch River Academy are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the 2021-22 fiscal year. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate(s) affecting the financial statements was (were):

Management's estimate of the depreciation expense and its impact on accumulated depreciation is based on estimated useful lives of the fixed assets previously purchased. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure(s) affecting the financial statements was (were):

The disclosure on multi-employer defined benefit plan participation in Note 11 to the financial statements. The estimated withdrawal liability is based on prior year data from actuarial studies on the retirement plans and is disclosed for information purposes only. As a nonprofit entity, there is no required recording of a net pension liability as other local educational entities (LEAs), such as school districts, would have to record under governmental accounting (GASB).

The disclosure on related party transactions with partner schools in Note 12 to the financial statements. There was a significant amount of interschool borrowings that occurred and remained receivable to some organizations and payable to other organizations at year end.

The financial statement disclosures are neutral, consistent, and clear.

Significant Audit Matters (continued)

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. The following material misstatements detected as a result of audit procedures were corrected by management:

Recording of State on-behalf contributions to the CalSTRS retirement plan. Because the entry is a non-cash transaction with no impact on ending net assets, the Organization does not typically record this entry and relies on the audit adjustment.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 13, 2022.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Board of Directors and management of Monarch River Academy and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

A handwritten signature in blue ink that reads "Christy White, Inc." in a cursive script.

Christy White, Inc.
San Diego, California

Cover Sheet

Auditor Selection for the 2022-2023 Audit

Section:	II. Finance
Item:	E. Auditor Selection for the 2022-2023 Audit
Purpose:	Discussion & Potential Action - Vote
Related Material:	None

BACKGROUND:

- Each year, the school must determine which audit firm will consult the annual audit.

Cover Sheet

Educator Effectiveness Grant (EEG)

Section:	III. Academic Excellence
Item:	A. Educator Effectiveness Grant
Purpose:	Discussion & Potential Action - Vote
Related Material:	Educator Effectiveness Block Grant Plan - MR

BACKGROUND:

- The school already held a public hearing for the EEG Plan.

RECOMMENDATION:

- Consider official approval of the EEG through a Board vote.

Educator Effectiveness Block Grant 2021

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

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

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

Expenditure Plan

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

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

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

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

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

Educator Effectiveness Block Grant Plan Instructions

Introduction

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

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

Purpose and Requirements

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

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

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

(1) **Coaching** and **mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

(2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

(3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.

(4) Strategies to implement **social-emotional learning**, **trauma-informed practices**, **suicide prevention**, access to **mental health** services, and other approaches that improve pupil well-being.

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

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

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

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

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

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

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA

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

Allowable Use of Funds Table

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

(1) Allowable Use of Funds

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

(2) Planned Use of Funds (Actions)

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

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

(3) Planned Expenditures

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

Fiscal Requirements

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

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

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

Cover Sheet

Art & Prop 28 Grant Plans

Section:	III. Academic Excellence
Item:	B. Art & Prop 28 Grant Plans
Purpose:	Presentation & Potential Discussion (Informational)
Related Material:	None

BACKGROUND:

- The school is in progress of completing plans for the Art and Prop 28 Grants.

Cover Sheet

8th Grade Promotion & High School Graduation Ceremonies

Section:	III. Academic Excellence
Item:	C. 8th Grade Promotion & High School Graduation Ceremonies
Purpose:	Invitation
Related Material:	HS Graduation & 8th Grade Promotion

BACKGROUND:

- At the end of each school year, the school celebrates the accomplishments and milestone achievements of 8th grade and graduating High School students.
- The Board Members are cordially invited to join in the ceremonies being held in Monterey and in Fresno.



With a VERY BRIGHT future
ahead of you we want to
celebrate!

SAVE THE DATE

8th grade Promotion



May 19th



Vince DiMaggio
Park Marina, CA
93933



11:00 AM-1:00 PM



May 25th



Clovis Hills
Church Clovis,
CA 93619



10:00 AM-12:00 PM



GRADUATION DAY

Save the Date



May 19th



Vince DiMaggio Park Building
Marina, CA 93933



2:00-3:00



May 25th



Clovis Hills Church
Clovis, CA 93619



1:00-3:00

Cover Sheet

Updated Comprehensive Safety Plan

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

BACKGROUND:

- Each year, schools are required to ensure that comprehensive school safety plans are reviewed, updated, and adopted by March 1st.
- Updates to the Comprehensive Safety Plan include:
 - Executive Director was changed to Superintendent
 - Contact was changed to Dr. Damien Phillips

RECOMMENDATION:

- Consider approving updated Comprehensive Safety Plan.

Comprehensive Safety Plan



2023-2024

Monarch River Academy

3610 E Ashlan Ave, Fresno, CA 03726

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

Rev. February 2023

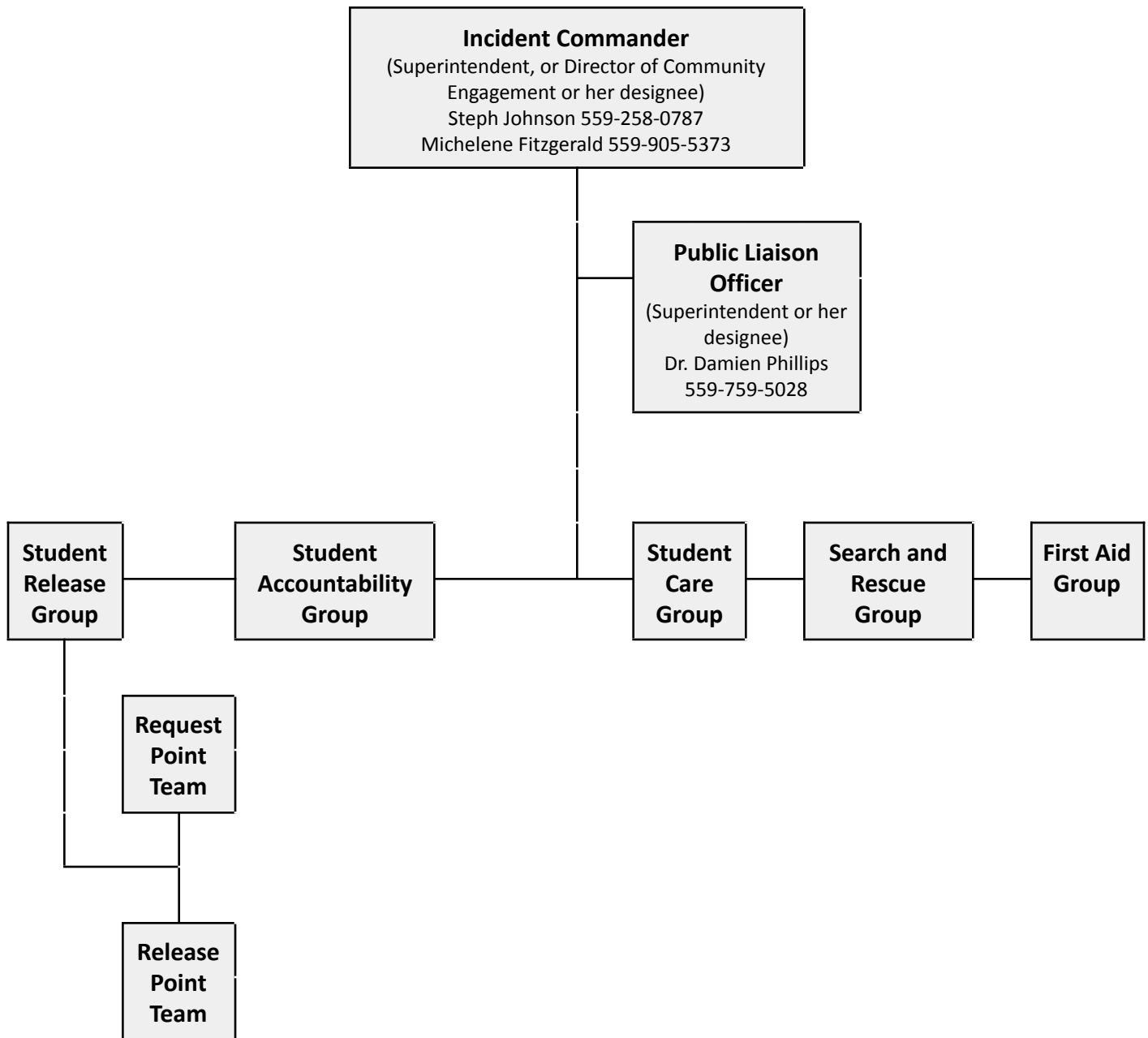
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Emergency Phone Numbers

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

Incident Command Structure



Initial Crisis Response

A. Overview

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

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

B. “INITIAL ACTIONS”

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

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

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

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

a. Duck and Cover

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

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

Staff will:

- If outside, direct students to crouch to the ground, tuck head between knees and cover head and face with arms and hands. Avoid a prone position to preserve mobility.
- If inside, direct students away from windows, bookshelves and carts
- When the threat is over, or it is determined that the Duck and Cover is no longer the safest course, move to a different action.
- Report injuries or other immediate safety concerns.
- The Incident Commander will notify appropriate school officials if



needed

- Begin student release procedures if needed
- Prepare incident status report for emergency response personnel if needed
- The Duck and Cover action is rescinded when it is deemed safe by the incident commander

b. Evacuate Building (Fire Alarm)

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

Staff will:

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

c. Shelter-In-Place

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

Staff will:

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

d. Lock-Down

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

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

Staff will:

- Immediately secure the building
- Instruct everyone to move away from doors and windows, and then implement DUCK AND COVER unless directed otherwise.
- Close all windows, blinds and curtains
- Turn off all lights
- Instruct everyone to remain silent
- Await further instructions from Incident Commander or Emergency Personnel

- The Incident Commander will notify appropriate school officials if needed
- Begin student release procedures if needed
- Prepare incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders
- Direct people in route to location to stay away
- The Lock-Down Action is rescinded when it is deemed safe by the incident commander

C. “ACTIVE SHOOTER”

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

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

Active Shooter Actions

When an active shooter is in the vicinity:

1. **RUN** - If there is an accessible escape path, attempt to evacuate the premises. Be sure to:
 - Have an escape route and plan in mind
 - Evacuate regardless of whether others agree to follow
 - Leave your belongings behind
 - Help others escape, if possible
 - Prevent individuals from entering the area
 - Follow the instructions of any police officers
 - Keep your hands visible at all times
 - Do not attempt to move wounded people
 - Call 911 when you are safe
2. **HIDE** - If evacuation is not possible, quickly find a place to hide. Your hiding place should:
 - Be out of the active shooter’s view
 - Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
 - Not trap you or restrict your options for movement
 - If the active shooter is in a nearby room or hallway lock and blockade the door, silence cell phones, hide behind large items, remain quiet
3. **FIGHT** - As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.

D. Incident Commander Structure (ICS)

Incident Commander

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

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

PUBLIC INFORMATION OFFICER (PIO)

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

	<p>progress, care being given, injuries, student release location, etc. Do not release any names.</p> <p><input type="checkbox"/> Other information the school needs distributed.</p> <p><input type="checkbox"/> Provide talking points if the Incident Commander has approved someone other than the PIO to speak to the media.</p> <p><input type="checkbox"/> Coordinate with law, fire or other involved PIOs to ensure information released is consistent and accurate.</p> <p><input type="checkbox"/> Ensure updates are made throughout the day, even if nothing new has happened.</p> <p><input type="checkbox"/> Releases must be approved by the Incident Commander and should reflect:</p> <p><input type="checkbox"/> Remain accessible to the media.</p> <p><input type="checkbox"/> Read statements if possible.</p> <p><input type="checkbox"/> When answering questions, be complete and truthful, always considering confidentiality and emotional impact.</p> <p><input type="checkbox"/> Avoid speculation, bluffing, lying, talking "off the record," arguing, etc.</p> <p><input type="checkbox"/> Avoid using the phrase "no comment."</p> <p><input type="checkbox"/> Remind school staff to refer <i>all</i> questions from the media or parents to the PIO.</p> <p><input type="checkbox"/> Update information periodically with the Incident Commander.</p> <p><input type="checkbox"/> Ensure that announcements and other information are translated into other languages as needed.</p> <p><input type="checkbox"/> Monitor news broadcasts about the incident. Correct any misinformation heard. Control rumors!</p>
<i>Closing Down:</i>	<p><input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.</p>

STUDENT CARE GROUP

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

FIRST AID GROUP

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

SEARCH AND RESCUE GROUP

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

STUDENT ACCOUNTABILITY GROUP

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

STUDENT RELEASE GROUP

Responsibilities:	<p>Assure the reunification of students with their parents or authorized adult through separate Request and Release Points.</p> <p>Student Release will be conducted as outlined in the "Student Release Procedure" of the school Crisis Response Plan. The procedure guides release from the event location(s) as well as release from an evacuation site.</p> <p>Principles outlined in this checklist will apply to either situation.</p>
Safety:	<p>Use the buddy system: Divide into Teams as needed, and ensure that each team has been assigned a minimum of 2 persons.</p> <ul style="list-style-type: none"> • Size up the situation first. • Take no action that might endanger you. • Do not work beyond your expertise. • Use appropriate safety gear. • Follow all operational and safety procedures.
Start Up Actions:	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a briefing from the Incident Commander <input type="checkbox"/> Obtain equipment from any preassembled Group kit. <input type="checkbox"/> Obtain Student Emergency Cards from Incident Commander (kept in school Crisis Response Box or in Pathways).
Operational Duties:	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain and follow the "Student Release Procedure". <ul style="list-style-type: none"> • The procedure is available in the school Crisis Response Plan, but should also be kept in the school Crisis Response Box and/or any pre-assembled Operations/Student Release Group kit. <p>Items below are general steps:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintain strict accountability/record of all students released! <input type="checkbox"/> Work with the Security Group as needed to secure the areas. <input type="checkbox"/> Coordinate with the "Evacuation Group" if releasing from another location following evacuation of the office/event location. <input type="checkbox"/> Set up "Request Point" and "Release Point" at planned locations. <input type="checkbox"/> Receive release request and confirm requestor ID. <input type="checkbox"/> Confirm they are authorized to pick up student. <input type="checkbox"/> If confirmed, direct them to Release Point. <input type="checkbox"/> Send runner to get student and take to Release Point. <input type="checkbox"/> Release Point confirms student and parent ID, releases student. <p>Refer all requests for information to the PIO.</p>
Closing Down:	<ul style="list-style-type: none"> <input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

STUDENT RELEASE PROCEDURE

Overview

Release of students to parents following, or in the course of, a school emergency can be one of the most challenging emergency tasks that school administrators may face. As such, careful planning is critical. It is also imperative that parents are well informed as to what the process will be prior to an emergency.

Schools must also be prepared to handle situations where students have been injured, perhaps fatally, cannot be located, or for other reasons cannot be immediately released to parents. In addition to the "Request" and "Release" points outlined in this Student Release procedure, schools must designate a private location where parents can be taken and made comfortable until the Incident Commander, Law enforcement or other officials can meet with them to explain the circumstances. Schools should also prepare to provide crisis counseling.

Practice Makes Perfect!

Schools must practice the student release process under non-emergency conditions.

Student Release Group

Student release is conducted by the "Student Release Group", and schools must predetermine the number of staff that will need to be assigned to the group, typically based on the number of students involved. The Student Release Group will be divided into two teams; Request Point and Release Point.

- *The Request Point Team must have people to receive release request forms and people to act as runners to go get the requested students and escort them to the Release Point.*
- *The Release Point Team must have people to check parent identification and release students and should have someone assigned to escort parents to a private holding area when a student cannot be located or released for whatever reason.*

Set Up:

- ☐ Secure an area against unauthorized access.
- ☐ Set up the Request Point at the pre-designated location. Post a "Request Point" sign.
- ☐ Establish multiple "Request Lines".
- ☐ Obtain Student Emergency Cards from the school Crisis Response Box or from Pathways.
- ☐ Have Student Release Forms and pens available for distribution to parents while in line.
- ☐ Set up Release Point, with sign, at pre-designated location well away from Request Point.
- ☐ If not pre-determined, identify where parents of "Missing" students are to be taken.

Appendix

- A. [Media Relations Guide](#)
- B. [Earthquake Procedure](#)
- C. [Hazardous Material Release Procedure](#)
- D. [Intruder on site Procedure](#)
- E. [Severe Weather Procedure](#)
- F. [Student Release Request](#)
- G. [Student Release Log](#)
- H. [Utility Loss or Damage Procedure](#)
- I. [Bomb Threat Procedure](#)
- J. [Bomb Threat Checklist for Telephone Operators](#)
- K. [Basic Medical Emergency Procedure](#)
- L. [Covid 19 Reporting](#)
- M. [Incident Report Form](#)

MEDIA RELATIONS GUIDE

(Suggestions for working with the News Media)

Introduction

The public (including parents) has a right to timely and accurate information when a school crisis occurs. Additionally, the media can be a powerful tool when the school needs to control rumors or impart critical information to parents such as where to pick up their children during an evacuation.

Schools share responsibility for issuing public statements during an emergency with other agencies such as law enforcement and the fire department. It is therefore imperative that these entities work together before and during an emergency to ensure they can provide cohesive, accurate and timely incident information regardless of who issues the information.

The school Incident Commander should appoint an individual and alternates, in advance, to serve as the school's Public Information Officer (PIO) and assistants, if needed, during a crisis. Ideally, the school PIO staff should meet with local fire and law representatives to discuss how they will work together, develop media contact lists, and accomplish other preplanning tasks such as creating generic message templates for use in an emergency.

The suggestions below have been compiled from a variety of sources and are intended to assist the school Incident Commander and/or Public Information Officer in preparing for and handling media communications:

Preplan A Media Center Location and Supplies

- The school Incident Commander, in concert with emergency officials, should determine in advance where the school media center will be established, and identify an alternate site should it become necessary to evacuate.
- The media center should, at minimum, have telephones, copier, FAX and Internet service available.
- Determine and obtain in advance the materials and supplies you will need to support your media operations.
- Office supplies include chairs, desks, bulletin boards, flip charts, computers, printers, fax machines, telephones, cell phones and chargers, digital cameras, TV, radios, copy machine, file folders, paper, message pads, school letterhead, pens, and pencils.
- Communications supplies include press release templates, school fact sheets, and other documents to assist in providing rapid and factual information.
- Key lists include staff and student telephone directories, media directory, a map of the school and area.

Understand The Needs Of The Media

Recognize that the needs of the media will change as the situation evolves!

- **First hours of the crisis:** The media will make a mad scramble for information. Reporters will interview anyone willing to talk, often without verifying accuracy of information. The more information released, the less the media will have to rely on rumor and hearsay.
- **What and who:** The media will want to know exactly what happened and who was involved — victims and perpetrators.
- **Why and how:** The media will ask why the crisis occurred and how it evolved. There will be a step-by-step dissection of the crisis.
- **Analysis of emergency response:** The media will analyze how the crisis response functioned. Did first responders react appropriately? Did the school's crisis plan work?
- **How could it happen:** As the situation stabilizes, the media will begin to look for causes of the tragedy and whether it could have been avoided. For example, they'll ask, "Were proper emergency planning measures in place"?
- **Second-day stories:** The media will begin to look for a different spin or angles, emerging issues and people to interview. The media will also want to cover special events, such as memorials, the first day back at school and athletic activities.

Things To Remember When Working With The Media

- **Immediacy:** Issue an accurate, factual, initial statement as quickly as possible.
- **Location:** Designate a media area where all briefings will be held. Secure the school perimeter and determine where media will/will not be permitted.
- **Purpose:** Use local media as a quick communications pipeline to key audiences, but don't depend solely on the media.
- **Policy:** Make sure you follow all school policies and state laws when releasing information. Respect student and staff health, safety and privacy rights!
- **Key messages:** Develop two or three key messages that are honest, consistent, responsive and responsible. Strive to be positive and proactive.
- **Accuracy:** Never guess, speculate or predict the future. Don't release information until you have verified its accuracy. Never go off the record.
- **Availability:** Hold regular media briefings and respect deadlines. Avoid saying "no comment." Provide a brief statement and then take a few questions, but stop when they get redundant or head off course.
- **Attitude:** Express sympathy; be calm and respectful. Avoid getting defensive or placing blame.

Consider Student and Staff Privacy Issues

- Understand the roles of law enforcement, schools, hospitals and families in releasing names and conditions of victims.
- The school should have a carefully considered and crafted policy regarding release of student and staff names and photos.
- Consider laws such as Family Educational Rights and Privacy Act as well as restrictions regarding identification of special education students.
- Consider the need for parental consent before students are allowed to participate in interviews or be photographed or filmed while under the control of school officials.
- Be aware that the media may use existing file photos of students or staff participating in athletic or other events.
- Remember that staff and students have the right to:
 - ✓ Say “no” to an interview.
 - ✓ Be treated with respect.
 - ✓ Select the time and location of the interview.
 - ✓ Have someone with you during the interview.
 - ✓ Know the purpose of the story.
 - ✓ Ask about the questions in advance.
 - ✓ Request a specific reporter and/or refuse to work with certain reporters.
 - ✓ Speak to one reporter at a time.
 - ✓ Release a written statement instead of having an interview.
 - ✓ Refrain from answering uncomfortable questions.
 - ✓ Say when the interview is over.
 - ✓ Ask for a correction if information is wrong.

Consider Using Other Available Communication Tools

- **Website** - Create an emergency Web Page linked to the school Website for daily updates.
- **Emails and faxes** - Set up an email distribution list to stakeholders who need to be contacted regularly, including staff, media, parents and elected officials.
- **Social networks** - Use Facebook, Instagram and other social networking tools to provide information quickly to parents and other stakeholders.
- **Hotline** - Dedicate a phone line to emergency information and update it frequently.
- **Phone Tree** – For small schools, especially, phone trees can be used to disburse information rapidly when other systems are down. Messages must be short and factual to avoid sharing misinformation or starting rumors.
- **Face-to-face** – Well prepared press conferences or public meetings and can be an effective way to answer questions, address concerns and build public and media confidence in how an incident is being managed.

Questions Frequently Asked By Parents And The Media

Anticipating questions parents and the media will ask can be very helpful to the school Incident Commander and Public Information Officer as they prepare to conduct press conferences or release information. These are some of the common questions asked:

Q: What happened?

A: Stick to the facts that you have verified: who, what, when, where. Coordinate information release with law enforcement, fire or other officials.

Q: How much damage was sustained?

A: NEVER SPECULATE on dollar amount of damage. Give factual, clear information as it becomes available (e.g., two areas have sustained damage in the fire).

Q: How many people were killed/injured/missing?

A: ONLY RELEASE CONFIRMED NUMBERS. Coordinate with law enforcement.

Q: How can I get updated information?

A: Give time, location of next briefing as well as hotline number.

Q: How can I locate a family member, colleague or student?

A: Provide evacuee information numbers.

Q: How can parents and teachers receive information?

A: Provide hotline number.

Q: How can I volunteer to help or provide donations?

A: Provide information and direct inquiries to organizations such as the Red Cross.

Q: Why did this happen?

A: NEVER SPECULATE.

Q: What are you doing next?

A: We are assessing the situation and will determine next steps in cooperation with law enforcement. Provide information on how families are being reunited, when classes will resume, etc.

Q: Were any policies or laws violated?

A: We are conducting a thorough investigation into what occurred and how it can be prevented in the future.

Q: When will school resume?

A: The administration and school board are meeting this evening to make that decision.

Q: Where can I get information about assistance to victims?

A: Be prepared to provide contact information for mental health assistance, financial aid, or other services such as food shelter and clothing.

“Grab and Go” Initial Media Release Template

A simple “Grab and Go” template such as this will assist in preparing a quick initial press release about an incident occurring at a school event location. It may be faxed or emailed to local media.

DATE/ TIME :	
<i>(Indicate the current time and date)</i>	
YOUR NAME AND TITLE:	
<i>(Your title will lend credence to your report)</i>	
YOUR PHONE NUMBER(s):	
<i>(Use a school number. Avoid revealing your personal cell number!)</i>	
NAME OF SCHOOL:	
<i>(Be sure to indicate High School, Middle School, etc.)</i>	
SCHOOL ADDRESS:	
<i>(If rural, indicate miles and direction from closest community)</i>	
TYPE OF INCIDENT:	
<i>(Use common terms, “fire”, “explosion”, “chemical spill”)</i>	
SITUATION OVERVIEW:	
<i>(Be brief and factual): “At approximately 10:00 a.m., a fire broke out in a classroom at the John Doe Elementary school near Appleville.”</i>	
ACTION BEING TAKEN:	
<i>(Again, be brief and factual. Inject a positive statement to indicate the situation is being handled proactively.): “At this time school buildings have been evacuated and the fire department is working to contain the fire. As always our number one concern is for the safety of our students and staff and the emergency procedures we practice regularly have been implemented.”</i>	
REPORTED INJURIES:	
<i>(Be very careful here not to stir undue concern or panic. Don’t speculate about or estimate the number or types of injuries. Provide general factual information and attempt to keep the message positive by reiterating that professional rescuers are on top of the situation. Stress that additional information will be forthcoming.)</i> <i>“We have an unconfirmed report of a possible injury, and emergency personnel are currently assessing that situation. We will have additional information available as soon as the emergency responders are able to give us an update.”</i>	
SPECIAL INFORMATION:	
<i>(If there is a special announcement that needs to be broadcast to parents or the public, use this block for that announcement. If the school has a public website or other source of school related information that might interest the media or public, you may also use this block to provide the website address, phone numbers, etc.)</i>	

Sample Parent/Press Message

Schools may also wish to draft sample announcements, such as below, in advance. When needed, messages can be quickly disseminated by simply altering dates, times and other variable information. Not only will this save time, it will provide consistency in the messages that parents receive, and help assure that important information is not overlooked in the rush to craft a message and get it out. This format can also be used to develop press releases.

SAMPLE Parent Notification/Press Release SCHOOL LOCK DOWN

FOR IMMEDIATE RELEASE

[Headline:]

DOE SCHOOL LOCKED DOWN

[Message:]

FRESNO, CA – July 17, 2022, 10:00 a.m. – This message is to advise you that the John Doe school is presently under LOCK DOWN. This action has been taken in response to a police SWAT action that is occurring in the vicinity of the school.

As our primary concern is student safety, students will be kept in secured areas until further notice. This may delay the release of students slated to board buses or be picked up by parents at 2:35 p.m. For the protection of our students and staff, as well as parents, parents are asked not to come to or call the school at this time. Please be patient. We will provide periodic updates for the duration of this activity, and will advise parents by phone or text message as soon as this action has ended and it is deemed safe to resume normal school operations or release students.

Additional information will be posted on the school website at www.jdschool.k.12.org as it becomes available. Recorded updates can be accessed on the school Hot Line at 559-555-1212.

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EARTHQUAKE PROCEDURE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

The Initial Action for any earthquake will be “Duck and Cover”.

School Commander (Principal or designee):

- ☐ If necessary, call 9-1-1 to report damage and/or injuries
- ☐ After the shaking stops, initiate an EVACUATE BUILDING alert.
- ☐ If necessary, initiate parent notification procedures for students inside the building without their parents.
- ☐ If necessary, establish an Incident Command post and activate appropriate Incident Command functions. Consider need for:
 - ✓ First Aid Group
 - ✓ Utility Group
 - ✓ Security Group
 - ✓ Others, as needed.
- ☐ Consider need to cancel event due to power loss, building damage or other factors.
- ☐ Consider need to evacuate everyone to evacuation site.
- ☐ Implement parent notification and Student Release procedures as necessary.
- ☐ As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

Teachers and staff:

- ☐ Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- ☐ If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- ☐ If EVACUATION is ordered, teachers will bring their student roster.
- ☐ Take attendance at the Assembly Area, and report any missing or injured students.
- ☐ Initiate first-aid if needed.
- ☐ Await further instructions from the school Incident Commander.

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HAZARDOUS MATERIAL RELEASE PROCEDURE

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. HazMat incidents at school event location(s) most often occur in laboratory or vocational training areas, or in maintenance areas. HazMat incidents may also involve chemical releases from rail cars, trucks or industrial sites near the office/event location(s). Releases at the office/event location or in surrounding areas may both pose threats that require prompt action by school officials.

FOR ON-SITE RELEASES WITHIN A BUILDING:

Administration:

- The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
 - ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
 - ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- The school Incident Commander should initiate a “SHELTER-IN-PLACE” action for other buildings on site. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- The School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- The Incident Commander will direct staff to secure the area around the chemical spill.
- The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
 - ✓ Could a Search and Rescue Group safely look for missing students?
 - ✓ Should other buildings be evacuated?
 - ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
 - ✓ Are any evacuees contaminated, and should they be separated from others?
 - ✓ Can First-Aid be started on injured persons without contaminating others?
 - ✓ Should a “Student Release” or “Off-Site Evacuation” be started?

HAZARDOUS MATERIAL RELEASE PROCEDURE - continued

- The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

Teachers:

- Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

RELEASES OUTSIDE OFFICE BUILDING/EVENT LOCATION OR RELEASE THREAT FROM AN ALTERNATE LOCATION:

The most appropriate initial action for this type of release is Shelter-In-Place.

- The school Incident Commander will initiate a office/school event location-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
 - ✓ **The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.**
- School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advice on the location of the school Incident Command Post.
- The Incident Commander should consider initiating an immediate parent notification.
 - ✓ **At this point parents should NOT come to the school and risk being exposed to the chemical release!**
- The Incident Commander will ensure that anyone enroute to the school with students are redirected to the off-site evacuation site to await further instructions.
- The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
 - ✓ Continue "Shelter-In-Place"
 - ✓ Notify parents and initiate the "Student Release" procedure.
 - ✓ Initiate an immediate "Evacuation" procedure.
 - ✓ Issue an "ALL CLEAR" signal and resume normal school operations.

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INTRUDER ON SITE PROCEDURE

When an unknown person (intruder) is found on site:

- ☐ Notify school office/Incident Commander.
- ☐ Ask another staff person to accompany you before approaching person.
- ☐ Politely greet person and identify yourself.
- ☐ Ask the purpose of the visit, and inform person all visitors must register at the front desk.
- ☐ If intruder's purpose is not legitimate, ask person to accompany you to the exit.

If intruder refuses to go to office or leave, or you become aware that intruder is armed:

- ☐ Walk away from intruder and maintain visual contact from a safe distance, while other staff member notifies school office/Incident Commander:
 - ✓ Provide a description of the intruder.
 - ✓ Provide last known location.
- ☐ School office/Incident Commander will initiate an immediate school "LOCK DOWN".
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Provide description of the intruder, and whether intruder is known to be armed.
 - ✓ Provide last known location of intruder.
 - ✓ Describe actions being taken to safeguard staff and students.
 - ✓ Advise on the location of the school Incident Command Post.
- ☐ If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- ☐ Maintain "LOCK DOWN" until situation is resolved.

IF YOU DISCOVER A HOSTAGE SITUATION:

- ☐ If hostage taker is unaware of your presence, do not intervene.
- ☐ Notify the school office/incident Commander.
- ☐ School Incident Commander will initiate immediate "LOCK DOWN".
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Provide description of the intruder, and whether intruder is known to be armed.
 - ✓ Provide last known location of intruder.
 - ✓ Describe actions being taken to safeguard staff and students.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- ☐ Maintain "LOCK DOWN" until situation is resolved.

If taken hostage:

- ☐ Treat the hostage taker as normally as possible and follow his/her instructions.
- ☐ Do not panic and calm students if they are present.
- ☐ Be respectful to hostage taker, ask to speak and do not argue or make suggestions.

If hostage taker becomes violent initiate "ACTIVE SHOOTER" action – RUN, HIDE, FIGHT!

SEVERE WEATHER PROCEDURE

For the purposes of this procedure “Severe Weather” is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a “Severe Weather Watch” has been issued by the National Weather Service:

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from outside areas into permanent buildings.
- ☐ Close facility doors, windows and blinds or curtains.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Review “Duck and Cover” procedures with students.
- ☐ Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a “Severe Weather Warning” has been issued in the area, or if severe weather is being observed at or near the site:

- ☐ The school Incident Commander will initiate a “SHELTER-IN-PLACE”.
- ☐ If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement “Duck and Cover” procedures until the threat subsides.
- ☐ The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- ☐ The school Incident Commander will rescind the “Duck and Cover” order.
 - ☐ Shelter-In-Place should temporarily be continued.
- ☐ The school Incident Commander should deploy staff to do a preliminary damage assessment of site buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- ☐ Based on this assessment the school Incident Commander will:
 - ✓ Continue “Shelter-In-Place” until school event location(s) can be made safe.
 - ✓ Give the “ALL CLEAR” signal and resume normal school operations.
 - ✓ Notify parents and initiate the “Student Release” procedure.
 - ✓ Initiate an “Evacuation” procedure.

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STUDENT RELEASE REQUEST - *Please print clearly*

REQUEST POINT	This section is to be completed by Adult requesting student.	
Date:	Time:	
Student's Name:	Teacher or Grade:	
Requesting Adult's Name:		
Adult's Address _____ <small>STREET ADDRESS CITY, STATE, ZIP</small>		
Adult's Phones: Home: _____ Cell: _____		
Relationship to Student:		
Student Will Be Taken:	<input type="checkbox"/> Home <input type="checkbox"/> Other: _____	
Requesting Adult's Signature:		
<input type="checkbox"/> Authority Verified	Request Team Member Signature:	
TEACHER	Teacher: Please Indicate Student Status.	
<input type="checkbox"/> Sent with Runner <input type="checkbox"/> Absent Today <input type="checkbox"/> MISSING <i>(Use comment area at bottom, as needed.)</i>		
Teacher Signature:		
RELEASE POINT	Release Date:	Release Time:
<input type="checkbox"/> Adult and Student Identity Verified	Request Team Member Signature:	
COMMENTS	Continue comments on reverse as needed...	

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Student Release Log

DATE: _____

[illegible]

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UTILITY LOSS OR DAMAGE PROCEDURE

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the site.

LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located away from the location. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing down and sending everyone home.

UTILITY SYSTEM DAMAGE OR FAILURE AT THE SCHOOL OFFICE/SCHOOL EVENT LOCATION

Utility failure or damage on site can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on site is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire site.

For these reasons, the school should develop detailed maps that indicate not only the main office/event location(s) utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

EMERGENCY PROCEDURES

Gas Leak - INDOOR:

- Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.
 - ✓ If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.
 - ✓ DO NOT turn off lights or other electrical equipment which may cause a spark.
 - ✓ Leave doors open to provide ventilation of the building.
- The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what building and what’s leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Indicate that evacuation is underway and stay on the line to provide updates.
- The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- The school Incident Commander will determine whether to evacuate other buildings.
 - ✓ Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- Do not reenter the building(s) until fire or utility officials say it is safe

Gas Leak - OUTDOOR:

- Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
 - ✓ Move everyone UPWIND, at least 100', more if leak is major
 - ✓ Post staff to prevent entry to the area
 - ✓ Prevent vehicles, including school service carts, etc. from entering area
- Notify the school office/school Incident Commander
- The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what area of the office/event location(s) and what’s leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Request 9-1-1 operator to call Gas Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- The school Incident Commander will determine whether to evacuate buildings.
 - ✓ Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!

- The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

Electrical System Damage or Failure:

- If problem is in, or on, a school building and there is smoke or threat of fire:
 - Evacuate the building(s).
 - Close, but do not lock doors.
- Notify the school office/Incident Commander.
- The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location and nature of the electrical problem.
 - ✓ Describe best access point for emergency responders – driveway/gate.
 - ✓ Indicate if evacuation is underway.
 - ✓ Request 9-1-1 operator to call Electric Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- Incident Commander will determine need to evacuate buildings, if not already done.
- Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
- Do not reenter the building(s) until fire or utility officials say it is safe.
- If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
 - ✓ If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
 - ✓ If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

Water/Sewer Line Break

- If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- Notify the school office/school Incident Commander.
- The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- The school Incident Commander will assess situation and determine next step:
 - ✓ Whether to evacuate buildings, if not already done.
 - ✓ Need to remove water, and/or cover/remove contents to protect.
 - ✓ Need to contact plumber, water removal specialists or others.
- Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
- If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

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Appendix I

BOMB THREAT PROCEDURE

(Response Procedure on Page 36 may also be applied to “Suspicious Objects”)

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:

- Introduction
- Assessing A Bomb Threat
- Call Taker Instructions/Telephone Bomb Threat Report
- Response Procedures
- Bomb Search Procedures

INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is *extremely rare* for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in “response” to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The “**CALL TAKER INSTRUCTIONS**” sheet and “**TELEPHONE BOMB THREAT REPORT**” form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different areas last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The "**Telephone Bomb Threat Report**" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

LOW LEVEL - **The probable motive is to cause disruption:** The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.

MEDIUM LEVEL - **The probable motive is to cause disruption:** The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

HIGH LEVEL – **May be driven by conscience or other reason to issue warning:** The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire school office/event location(s), Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

RESPONSE PROCEDURE – Part 1

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High.” **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

ADMINISTRATION (School Incident Commander/Designee)

- **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school event location(s).
 - ✓ Provide threat details – Supposed bomb location, Supposed detonation time, etc.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- **Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:**
 - ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
 - ✓ If Shelter-In-Place, be sure school event location(s) are clear. Move all students inside, if possible.
- **Establish a school Incident Command Post**
 - ✓ Be certain to take the school Crisis Response Box.
 - If threat is deemed credible:**
 - ✓ Establish a command post at least 400 feet from school event location(s).
 - ✓ Ensure that it is away from automobiles, refuse containers, or mailboxes.
 - ✓ Conduct a scan of the area for any suspicious items.
 - ✓ Employ runners to communicate.
- **Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:**
 - ✓ Conduct building /site search.
 - ✓ Cancel school event and notify parents who may be en route to school event.
 - ✓ Evacuate students from the immediate area.
- **Announce “All Clear” if and when it is deemed safe to do so.**

RESPONSE PROCEDURE – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

TEACHERS/STAFF

Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE” - as directed.

IF EVACUATING: follow normal Evacuation and Student Accountability procedures, but **ADD THESE ACTIONS:**

- ❑ Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.
- ❑ Tell Students to turn off their cell phones - and leave them off - for safety.
- ❑ While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- ❑ Report suspicious objects to the school Incident Commander as soon as possible.
- ❑ As assembly area is approached, scan for unusual, out of place, or suspicious objects.
 - ✓ If anything seems out of the ordinary, move students to another location.
- ❑ If possible, keep students at least 300 feet away from buildings.
 - ✓ Students should be in open areas away from cars, outbuildings, trash cans, etc.
- ❑ If you relocate, report your new location and reason for move as soon as possible.
- ❑ Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
- ❑ Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

- ❑ **Follow normal Shelter-In-Place procedures.**
- ❑ **Conduct a visual scan** of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.
- ❑ **If a suspicious object is found**, initiate an immediate Building Evacuation AND notify the school Incident Commander.
- ❑ **Take all other steps outlined in the section “IF EVACUATING” above.**

BOMB SEARCH PROCEDURE

“I’m not going to look for a bomb!!!” That’s a normal response to the sensitive question of who will search the school event location(s) in the event of a bomb threat. However, the best answer to this question is very clear: ***The person most qualified to search a given area is the person who is most familiar with that area!*** If familiar with an area, a person can quickly scan it and answer these critical questions:

1. **Is there anything unusual?**
2. **Is there anything out of place?**
3. **Is there anything that looks suspicious?**

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an “Improvised Explosive Device” or simply an “IED”. “Improvised” means it is a person’s own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker, or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school event location(s) during a bomb threat event.

COORDINATING THE SCHOOL EVENT LOCATION(S) SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search the school event area.

It is recommended that the school event location(s) be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

ROOM SEARCH PROCEDURE

Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on the school event location has been searched.

IF A SUSPICIOUS ITEM IS FOUND:

1. **DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.**
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

CALL TAKER INSTRUCTIONS

- ☐ Use the "**Telephone Bomb Threat Report**" form as a guide while talking with the caller.
- ☐ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.
- ☐ Listen closely to detect other information about the caller:
 - ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
- ☐ Signal co-workers that you are receiving a bomb threat call.
 - ✓ If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
- ☐ Stay calm and indicate your desire to cooperate with the caller.
- ☐ DO NOT antagonize or challenge the caller.
- ☐ Ask caller to repeat or explain anything you did not understand.
- ☐ Prolong the conversation as long as possible.
- ☐ Obtain as much information as possible.

Special Note: *As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a "bomb threat" call:*

1. Remain calm and politely advise the caller:
 - "I am a student. Please hold while I get an adult to talk to you."***
2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back!

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BOMB THREAT CHECKLIST FOR TELEPHONE OPERATORS

Instructions:

Pretend you are having difficulty hearing the caller. Keep the caller talking. Inform the caller that the building is occupied and that detonation could cause injury or even death. Be calm and courteous. Listen. Do not interrupt the caller except to ask the following questions:

1. When will the bomb go off?
2. At what hour?
3. How much time is remaining?
4. Where is the bomb planted? Building _____ Area _____ Floor _____
5. What does the bomb look like?
6. What kind of bomb? ☐ Homemade ☐ Chemical ☐ FireBomb ☐ Explosive ☐ Other
7. How do you know so much about the bomb?
8. Why us?
9. Where are you now?
10. What is your name and address?

Leave the phone off the hook even if caller hangs up.

Did The Caller Appear Familiar With The Building By His Description Of The Bomb Location?

Operator Name: _____ Exact Call Time: _____ Date: _____

Caller's Identity:

☐ Male ☐ Female ☐ Adult ☐ Juvenile Approx. Age: _____

Origin Of Call:

☐ Local ☐ Long-Distance ☐ Booth ☐ Internal(in building)

Voice Characteristics		Speech	
<input type="checkbox"/> Loud	<input type="checkbox"/> Soft	<input type="checkbox"/> Fast	<input type="checkbox"/> Slow
<input type="checkbox"/> High Pitch	<input type="checkbox"/> Deep	<input type="checkbox"/> Distinct	<input type="checkbox"/> Distorted
<input type="checkbox"/> Raspy	<input type="checkbox"/> Pleasant	<input type="checkbox"/> Stutter	<input type="checkbox"/> Nasal
<input type="checkbox"/> Intoxicated	<input type="checkbox"/> Other	<input type="checkbox"/> Slurred	<input type="checkbox"/> Lisp
		<input type="checkbox"/> Precise	<input type="checkbox"/> Other
Language		Accent	
<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Local	<input type="checkbox"/> Not Local
<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Foreign	<input type="checkbox"/> Regional
<input type="checkbox"/> Foul	<input type="checkbox"/> Other	<input type="checkbox"/> Race	<input type="checkbox"/> Other
<input type="checkbox"/> Use of certain words or phrases			
Manner		Background Noises	
<input type="checkbox"/> Calm	<input type="checkbox"/> Angry	<input type="checkbox"/> Office Machinery	<input type="checkbox"/> Street Traffic
<input type="checkbox"/> Rational	<input type="checkbox"/> Irrational	<input type="checkbox"/> Factory Machinery	<input type="checkbox"/> Airplanes
<input type="checkbox"/> Coherent	<input type="checkbox"/> Incoherent	<input type="checkbox"/> Bedlam	<input type="checkbox"/> Trains
<input type="checkbox"/> Deliberate	<input type="checkbox"/> Emotional	<input type="checkbox"/> Animals	<input type="checkbox"/> Voices
<input type="checkbox"/> Righteous	<input type="checkbox"/> Laughing	<input type="checkbox"/> Quiet	<input type="checkbox"/> Music
		<input type="checkbox"/> Party Atmosphere	<input type="checkbox"/> Mixed

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BASIC MEDICAL EMERGENCY PROCEDURE

This procedure outlines basic steps to be taken for office/school event medical emergencies involving a single victim. In major emergencies involving multiple victims, many of the basic principles outlined below will also apply. However, in that situation the Incident Commander should activate a First-Aid Group.

School Staff Response:

- Quickly assess the situation. Make sure it is safe for you to approach. Some examples of danger include:
 - ✓ Live electric wires
 - ✓ Gas leak
 - ✓ Building damage
 - ✓ Animal or insect threat
- Immediately notify the school office/Incident Commander.
- Assess the seriousness of the injury or illness, and update office/Incident Commander.
- Protect yourself against contact with blood or body fluids. Don gloves if possible.
- Administer appropriate first aid according to your level of training until help arrives.
- Do Not Move if seriously injured unless the scene is absolutely unsafe.
- If the victim is not breathing, or there is no pulse, begin CPR if so trained.

Administration: (school Incident Commander)

- Send available staff with first aid training to injured person's location.

If injury/illness not deemed an emergency:

- Get the victim moved to the designated treatment area (main office/Nurse's office).
- Notify parent/guardian (or family, if an adult.)
- Ensure appropriate treatment (and/or release to parent /guardian, if student).

If injury/illness is deemed an emergency:

- Ensure 9-1-1 is called, and appropriate information is provided to emergency operator.
- Assign a staff member to meet and direct emergency responders to the victim.
- Assign a staff member to remain with the victim if transported to the hospital.
- Ensure student/staff emergency medical information goes with victim to the hospital.
- Notify parent/guardian/family of the situation, and where the victim has been taken.

Post event considerations:

- Review event to determine if incident was caused by a safety issue that requires further investigation or corrective action.
- Review incident to assess need for improved procedures or additional staff training.
- Consider need to provide follow-up counseling to students/staff/parents.
- Remember that information regarding injuries or illnesses is confidential and cannot be shared with the media or others.

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COVID-19 Reporting

AB 685 mandates increased COVID-19 reporting requirements. School employees must be notified within one business day of any potential exposure to COVID-19 in the workplace with specific information regarding their rights in response to the exposure, as well as the employer's disinfection/safety plan. The local public health agency must be notified within forty-eight hours in the event of an outbreak in the workplace.

SCHOOL:

- ☐ The school will notify all employees at a worksite of potential exposures, COVID-19-related benefits and protections, and disinfection and safety measures that will be taken at the worksite in response to the potential exposure.
- ☐ The school will provide a written notice to all employees, and the employers of subcontracted employees, who were on the premises at the same worksite as the person who was infected with COVID-19 or who was subject to a COVID-19-related quarantine order within one business day.
- ☐ The school will notify local public health agencies of all workplace outbreaks, which are defined as three or more laboratory-confirmed cases of COVID-19 among employees who live in different households within a two-week period.
- ☐ The school will notify local public health agencies of outbreaks within 48 hours of becoming aware of the number of cases that meets the definition of an outbreak. The school will notify the local public health agency in the jurisdiction of the worksite of the names, phone number, occupation, and worksite of employees who may have COVID-19 or who are under a COVID-19 isolation order from a public health official.
- ☐ The school will provide staff who may have been exposed with information regarding COVID-19 related benefits available under federal, state, and local laws. This information would include workers compensation benefits, COVID-19-related leaves, company sick leave, state-mandated leave, supplemental sick leave, and anti-retaliation and antidiscrimination protections.
- ☐ The school will notify all employees of the disinfection and safety plan that the employer plans to implement and complete in accordance with the guidelines of the Centers for Disease Control.
- ☐ The school will report the business address and NAICS industry code of the worksite where the infected or quarantined individuals work.
- ☐ The school will provide information about access to COVID-19 testing.
- ☐ The school will provide information about COVID-19 hazards to staff and anyone that comes into contact with the school workplace.

- ☐ From January 1, 2021 until January 1, 2023, Cal/OSHA can issue an Order Prohibiting Use (OPU) to shut down an entire worksite or a specific worksite area that exposes employees to an imminent hazard related to COVID-19.
- ☐ From January 1, 2021 until January 1, 2023, Cal/OSHA can issue citations for serious violations related to COVID-19 without giving employers 15-day notice before issuance.

STAFF:

- ☐ Staff need to report to the school, without fear of reprisal, COVID-19 symptoms, possible COVID-19 exposures, and possible COVID-19 hazards at the workplace.
- ☐ Staff with medical or other conditions that put them at increased risk of severe COVID-19 illness shall inform Human Resources.

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Appendix M

Incident Report Form



Reported by:

Date:

Persons Involved:

Describe incident and actions taken (Who, what, when, where, why, how. Be specific. If it's not in writing it didn't happen, and if it's in writing it happened exactly as written):

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Cover Sheet

2023-2024 Organizational Chart

Section:	IV. Operations
Item:	B. 2023-2024 Organizational Chart
Purpose:	Presentation & Potential Discussion (Informational)
Related Material:	Proposed 2023-2024 Organizational Structure

BACKGROUND:

- General overview of the school's organizational structure, departments, and staffing.

RECOMMENDATION:

- Consider providing leadership with input and guidance on the structure of school departments and staffing.



Organizational Structure

2023-2024



EDUCATIONAL SERVICES - ASSISTANT SUPERINTENDENT

- ✓ **SECONDARY EDUCATION - DIRECTOR**
 - ASSISTANT DIRECTOR
 - HIGH SCHOOL COUNSELORS
 - SECONDARY EDUCATION SPECIALISTS
 - TUTORS
- ✓ **ELEMENTARY EDUCATION - DIRECTORS OF REGIONAL COORDINATORS**
 - REGIONAL COORDINATORS
 - CURRICULUM & INSTRUCTION LEAD TEACHERS
 - EARLY LITERACY/VIRTUAL LEARNING COORDINATOR
 - INDEPENDENT STUDY TEACHERS
 - PARAPROFESSIONALS
- ✓ **ELEMENTARY VIRTUAL ACADEMY - COORDINATOR**
 - VIRTUAL ACADEMY TEACHERS
 - VIRTUAL ACADEMY ELECTIVE TEACHERS
 - PARAPROFESSIONALS
- ✓ **HS/MS VIRTUAL ACADEMY - COORDINATOR**
 - MIDDLE SCHOOL VIRTUAL ACADEMY TEACHERS
 - HIGH SCHOOL SPECIALIZED TEACHERS
 - VIRTUAL ACADEMY ELECTIVE TEACHERS
 - INCLUSION TEACHERS

ADMINISTRATION - SUPERINTENDENT

- ✓ **ADMINISTRATIVE ASSISTANTS**
GOVERNANCE, ACCOUNTABILITY, & COMPLIANCE
- ✓ **ASSISTANT DIRECTORS**
ACCOUNTABILITY & PROFESSIONAL DEVELOPMENT
- ✓ **COORDINATOR**
TESTING & ASSESSMENT
- ✓ **SECRETARY**
PROGRAMS



STUDENT SUPPORT SERVICES - ASSISTANT SUPERINTENDENT

- ✓ **SPECIAL EDUCATION - SENIOR DIRECTOR**
 - DIRECTOR OF SEL & TRANSITIONS
 - ASSISTANT DIRECTOR OF SPECIAL EDUCATION
 - SPED ADMIN ASSISTANT
 - TRANSITIONS ADMIN ASSISTANT
 - PROGRAM SPECIALISTS
 - SPECIAL DAY CLASS COORDINATOR
 - CASE MANAGERS
 - PSYCHOLOGISTS
 - SPEECH & LANGUAGE PATHOLOGISTS
 - OCCUPATIONAL THERAPISTS
 - NURSES
 - PARAPROFESSIONALS
- ✓ **COMMUNITY EDUCATION - DIRECTOR**
 - COMMUNITY ARTS EDUCATORS
 - ADMIN ASSISTANT
- ✓ **ENGLISH LANGUAGE LEARNER SUPPORT - ELL COORDINATOR**
- ✓ **ELEMENTARY SUPPORTS - EARLY LITERACY COORDINATOR**
 - LEARNING LAUNCHPAD TEACHERS
 - ACCELERATED LEARNING LAUNCHPAD TEACHERS
- ✓ **STUDENT SUCCESS TEAM**
 - SST COORDINATORS
 - 504 COORDINATOR
 - SPEECH & LANGUAGE PATHOLOGIST
 - PARAPROFESSIONAL

The Journey of Learning Continues...

Cover Sheet

New Positions

Section:	IV. Operations
Item:	C. New Positions
Purpose:	Discussion & Potential Action - Vote
Related Material:	Community Arts Educator - MR; Curriculum & Instruction Lead Teacher - MR; SDC Program Coordinator Job Description - MR

BACKGROUND:

- The purpose of the school leadership plan is to highlight the changes we have made to programs and positions over time in order to meet the needs of our students, community, and learning coaches as we continue to strive for student success in English language arts, math and college, and career readiness.
- The Superintendent Team took a deep dive into our school's organizational chart and departments. The goal was to reflect on and analyze the needs and overall current effectiveness of each position and program. This research led us to conclude that more administrative leadership positions are not needed but instead more specialized teacher support positions to meet our goals of increased achievement school-wide by providing teacher and parent support.
- It is important to note from our research that our administrative ratios are in line with many of the schools/districts in our area. Also, we calculated our ratios on our based on full-time administrative employees, however, most carry student rosters as well and are between 60-80% administrative and 20-40% instructional therefore our ratios are technically not as high as presented.
- Our leadership team has undergone training to be instructional coaches to guide instructional practices with both our Independent Study and Virtual Academy Teachers. The next phase of this effort will be to implement the cycle of inquiry into our coaching sessions to help teachers reflect on their instructional practices, set goals, and measure outcomes.
- To address our LCAP goals and feedback data from student, staff, and parent surveys, as well as Board Member requests, we have developed 3 new positions. The positions will be funded through grant monies or by retiring current positions. We are expanding our intervention

offerings to reach all students and provide more flexible time options. Due to AB180 & 167 our teachers are required to provide daily instruction. We plan to train and utilize all teachers to provide language arts instruction and intervention during these sessions, therefore, eliminating the need to have a separate smaller intervention program. These classes will now be called Learning Launchpad (language arts instruction) and Accelerated Learning Launchpad (one targeted skill taught per class session, formerly ODI or intervention).

- IV.C.2 Our **Special Day Class Coordinator** will be developing and piloting a special day class program this spring to meet the needs of our most underserved learners to ensure they have access to a robust education from highly qualified teachers. Their progress will be monitored based on attendance, parent feedback, and assessment data. We have received legal counsel recommending the creation of such a program so that our offer of FAPE to our students with IEPs can include virtual academy instruction similar to those of their peers but tailored to their learning needs. This coordinator will have a special education credential and will partner with our Virtual Academy Coordinator and High School Academy Coordinator to implement a program with high expectations and calibrated instructional practices based on observation data.

Purpose: To develop, implement, monitor, and analyze all functions of teaching and learning in virtual settings for students with IEPs.

Why: Recommended by SELPA, research, and parent requests as the best environment for students and progress towards learning goals.

Funding Source: State and federal special education funds.

- IV.C.3. Our school will be receiving an Arts and Music Grant as well as Proposition 28 funds which have a broad range of uses targeted around increasing arts and music instruction in schools. Based on the requirements of the grant, our LCAP goals, and parent/student feedback, we have developed the **Community Arts Educator** positions. These will be teachers on special assignment to provide arts and music education in person weekly at local parks, parent education concurrently, as well as online forums, workshops, and classes. The positions will be hired regionally to develop a school community in the vast regions we serve to create a school climate of inclusivity and support for all. Success will be monitored via writing samples collected each learning period, targeted standards mastery in mathematics, and feedback surveys

Purpose: To provide arts and music education in person weekly at local parks, parent education concurrently, as well as online forums, workshops, and classes.

Why: To increase community engagement and student success through the arts and other related academic events as defined by Prop 28, LCAP, and parent survey feedback.

Funding Source: Proposition 28

- IV.C.1 Our **Curriculum and Instruction Lead Teacher** position will be teachers on special assignments who specialize in either language arts or math instruction for elementary grade level bands. They will be part of our Elementary Education Leadership team to collaborate across all programs (independent study, virtual academies, and community arts). These lead teachers will become curriculum experts from our vetted curriculum list, they will develop diagnostics assessments, and provide teacher training on best instructional practices per grade level as well as parent/learning coach support and resources that teachers will need to help coach parents/learning coaches into effective teachers. They will hold workshops for teachers and parents to attend to gain knowledge on instructional strategies and pedagogy. Success will be monitored via student progress on diagnostic assessments, as well as teacher and parent feedback surveys. Grade level bands: K-2 ELA, K-2 Math 3-4, ELA 3-4, Math 5-6, and ELA 5-6 Math.

Purpose: To develop, implement, monitor, and analyze all functions connected to teaching and learning for teachers, students, and parents.

Why: To increase student achievement progress and success according to LCAP, and WASC goals.

Funding Source: Supplemental funds from the LCFF, ESSR III, and Title 1.

RECOMMENDATION:

- Consider approving the new positions for the 2023-2024 school year.



Curriculum & Instruction Lead Teacher

Job Summary:

Our school is looking for an experienced, passionate educator to fill the role of the Curriculum & Instruction Lead Teacher. You will be collaborating with a team of leaders and administrators to ensure that our students receive the best education we can provide. Key responsibilities include designing effective curriculums, assessing lesson plans, implementing innovative teaching methods, and supporting less experienced teachers in their various roles. You will serve as an expert in their assigned grade level and subject area to provide support, resources, training, and progress monitoring for Independent Study Teachers and Virtual Academy Teachers.

To be successful as a Lead Teacher, you should be someone with a deep understanding of what it takes to teach students effectively. Top candidates will also be excellent leaders and mentors, able to use their knowledge to raise fellow teachers up and make lasting improvements to the school's educational processes.

Duties and Responsibilities:

- Weekly Office Hours hosted by Grade Band Specialists for family and staff
- Create a preferred list of curricula for the grade level span
- Experts in the preferred curriculum for the grade level span (and pacing)
- Experts in online lesson planning and delivery
- Ed Plans match the specific (preferred) curriculum
- Monthly team meetings with the elementary school team including virtual academies
- Monthly Grade Level Newsletters with resources for parents or academic focuses
- Experts in intervention options for the grade level span
- Learning coach support in intervention curriculum choices that would be a best-fit
- Attend LP meetings as asked to support the IST with supporting the family
- Plan in place for missing pieces to curriculum families love that don't match standards as well (teaching textbooks)
- Make ELA Ed Plans by topic standard rather than each LP mixed with all areas
- Learning Coaches grouped by their chosen curriculum and facilitated by Grade Band Specialists (monthly meetings? Connects LCs to others who are using the same curriculum)
- Organized resources with videos, etc. for preferred curriculum (video of how to make sense of what comes in the box and how to get organized, pacing guides)
- For the preferred curriculum, ISTs can use the outline of lessons for tracking progress/assigning work (similar to how we used to be able to pick a specific curriculum like Singapore Math in Pathways and then mark the specific lessons completed). This was more accurate documentation.
- Monthly academic challenge and contests: TK-6 school-wide initiative plan
- Ed Plan specialists and progress monitoring
- CBM and Reading Benchmarks

- Writing collection and review along with providing writing resources for quarterly benchmarks
- Professional Development
- Parent Education using curriculum from TCOE and FCOE
- Researches and responds to reference questions, referring complicated or difficult questions to more experienced staff
- Leading the development of your department's curriculum.
- Assessing lesson plans and current teaching methods.
- Implementing strategies to improve any identified shortcomings.
- Contributing to the leadership and management of the school.
- Supporting, guiding, and reviewing other members of the teaching staff.
- Teaching demonstration lessons for the edification of fellow teachers.
- Working with other departments to contribute towards the general improvement of the school.
- Other duties as assigned

Knowledge/Qualifications:

- Interpersonal skills using tact, patience, and courtesy
- Excellent written and verbal communication skills
- Attention to detail, time management skills, and problem-solving skills
- Technical skills
- The ideal candidate will exhibit excellent communication skills, and have the ability to take initiative, and prioritize daily tasks. A strong ability to take charge and meet tight deadlines will ensure your success in this multifaceted role.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities.

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- May occasionally have to lift up to 25+ pounds.

Work Environment:

Remote position with in-person interaction several times per month.

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.



3610 E. Ashlan Avenue, Fresno, CA 93726
Ph (559) 316-0157 | Fax (626) 631-6040

Job Title: Special Day Class (SDC) Program Coordinator

Category: Certificated

Work Year: 196 Days

Supervisor: Senior Special Education Director

Role Summary

The position of SDC Program Coordinator will be tasked with supporting the design, implementation, and the daily operations of a robust SDC program including the creation and management of curriculum and instruction, which is designed for special education students with Moderate-to-Severe disabilities. This program will be our future offer of FAPE for these students, so the person chosen must have a passion for working with Moderate-to-Severe students and implementing a program where they can learn at a high level. As the SDC Program Coordinator, the role encompasses the facilitation, compliance, and oversight of special education at Yosemite Valley and Monarch River Academy as it pertains to the program.

Key Responsibilities

- Assist in leading the SDC Program design, implementation, and vision
- Serve as communication liaison between departments, families, and the Services Coordinator.
- Help promote and recruit our families and students into the SDC Program
- The SDC Program Coordinator will be the Lead-Teacher for the Moderate/Severe Team
- Perform the duty of an administrator at IEPs and ensure services are provided in accordance with goals and objectives developed.
- Work closely with the Senior Director of Special Education, Assistant Director, and Mod/Severe Program Specialist to build a master schedule for the program.
- The SDC Program Coordinator will carry a special education roster of between 5-7 students.
- Will assist in the identifying of staff or hiring who will perform the elective components of the program.
- Promote best practices for a system of flexible service delivery through the use of evidenced based research, practices, methodologies, and principles.
- Work collaboratively with agency and community partners in the provision of resources and services that support and enable students to access the educational environment.
- Assign and monitor paraprofessional working assignments including the assignment of substitutes, when needed.
- Participate in the development and implementation of goals, objectives, policies, and priorities for assigned programs; identify resource needs; recommend and implement policies and procedures. teachers, support staff, and the students.
- Conduct classroom observations to ensure that the SDC Program is meeting the needs of
- Progress monitor and collect relevant data that directly correlates with the SDC Program.
- Assist the Assistant Director and Mod/Severe Program specialist with standardized testing, including state testing.

- Works with the Assistant Director of Special Education to develop, plan, and provide for professional development and parent education.
- Performs other related duties as assigned.

Knowledge of:

- State and national standards, curriculum, and assessments.
 - IEP timelines
 - Writing a compliant IEP
 - Implementing a BIP
 - Use and understanding of SEIS special education software
 - Researched based instructional techniques for implementation of Yosemite Valley & Monarch River Academy curriculum
 - Educational technology applications
 - Data analysis to plan instruction and intervention.

Ability to:

- Work with a variety of instructional groups in student-centered classroom
- Use data and assessment to plan and implement instruction
- Communicate clearly with staff, students, and parents
- Work collaboratively with peers, students, and parents
- Provide for a positive school climate

Qualifications:

- Credentialed to work with Moderate/Severe Disabilities (R3MS)

Community Arts Educators Cover Sheet

Why Community Arts Educators?

The school conducted a study to determine highly populated areas of student enrollment. Community Arts Educators will concentrate on these areas and serve outlying areas as determined by the Director of Community Engagement.

Art & Music Block Grant + Prop 28 Funding

This grant will cover the program for three years. Financial details below were provided by Dr. Damien Phillips.

WASC Goals

1. Continue to develop and implement parent/teacher education programs and resources based on research-based best practices to Increase achievement in ELA and Math.
2. Continue to expand a positive school culture by actively engaging educational partners through weekly communication, clubs, and community events which would include parent education, arts instruction, extended learning opportunities, and SEL activities.

LCAP

Goal #4 state that the schools will implement a robust parent education program designed to engage parents as partners in the academic and social-emotional development and progress of their student. Based on historical data, parents and guardians prefer in person with their community versus virtual support.

Parent Feedback Surveys

1. Ongoing, overwhelming request for more in-person opportunities in the community.

Funding Sources

1. Arts and Music in Schools-Funding Guarantee and Accountability Act: **Proposition 28**
 - Funds are based on current enrollment
 - \$370,398 for Yosemite Valley Charter
 - \$164,670 for Monarch River Academy
 - This proposition requires at least 80% of the additional funding to be used to hire staff
 - The remaining funding could be used for training, supplies, and materials, and for arts and educational partnership programs
2. Arts, Music, and Instructional Materials Discretionary **Block Grant**
 - Funds are based on current enrollment
 - \$1,055,333 for Yosemite Valley Charter
 - \$474,658 for Monarch River Academy
 - Sunsets in July 2027
 - Greater discretion of operational costs including but not limited to curriculum, professional development, CharterSafe, Charter Impact, Pathways, retirement, and health care cost increases



Community Arts Educator

Job Summary:

Serve the assigned community region by offering events rooted in the mission and vision of our school that include a variety of academic, enrichment, and social activities. Community Arts Educators are passionate about interacting with the school community through arts, STEAM, parent relationships, and education. They provide opportunities to celebrate student achievements and learning. Community Arts Educators work closely with the Community Arts Team in a collaborative and exciting educational environment.

Duties and Responsibilities:

- Serve as the point person in your geographical target area for all community events. Create a sense of community in the assigned area.
- Host, at minimum, two monthly in-person park events. One Adventure Day and one Middle School and High School Hangout. Coordinate, plan, and assist with Academic Adventures, Park Days, Community Service projects, Student Clubs, and other in-person and virtual events.
- Host two weekly virtual opportunities for the community to connect including:
 - A club open to Monarch River Academy and Yosemite Valley Charter School students. Content to be determined by new hire but to include arts and music exposure.
 - A parent social with an intentional conversation that ties to Parent Education at Adventure Day. Promote and foster a strong parent community.
- Coordinate and collaborate with the Community Arts Educator Team to plan events and activities specific to your community region
- Incorporate fine arts, music, STEAM, multicultural awareness, writing, and specific activities for students. Fine arts can include dance, media arts, theatre, photography, craft arts, and other opportunities in every in-person and virtual event. Incorporate athletics into park days, when possible.
- Connect all events and activities to Local Control Accountability Plan, goals, Student Learning Outcomes, student achievement, and the school theme.
- Support student achievement and Central Valley Charter Schools; (Monarch River Academy & Yosemite Valley Charter School) vision
 - Strategically plan and host parent education events and activities to align with the targeted needs of students in your area
- Event and activity planning including organization, ideas, dialogue, advice, processes, and more with a focus on the inclusion of all student and family subgroups, consulting as needed with Special Education to confirm events are both suitable and equitable for all students.
- Attend two or three field trips per semester in your area
- Include local vendors, including athletic vendors, as appropriate at in-person events.
- Participate in community events throughout the region, as needed.

- Collaborate with High School and Middle School leadership to plan grade span-specific/inclusive events and implement school-created character development lessons.
- Participate in Professional Development
- Provide Parent Education using provided curriculum *from Tulare County Office of Education and Fresno County Office of Education*
- Attend School Site Council meetings Communicate and collaborate with Field Trip and Events and Ordering System teams as needed
- Assist with Incident Reports and communicate with regional administrators when applicable
- Research and respond to reference questions, referring complicated or difficult questions to more experienced and or senior staff
- Other duties as assigned

Desired Qualifications:

- Passionate about connecting students to the arts in creative and innovative ways that capture their attention and encourage new understanding
- Interpersonal skills using tact, patience, and courtesy
- Attention to detail, time management skills, and problem-solving skills
- Passion for and experience with art and music education
- Self-starter, confident collaborator, and creative problem solver
- Technical skills using Google
- Exhibit excellent communication skills, both written and verbal, and have the ability to take initiative and prioritize daily tasks
- A strong ability to take charge and meet tight deadlines will ensure your success in this multifaceted role
- Bilingual preferred, but not required

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities.

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- May occasionally have to lift up to 25+ pounds.

Work Environment:

Remote position with in-person interaction several times per month.

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.

Cover Sheet

Board Metrics Report - February

Section:	V. Governance
Item:	A. Board Metrics Report - February
Purpose:	Presentation & Potential Discussion - Informational
Related Material:	Board Metrics Report - February - MR

BACKGROUND:

- Monthly Board Report
- This month's report includes:
 - Current Enrollment Numbers
 - High School Data - 11th Grade 2021-2022 CAASPP Scores
 - Outstanding Direct Instruction – Intervention Classes + STAR 360 Scores
 - Special Education - SLP, OT, & Nurse Report
 - Special Education Inclusion Report + STAR 360 & Other Measures of Growth
 - Transition – Adult Transition Program (ATP) – Social Emotional Learning (SEL) – McKinney Vento - Alumni Report
 - Virtual Academies - Student Support
 - Communication Systems
 - LCAP Educational Partnership Survey & Feedback

RECOMMENDATION:

- Consider providing school leadership with input and guidance.



Board Metrics

Monarch River Academy
February 2023

School Enrollment

Current Enrollment by Grade: As of 2/25/2023

Grade	Totals
TK	29
KN	124
1	114
2	128
3	105
4	97
5	92
6	79
7	87
8	68
9	32
10	48
11	23
12	21
Totals	1047

- 318 withdrawals were processed since 8/1, 4 pending
- 33 SPED students have withdrawn, 0 pending

High School

11th Grade School CAASPP Scores 2021-2022

Smarter Balanced Summative Assessments for ELA and Mathematics

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

ELA Score	% of our Students	# of Students	California Average for Charter Students
4 - Standard Exceeded	16.5%	4	22.7%
3 - Standard Met	30.1%	7	31%
2 - Standard Nearly Met	22.3%	5	23.7%
1 - Standard Not Met	30.2%	6	22.5%
Total		22	

Math Score	% of our Students	# of Students	California Average for Charter Students
4 - Standard Exceeded	12.6%	3	7.7%
3 - Standard Met	16.4%	4	13.8%
2 - Standard Nearly Met	33.07%	7	22.4%
1 - Standard Not Met	37.9%	9	56.1%
Total		23	

Outstanding Direct Instruction – Intervention Classes

STAR 360 Scores

2022 Fall Semester

Yosemite Valley Charter School & Monarch River Valley Charter School Outstanding Direct Instruction - Intervention Classes STAR 360 Scores Comparison Chart 2022 Fall Semester

Introduction to the Outstanding Direct Instruction (ODI) Program

Yosemite Valley Charter School (YV) and Monarch River Academy (MRA) have a Multi-Tiered System of Support (MTSS) program that has expanded over recent years to include several additional components. One of the more targeted support programs is our Outstanding Direct Instruction (ODI) Intervention Program. The Multi-Tiered System of Support (MTSS) and the Response to Intervention Program (RTI) primary goals are to support students holistically through differentiated curriculums, student-centered learning programs, and prioritizing students' social-emotional needs. Together these data-driven programs supply the student with a tiered support system, which provides every student with the opportunity for academic, behavioral, and social success. Our Independent Study Teachers (ISTs) assess student need through the implementation of the STAR 360 Tests, 1:1 diagnostics, work samples, and student demonstrations. Then an individualized plan is created that is unique to each student's needs and their goals through a collaboration between the IST and the Learning Coach (the students parents). Our Outstanding Direct Instruction (ODI) Program is our most intensive targeted support program that supports students with learning gaps. Our intervention program includes targeted courses focusing on English Language Arts (ELA) & Mathematics, supplemental resources are provided, a daily schedule is shared with families, teachers aid in coaching the parents with best teaching practices, learning tools are implemented, and differentiated curriculum is utilized. Students enroll in our ODI courses to participate in Specialty Teacher Lead targeted intervention classes that occur in 6-week cycles for 2 days each week (two cycles are held each semester, totaling 4 in one school year). We monitor student progress throughout the course and at the end of each 6 week cycle the ODI Teachers assess the students progress and decide if the student has made adequate growth to either graduate, continue, or make changes to aid the student in closing their learning gap.

Outstanding Direct Instruction (ODI) Program Facts:

During the 2021-2022 school year we had over 600 students enroll in the program. Of those 654 students enrolled these were the results: 60% of the students had their STAR 360 test scores improve and 79% of students reported experiencing a successful intervention. In the Fall 2022 semester alone we have already had over 300 students enroll in our ODI courses and are hopeful that our total number of enrolled students throughout the entire 2022-2023 school year will surpass last years total of 654.

We offer a total of 22 specialty courses; 12 in ELA and 10 in Math, and every class is taught by a highly qualified credentialed teacher. When the data is combined for both schools for the Fall 2022 cycles there was a 36% rate of growth, a 56% rate of slight improvement compared to a 8% regression rate meaning that 92% of the students enrolled in ODI have experienced improvement.

At the end of each 6 week cycle the ODI Teacher evaluates the students progress and works with the IST to determine if the student has made substantial progress to graduate from the program. Depending on the teachers findings from the students evaluations an individualized plan is created to aid the student in closing their learning gap if the student has not made adequate progress based on the assessments provided and the work samples turned in during the 6 week course then the ODI Teacher and the IST Teacher will work together to determine the students next step. If the student has made moderate progress within their designated ODI course then the ODI Teacher and the IST could decide to have the student re-enroll in the same ODI course in order to aid in the students retention of the topics discussed.

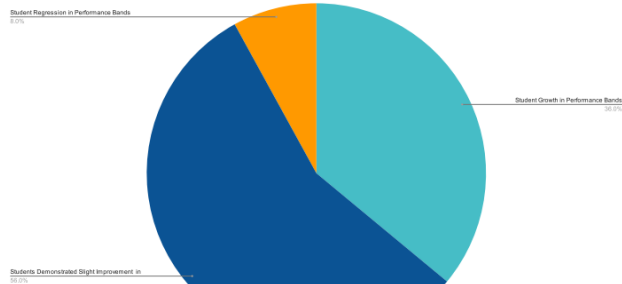
Description of ODI Classes

The ODI classes are FREE and open to any student who is struggling with specific topics in Language Arts or Math and offered to students who need extra help. All classes are taught by credentialed teachers in our school who have experience and expertise in the topics they are teaching. They are for students in 1st grade and up who need significant help in learning specific topics and skills. These are often part of an intervention plan to support students who are struggling or have gaps in learning.

Classes are offered on Tuesdays and Thursdays for 30 minutes. Students attend both Tuesday and Thursday classes for 30 minutes each. All classes assign homework and focus on a specific topic.

Every class runs for a six-week session. We have four six-week sessions throughout each school year (2 in the fall, 2 in the spring).

Yosemite Valley Charter School & Monarch River Valley Charter School Outstanding Direct Instruction Combined Student Progress



Overall Results				
	Growth	49	36%	92%
↔	Slight Improvement	76	56%	
	Regression	10	8%	8%

Yosemite Valley Charter School & Monarch River Valley Charter School
Outstanding Direct Instruction - Intervention Classes for Cycles 1 & 2 (Fall 2022 Semester)
STAR 360 Scores Comparison Chart

School of Enrollment	Student Grade	STAR Early Literacy Test								STAR Reading Test						Overall Results				
		Description of Measurement	STAR Early Literacy Test Unified Score	STAR Early Literacy Test Percentile Rank	Performance Band Classification	STAR Early Literacy Test Unified Score	STAR Early Literacy Test Percentile Rank	Performance Band Classification	Visual representation of student progression in Performance Bands growth (), slight improvement (++) or regression ()	STAR Reading Test Unified Score	STAR Reading Test Percentile Rank	Performance Band Classification	STAR Reading Test Unified Score	STAR Reading Test Percentile Rank	Performance Band Classification	Visual representation of student progression in Performance Bands growth (), slight improvement (++) or regression ()	Growth	49	36%	92%
		Season Tested	Fall	Fall	Fall	Winter	Winter	Winter		1400	100	4	1400	100	4		Slight Improvement	76	56%	
		Total Points Possible	1400	100	4	1400	100	4		Fall	Fall	Fall	Winter	Winter	Winter		Regression	10	8%	8%
YVCS	KN	Student	694	37	2	829	91	3												
YVCS	KN	Student	602	6	2			3												
YVCS	KN	Student	660	24	2	896	98	4												
YVCS	KN	Student	687	39	2	707	28	2	++											
YVCS	1	Student				875	81	4	++	814	74	3	843	70	3	++				
YVCS	1	Student	1047	99	4	887	85	4	++				1002	99	4	++				
YVCS	1	Student	939	97	4			4	++				985	98	4	++				
YVCS	1	Student	628	3	2	924	93	4	++											
YVCS	1	Student				769	23	2		768	52	2	814	55	2	++				
YVCS	1	Student	692	11	2	794	42	3		752	41	1	753	20	1	++				
YVCS	1	Student	714	18		794	42	3												
YVCS	1	Student	652	4	2	851	73	4												
YVCS	1	Student								900	94	4	765	25	1					
YVCS	1	Student	730	26	2			2	++											
YVCS	1	Student	764	42	3	787	38	2					736	13	1	++				
YVCS	1	Student	738	31	2	819	57	4												
YVCS	1	Student								799	67	2	904	89	4	++				
YVCS	1	Student	914	95	4			4	++				727	11	1	++				
YVCS	1	Student	972	99	4			4	++				958	97	4	++				
YVCS	1	Student								815	74	3								
YVCS	1	Student	650	4	2	831	64	4												
YVCS	1	Student	715	19	2			3		615	2	1				++				
YVCS	1	Student	762	41	3	1043	99	4												
YVCS	1	Student								953	98	4	975	98	4	++				
YVCS	1	Student	880	91	4			4	++				787	38	1	++				
YVCS	2	Student								763	4	1	752	1	1	++				
YVCS	2	Student	762	4	2	755	2	1	++				775	3	1	++				
YVCS	2	Student								889	51	2	904	77	4	++				
YVCS	2	Student								933	73	3	1021	95	4	++				
YVCS	2	Student	715	1																
YVCS	2	Student								832	24	1	911	49	2					
YVCS	2	Student	706	1	2	810	8	1	++	769	5	1	800	6	1	++				
YVCS	2	Student								857	35	1	1000	90	4	++				
YVCS	2	Student	798	11		855	22	2												
YVCS	2	Student	807	14		884	35	2					957	73	3					
YVCS	2	Student								862	37	1	936	63	3					
YVCS	2	Student	821	19	2	912	50	3												
YVCS	2	Student				1078	99	4	++	850	32	1	993	88	4	++				
YVCS	2	Student	781	7	2	694	1	1	++											
YVCS	2	Student								766	5	1	800	24	1	++				
YVCS	2	Student	738	2	2	766	2	1	++											
YVCS	2	Student	877	44	3			3	++				979	83	4	++				
YVCS	2	Student								967	86	4				++				
YVCS	2	Student								907	60	2	940	65	3					
YVCS	2	Student	732	1	2			2	++											
YVCS	2	Student								931	72	3	1016	94	4	++				
YVCS	2	Student								951	80	3	1001	90	4	++				

Performance Band Classification Key
Level 4 = At / Above Benchmark
Level 3 = On Watch
Level 2 = On Watch for Intervention
Level 1 = Urgent Intervention Needed

Note: the STAR Scaled Score represents the total number of correct questions a student answered that has been converted into a consistent and standardized scaled score

Note: the STAR Percentile Rank represents the students performance to other students in the same grade nationwide.

Note: the visual representation of student growth (), student slight improvement (++) and student regression () is meant to provide ease of data interpretation when analyzing student progress within the

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Special Education

Dr. Steve James & Lorraine Sewell

Brief Progress Report

During the 2022-23 school-year the special education department hired three (3) Speech language Pathologists (SLP), one (1) Occupational Therapist, and one (1) School nurse to provide virtual services for the students enrolled in Yosemite Valley & Monarch River Charter Schools. At this time our SLP Service team is currently assigned 100 students and our OT has 25 students. The school Nurse has an average of 50 students she is assessing and she is also responsible for completing vision & hearing screenings for those students being assessed for their triennials this school-year. In addition, she has been spending approximately five (5) hours a week updating the general education student health data in Pathways.

Overview

Throughout this year the SLPs have averaged approximately 35+ students on each of their caseloads. The industry norm per FCMAT is 55 students per SLP. However, there has been continued barriers in meeting these caseload numbers:

SLP

- Frequency and duration of the service
 - Industry norm 1x a week for 30 minutes in a group setting
 - ***Reality we average 2x a week for 30 minutes in a 1:1 setting with parent consultation time of 15-30 minutes monthly.***

OT

- Frequency and duration of the service
 - Industry norm 1x a week for 30 minutes in a 1:1 setting, very little if any consultation time.
 - ***Reality we average 2x a week for 30 minutes 1:1 setting***
 - ***Consultation of 6-8 hours a week.***

Nurse

- She is at and exceeding industry standards for caseload and work hours. Based on the number of students who need assessment we need a second nurse to maintain our compliance with CDE requirements. There are currently no NPA that have nurses for in-person hire.

Impact on the School

Though we have not reached our goal of caseloads in the high 40's for each of our service providers in speech & language and Occupational Therapy there are some real positives that need highlighting:

- Our students are receiving the services that they need and our no show rates are much lower with our in-person providers.
- Our SLP service team has identified students who can be moved into group speech sessions from their current 1:1 setting. In addition, they have identified students who no

longer qualify for speech, but need to be moved to an SEL setting for more of a social atmosphere to assist them with their social interaction.

- We do not pay the approximately extra \$400.00 per student to get progress monitoring documented and uploaded into SEIS.
- We are not billed the NPAs hourly rate for one of our service providers charges to attend an IEP that goes past one (1) hour or for additional IEP amendments. We pay an average of \$150.00 per hour for this service.
- We are exiting, lowering service minutes, and reclassifying our students at a much higher rate than in the past.
- Any assessments our SLPs, OT, and Nurse complete for us are comprehensive and defensible in court. This can save us an average of \$7,500 per student when we do not authorize Independent Educational Evaluations (IEE). A majority of the reports we receive from our NPAs do not meet these same standards.

Data Table

Exited			
	Tk-4	5-12	Mod/Severe
SAI	1	5	
Speech	1	1	
OT			3
OI	2		
Total	4	6	3
Exited SPED altogether	2	6	0

Assessment Providers	Assessments	Cost	
Speech Assessments NPA	47	\$13,500.00	
Speech Assessments In-house	77		
OT Assessments NPA	87	\$25,570.00	
OT Assessments In-house	2		
Nurse Assessments NPA	105	\$24,675.00	
Nurse Assessments In-house	85		
Service Providers	Students	Cost	Consult
Speech Services NPA	181	22,425/per week	\$981.25/per week
Speech Services In-house	100		
OT Service NPA	119	\$16,037/per week	\$1,075/per week
OT Service In-house	25		

A Look into the Future

As we continue to look forward with how we provide in-person and virtual related services for our students, we must continue to hire our own in-house personnel. Many of our NPAs that we

used prior to the pandemic have moved strictly to virtual services. We are very limited on in-person NPA providers. We are currently struggling to find these services for our students and we are continually having to provide compensatory education.

We know this must be a continuous growth effort and we could use the following **in-person service providers ourselves:**

- Assistive Technology (AT)
- Behavior Intervention (FBA, ABA, and/or BCBA)

(These two groups would work with our students in their homes.)

- Part Time Education Specialists for SAI (Meet in the community)

Service/Assessment Provider

- Nurse

Virtual Providers

- One more SLP
- One more OT

Special Education Inclusion Report

STAR 360 Data/Other Measures of Growth

STAR 360:

Change from Fall to Winter	ELA	Math
Score Increase	44	34
Score Decrease	16	24
No Change	0	1
No Comparison Data	24	25

Schoolology:

Student	Grade	Live Classes	Other Data: Schoolology	Math Average on Assessments Semester 1 (Schoolology)	English Average on Assessments Semester 1 (Schoolology)	Math Average on Tests/ Quizzes Sem. 2~ Based on the first 6 weeks (Schoolology)	English Average on Tests/ Quizzes Sem. 2~ Based on the first 6 weeks (Schoolology)	Math Average on Assignments Sem. 1 (Schoolology)	English Average on Assignments Sem. 1 (Schoolology)	Math Average on Assignments Sem. 2~ Based on the first 6 weeks (Schoolology)	English Average on Assignments Sem. 2~ Based on the first 6 weeks (Schoolology)
ESVA Students (Grade Five):											
1	5	ELA 5 / Math 5		94.10%	99.12%	72.31%	97.73%	100%	98.72%	98.82%	94.31%
2	5	ELA 5 / Math 5		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	5	ELA 5 / Math 5		20%	20%	0%	0%	7.41%	3.85%	0%	0%
4	5	ELA 5 / Math 5		50.28%	N/A	71.67%	N/A	91.73%	49.16%	90.59%	66.27%
5	6	ELA 6 / Math 6		100.00%	N/A	98.67%	N/A	100.95%	N/A	100.00%	N/A
6	6	ELA 6 / Math 6		53.93%	74.88%	83.10%	85.60%	65.85%	85.91%	72.27%	61.33%
7	6	ELA 6 / Math 6		86.33%	86.67%	85.87%	82.00%	77.14%	90.38%	95.33%	96.50%
8	5	ELA 5		n/a	unavailable	n/a	86%	n/a	unavailable	n/a	13%
9	5	ELA 5 / Math 5 Science		84%	98%	75%	97%	94%	99%	70%%	98%
10	5	ELA 5		n/a	96%	n/a	99%	n/a	96%	n/a	96%
11	5	ELA 5		n/a	77.85%	n/a	67.74%	n/a	73.26%	n/a	68.87%
12	5	ELB 5		n/a	90.14%	n/a	91.49%	n/a	93.00%	n/a	98.14%
13	5	ELA5		70.21%	50%	70.21%	50%	99.61%	50%	98.93%	50%
14	5	ELA 5		n/a	50%	n/a	50%	n/a	50%	n/a	50%
15	5	Math 5		30%	50%	30%	50%	40%	50%	26.67%	50%
MSVA Students:											
1	6	ELA 6A Math 6A		46.83%	84.42%	78.90%	85.60%	78.57%	89.03%	99.23%	83.75%
2	7	Math 7A		71.79%	N/A	20%	N/A	75.65%	N/A	64.50%	N/A
3	7	ELA 7A Math 7A Social Studies (2nd semester) Science (2nd semester) writers		95.83%	N/A	100%	N/A	73.68%	26.93%	72.73%	79.92%
4	8	Workshop (added)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	31.43%
1	9	English 9 & Pre-algebra		87%	83%	78%	NA	91%	92%	95%	90%
2	9	English 9 & Pre-algebra		NA	NA	68%	NA	NA	NA	83%	90%
3	10	English 10 & algebra 1		68%	87%	68%	60%	65%	100%	72%	100%
4	10	English 10		NA	90%	NA	100%	NA	87%	NA	100%
5	10	English 11		NA	62%	NA	100	NA	52%	NA	16%
6	9	Algebra 1 & English 9		83%	90%	83%	NA	110%	101%	102%	100%
7	11	English 11		NA	74%	NA	0%	NA	100%	NA	50%
8	10	Algebra started semester 2		NA	NA	68%	NA		NA	51%	NA
9	12	English 12		NA	92%	NA	95%	NA	91%	NA	80%
10	9	Pre-Algebra & English 9		45%	76%	51%	0% missing	87%	82%	64%	67%
11	9	English 9		NA	48%	NA	80%	NA	79%	NA	86%
12	9	English 9		NA	73%	NA	66%	NA	93%	NA	60%
13	11	English 11		NA	50%	NA	0% missing	NA	32%	NA	37%
14	11	Algebra 1 & English 11		62%	69%	75%	0% missing	32%	88%	50%	66%
15	11	English 11 & Algebra 2		89%	77%	89%%	0%missing	75%	92%	91%	100%
16	12	Algebra 1		84%	NA	45%	NA	30%	NA	25%	NA
17	10	English 10		NA	82%	NA	100%	NA	76%	NA	70%
18	10	English 10		NA	86%	NA	80%	NA	83%	NA	66%
19	11	Algebra 1			NA		NA		NA		NA
20	12	English 12		NA	100%	NA	98.90%	NA		NA	
21	9	Algebra 1		79%	NA	96%	NA	96%	NA	101%	NA
22	10	English 9		NA	35%	NA	86%	NA	36%	NA	70%
23	12	English 12		NA	89%	NA	95%	NA	74%	NA	95%
24	10	Algebra 1		62%	NA	43%	NA	79%	NA	60%	NA
25	10	English 9 & Pre-algebra		74%	75%	44%	NA	71%	87%	62%	80%
* Student cannot take STAR 360 as there is nothing to accommodate visually impaired children											

1	9	English 9 & Pre-algebra		87%	83%	78%	NA	91%	92%	95%	90%
2	9	English 9 & Pre-algebra		NA	NA	68%	NA	NA	NA	83%	90%
3	10	English 10 & algebra 1		68%	87%	68%	60%	65%	100%	72%	100%
4	10	English 10		NA	90%	NA	100%	NA	87%	NA	100%
5	10	English 11		NA	62%	NA	100	NA	52%	NA	16%
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7	11	English 11		NA	74%	NA	0%	NA	100%	NA	50%
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12	9	English 9		NA	73%	NA	66%	NA	93%	NA	60%
13	11	English 11		NA	50%	NA	0% missing	NA	32%	NA	37%
14	11	Algebra 1 & English 11		62%	69%	75%	0% missing	32%	88%	50%	66%
15	11	English 11 & Algebra 2		89%	77%	89%	0%missing	75%	92%	91%	100%
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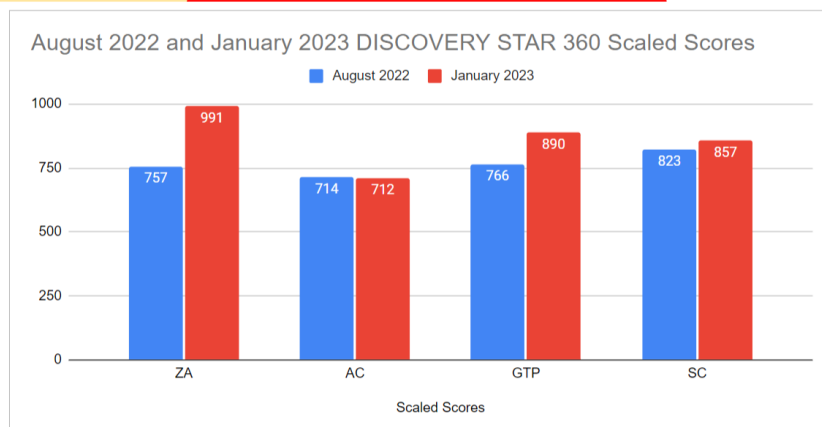
BOY/MOY:

Student	Grade	Live Classes	Other Diagnostic Data:	BOY Reading (Input Measure Type)	MOY Reading (Input Measure Type)	BOY Writing (Input Measure Type)	MOY Writing (Input Measure Type)	BOY Math (Input Measure Type)	MOY Math (Input Measure Type)
MSVA Students:									
2	7	Math 7A			Able to decode a Fountas & Pinnell level T (beginning of fifth grade) text with 97% accuracy. Able to retell important/key information on a Fountas & Pinnell level M (end of second grade) text.				
9	6	ELA 6 Math 6		F&P 6th grade reading passage 67 cwpm 99% accuracy Decoding 92% accuracy multi-syllabic words					

Reading Horizon:

DISCOVERY STAR360 READING

Scaled Scores	ZA	AC	GTP	SC
August 2022	757	714	766	823
January 2023	991	712	890	857



Transition – Adult Transition Program (ATP) – Social Emotional Learning (SEL) – McKinney Vento - Alumni STAR 360 Scores Yolanda Vazquez

Transition Program:

Through partnership and collaboration, provide a flexible and personalized learning experience with services in the post-secondary areas of education, employment and independent living for **all** high school students including young adults with disabilities.

- [Smore explaining Transition Services specific to SPED students](#)

Social Emotional Learning (SEL) Tier 3 Program:

Yosemite Valley Charter School and Monarch River Academy are committed to supporting our families. From immediate crisis situations to regularly scheduled counseling, our SEL Team meets our families where they are.

- [Smore explaining CVCS's SEL infrastructure](#)
-

SEL Tier 3 Counseling Referrals: Numbers Served

- Since 9/2020
 - 239
- 2022-2023 School year (Sep-Feb)
 - Students: 98
 - Staff: 12
 - Parents: 18
 - Crisis Calls during class: 3

SEL High School Elective Class for Credit

- 2 teachers co-teach live classes two times a week
 - 17 General Education students

Transition Student Numbers

We have one Mod/Sev teacher that serves via live teaching

- 37 high school students
- 6 Adult Transition Program (ATP)
- 8 - 8th grade students pending for next year who will need 8th grade transition IEPs.

We have two Mild/Mod teachers that serve via live teaching

- 76 Mild/Mod students in transition

- 17 SEL Students
- 12 Directed Studies students

We have one [ATP](#) CM teacher that serves via live teaching

- 6 ATP students
 - one recently left, but it was 7 students for the majority of the school year.

PodCast Numbers:

This School Year's Podcast #'s To Date:

454 views on YouTube (with 5-6 more videos slated to be released)
 41 Subscribers (more than doubled from last year)
 71 engagements on our videos (comments or likes)

Notable takeaways from this year:

Highest Viewed Tip Video - Organization (this year)
 Highest Viewed Interview - Alumni Spotlight (this year)
 Highest Viewed Video Ever - Organization (this year)

Alumni Numbers:

306 (Average) Contacts via Bi-Monthly Emails
 324 (Total) Newsletter Views; 113.5 (Recent Average) Newsletter Views/Issue
 5 Contacts for 1 on 1 Support, Referral to Other Programs/OneStop, etc.
 TBD - Spring Support ramps up as we get closer to graduation
 TBD 8th Grade Virtual Academy Presentations (attendees)

Agency Linkage Numbers:

1 Job Corps Referral/Student went to OA Meeting in San Jose, CA
 TBD 8th Grade Virtual Academy Presentations (attendees) to Come in Spring 2023
 1 Career OneStop Connection/Referral
 Partners include (but are not limited to):
 [7 Job Corps Centers](#)
 [193 Career OneStop Centers](#)
 DOR/Regional Center
 Other Vocational Schools ([10 - CET](#), [1 - SVCTE](#), etc.)
 TBD Indicator 13/14 (Post-Secondary Survey Follow-Up to Come in Spring 2023)

McKinney Vento Parent Career Support Numbers:

4 McKinney Vento Contacts/Referrals
 1 Scheduled Coaching Session/End of February (Resume/Job Search Support)
 1 Employer Contact/Partnership (Parent Charter Student) - [Hiring Manager Wanting to Support Families in McKinney Vento, Alumni, etc.](#)

*** New support for parents who are in between jobs

Future Events/Projects

- [2022/2023 Career Fair](#) Coming up! Sign up to be a participant
 - All staff “Trauma Informed Practices/Teaching” professional development presented in April 2023.
 - 2023/2024: Transition team will be teaching Transition and SEL classes to middle school. This will be open to all 8th grade students.
-

Virtual Academies – Student Support

Maria Thoeni



Virtual Academy (VA) 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 STUDENT SUPPORT

Communication: In addition to setting up the Schoology course shell to communicate resources and expectations, each teacher sends out a weekly newsletter in advance of the weekend so that families who would like communication in a different way can have access and prepare for the coming week as needed. Additionally, a struggling student report is emailed to the Independent Study Teacher (IST) to give notice of students who may need additional help. They, in turn, reach out to the parent to provide support as needed. This increases communication between the Virtual Academy Teacher, the IST, and the parent so that the student has support from the whole team of adults who care for them.

Quality of Learning: As the best “intervention” is to receive quality instruction initially, teachers have received ongoing training throughout the year. Topics addressed include concept development, checking for understanding practices, and how to successfully use digital tools. Teachers were allotted time to collaborate and plan in grade level bands and access to the Early Literacy Coordinator as appropriate. Teachers are observed and provided feedback on an ongoing basis.

Intervention: In response to student need and staff capacity, the Elementary School Virtual Academy (ESVA) and Middle School Virtual Academy (MSVA) both offered intervention classes to the enrolled students who needed extra support. These classes take place twice per week for 30 minutes at a time. The purpose of these intervention classes is to provide additional support

and structure to students who need it. Virtual Academy teachers were prepared for this new endeavor by attending a training session (Intervention Training, Fall 2022). The training was followed by collaboration and planning time within their PLC teams. Teacher support regarding intervention is provided by the Virtual Academy Coordinator on an ongoing basis. Currently, 129 students are invited to participate in intervention classes in grades K-5 and 86 students are invited to participate in intervention classes in grades 6-8. Intervention class rosters have an average of 12 students and so small group instruction can truly take place.

Inclusion and Specialized Support: The ESVA and MSVA have had the additional support of Special Education staff members pushing into classes that have qualifying students. As a result of two educators being present, there is greater accountability and potential for small group instruction. The inclusion staff member and the VA teacher collaborate weekly on lesson planning and delivery to ensure that all students are able to have their needs met and that any accommodations are appropriately in place.

Next Steps: Next year, intervention will not be offered by the ESVA teachers in the same way. Instead, class schedules have been adjusted to allow VA students to participate in the intervention classes offered school-wide on specialized targeted skills. ESVA teachers will host a homework club twice per week to offer support with the asynchronous assignments and to provide additional support as needed. This way ESVA students can have remedial support AND support in class on grade level assignments. Another addition will be a 3 days per week class offering for all ELA and Math classes in grades K-8 for students who choose it. Our K-2 ELA classes will offer additional support for foundational reading (more class time and recorded sessions). There are also plans for increased community engagement opportunities such as field trips and park days to develop a better sense of class community.

HSVA STUDENT SUPPORT

Prior to the 22-23 school year no intervention or academic supports were set in place for the High School Virtual Academy (HSVA) as our program was shared with schools from Northern California. Since becoming an independent program, HSVA has instituted and piloted several processes to better support our students.

Communication: The HSVA sends bi-monthly emails to students with a D/F to notify the student, Learning Coach (LC), and Independent Study Teacher (IST) of the student's failing grade. This has acted as a proactive tool for making parents and ISTs aware. 70% of the students on the initial D/F reports were new to our school, which lets us know we need continued education and support on our school culture. HSVA finds that proactively communicating is the best means for support. Students that appear on the D/F report are highly encouraged to attend office hours with their VA teacher for individualized support. VA teachers document on the D/F report if students attend to make ISTs aware of the attendance and student progress. Moreover, a student appearing on the D/F report should trigger the IST to create a catch-up plan or academic support plan. Catch-up plans help pace students and develop daily schedules, while academic support plans help students find support in the form of tutoring. At the high school level, 1:1 support is found to be the most effective means of supporting student growth. Students are highly

encouraged to attend teacher office hours as means of individualized support (this also supports college readiness). Additional tutors were hired to support office hours in math due to the high volume of students attending office hours.

Math: With low achievement in Algebra, the HSVA sought to provide an intervention class in the fall. The High School team contacted struggling students to enroll in the intervention course. While the course was successful for those that attended, attendance rates were low. As a result, HSVA transitioned to offering a remedial Algebra IA option for the spring. Typically A sections are taught in the fall and B sections in the spring, which means a student that fails must choose a different curriculum to continue in HSVA. By offering the off section each semester for HSVA we are finding we can intentionally support low-achieving students by building a class that moves at a slower pace and meets the needs of its audience.

Inclusion and Specialized Support: HSVA has had the additional support of Case Managers pushing into HSVA classes. As a result of two teachers being present, there is great accountability and room for small group instruction. In addition, the Case Managers are now offering a Study Skills course that is available for students with an Individualized Educational Plan (IEP) and all general education students. This provides an intentional space for homework help and executive functioning skills to grow.

Quality of Learning: HSVA teachers have worked hard to fine-tune plagiarism policies to support student understanding of academic integrity. A plagiarism tutorial and warning process were created to help educate students on how to write original content. Lastly, HSVA teachers participated in a customized professional development that focused on the use of Pear Deck. Pear Deck is an interactive presentation tool that not only builds student engagement but encourages deeper depth of knowledge questions. It challenges teachers to think of the pedagogy behind a lesson while seamlessly integrating checks for understanding.

Next Steps: Next year we will continue all of our current practices. Additionally, our intentionality with student support will come in the form of focusing on first-time best instruction, small group work in breakout rooms, collaborative student work, and professional development on instructional technology tools.

Communication Systems

Micheline Fitzgerald

A critical part of student success in a non-classroom-based charter school is clear, consistent, and easy-to-read communication between the school and the home. Based on previous parent feedback regarding communication the current methods are preferred for the mode of delivery and frequency. The private Facebook group is an incredible spot for support amongst families and staff.

- [The Weekly Buzz](#)- Monday newsletter with current events, deadlines, spotlights, library information,
- Social Media Channels - Public [Facebook](#) and Instagram, Private Facebook for [enrolled families and staff](#), and private [Facebook for Vendor](#) advertising and interaction with enrolled families.
- [The Compass](#) - Customized communication from the teacher with reminders

LCAP Educational Partnership Survey & Feedback

Dr. Damien Phillips

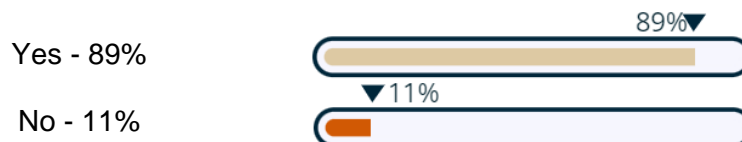
Winter Feedback Survey:

Number of respondents - 227

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



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



Please rate your Welcome and Introduction experience.

On a scale of 1-5
the average rating was **4.25**.



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

The most common comments related to how we can help new families with navigating all the new information.

Please rate Administrative Support.

On a scale of 1-5
the average rating was **4.48**.
(up from 4.27)



Administrative Support - What could we do to improve?

The most common comments were related to staying on the path we are on and continuing with the communication we have with parents in its present form. Requests for what we can do to improve related to so much communication at the beginning of the year and how it felt a bit overwhelming. The vast majority of responses had only positive things to say with no suggestions on how to improve.

Please rate your experience with Adventure/Park Days.

On a scale of 1-5
the average rating was **3.89**.
(up from 3.8)



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

The vast majority of the responses related to having more events at a wider range of locations. A few suggestions related to having an Adventure Day specifically targeting special needs populations.

Please rate your experience with Curriculum Ordering.

On a scale of 1-5
the average rating was **4.36**.
(up from 4.31)



Curriculum Ordering - What could we do to improve?

The top two most common responses continue to be that the system is complicated and overwhelming, and that the system is user-friendly and easy to use. There were suggestions on how to help with ordering by providing more information on the different types of curriculum.

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

On a scale of 1-5
the average rating was **4.21**.
(up from 3.81)



Elementary School Virtual Academy/Middle School Virtual Academy - What could we do to improve?

The most common responses were related to how positive the experience has been. All but one said they would continue or expand their participation next year, and the one that stated they would not return to VA next year talked about how she wants to individualize the curriculum for her child. One Parent stated, *"So helpful that my daughter's need for extra math help was recognized and she was automatically signed up for additional support."* Another stated, *"Next year we will have all four girls in all four subjects because we truly love it that much."*

Please rate your experience with the English Language Learners Program.

On a scale of 1-5
the average rating was **3.33**.

(There were only three
responses
and they gave a score of 5, 3,
and 2.)



English Language Learners Program - How are we doing and/or what might we do to improve?

The only comment of substance stated, *"The instructor was passionate and awesome, but it's the teaching through zoom made it more difficult for students to learn."*

Please rate your experience with Enrichment Academy Online.

On a scale of 1-5
the average rating was **4.10**.

(down from 4.19)



Enrichment Academy Online - What could we do to improve?

The most interesting thing in these responses is that the families who use it really like it, and the ones that don't feel it's a waste of time.

Please rate your experience with Enrichment/Tech Ordering.

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

(up from 4.22)



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

This section had a lot of ideas for improvement. Some of these were related to filtering options so families could find vendors close to their homes, increased communication when an item gets denied, and if there were categories of types of enrichment.

Please rate your experience with the High School Virtual Academy.

On a scale of 1-5
the average rating was **4.08**.

(down from 4.09)



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

There were only a few suggestions on how to improve and most were related to specific teachers. These are passed on to their director.

Please rate your experience with Intervention.

On a scale of 1-5
the average rating was **4.05**.



(up from 3.53)

Intervention - What could we do to improve?

The most common responses were related to having more times offered.

Please rate your experience with the Lending Library.

On a scale of 1-5
the average rating was **4.27**.
(up from 4.17)



Lending Library - What could we do to improve?

The responses to this question were the most consistent with the previous survey. The most common request related to the Lending Library being open for more hours. Some other suggestions mentioned more than once related to having more staff, having a better website, and having more options for those who live far away.

Please rate your experience with School Communication

On a scale of 1-5
the average rating was **4.46**.
(up from 4.23)



School Communication - What could we do to improve?

The most common responses were related to how good the communication was, that the communication was too much and excessive, and two responses said they were not informed adequately. A takeaway from this section could be to organize the communication so parents can get all the needed communication without feeling overwhelmed.

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

On a scale of 1-5
the average rating was **3.45**.
(down from 4.29)



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

In this section, the suggestions were related to timely service and communication. This section did provoke more emotion related to politics than any other section. Phrases like, "alarmingly Marxist", and "coddled by the government" were used.

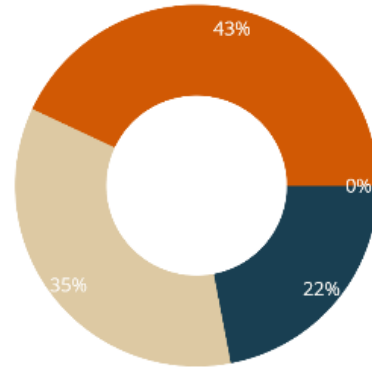
Please rate your experience with Special Education.

On a scale of 1-5
the average rating was **4.28**.
(up from 3.79)



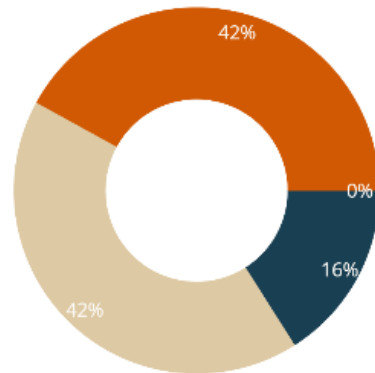
Please rate your experience with SAI (Specialized Academic Instruction)

Not Satisfied 0%
Somewhat 22%
Satisfied 35%
Very Satisfied 43%



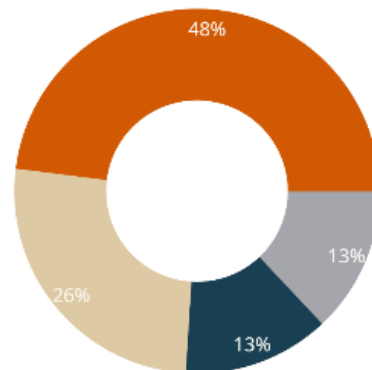
Please rate your experience with VA Inclusion

Not Satisfied 0%
Somewhat 16%
Satisfied 42%
Very Satisfied 42%



Please rate your experience with Case Management

Not Satisfied 13%
Somewhat 13%
Satisfied 26%
Very Satisfied 48%



Special Education - What could we do to improve?

Suggestions on how to improve related most to continuity of care and improved culture with administration.

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

On a scale of 1-5
the average rating was **4.91**.
(up from 4.81)

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

Almost all the suggestions to improve were in fact statements of how much the ISTs are appreciated by the families they support.

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

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

**Do you have any general questions or feedback?**

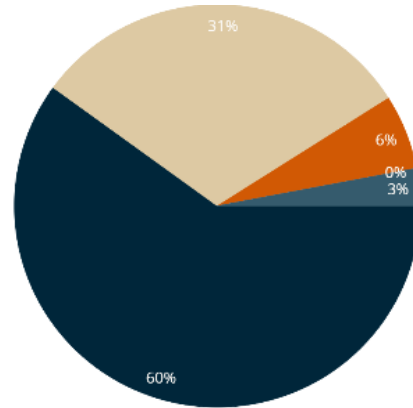
The most common response to this question is parents saying they recommend our schools to others in their community. The next most common response related to having more in-person activities.

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

There were not many common threads in this section, which is typical with the vagueness of the question. Some items brought up were, having more field trips, having a case manager who knew the students more, and better returning practices for the lending library.

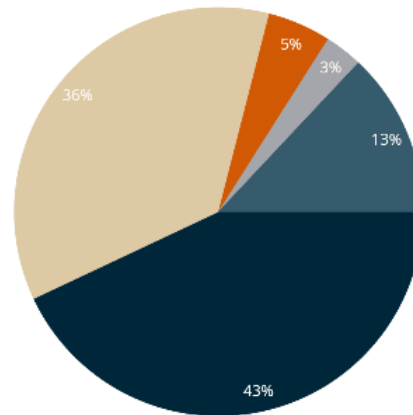
Please rate your satisfaction with the school's progress in "building relationships with families." (Examples include how well our staff understands your family and your goals for your children, the opportunity for two-way communication between you and educational staff.)

Very Satisfied 60%
 Satisfied 31%
 Somewhat Satisfied 6%
 Not Satisfied 0%
 Not Applicable 3%



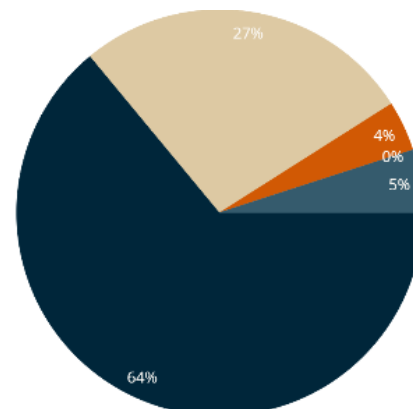
My child and family have access to professionals and resources to support social-emotional learning and other emotional health needs.

Very Satisfied 43%
 Satisfied 36%
 Somewhat Satisfied 5%
 Not Satisfied 3%
 Not Applicable 13%

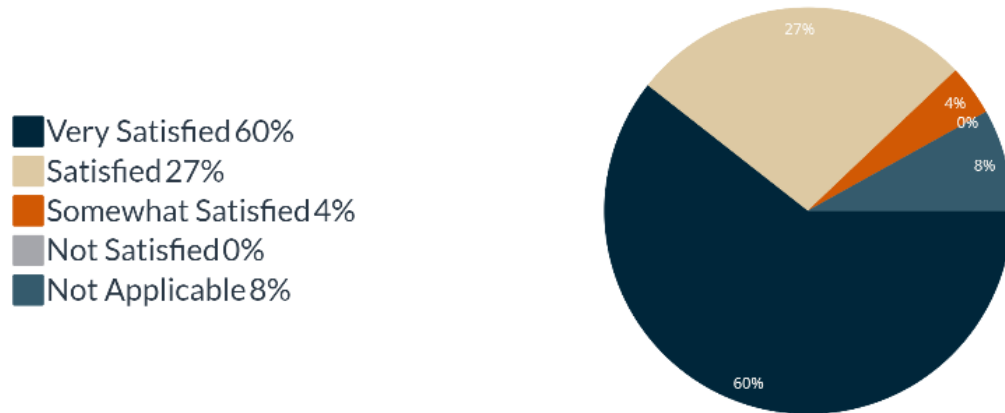


My child's school provides a quality education that focuses on the academic success of each child.

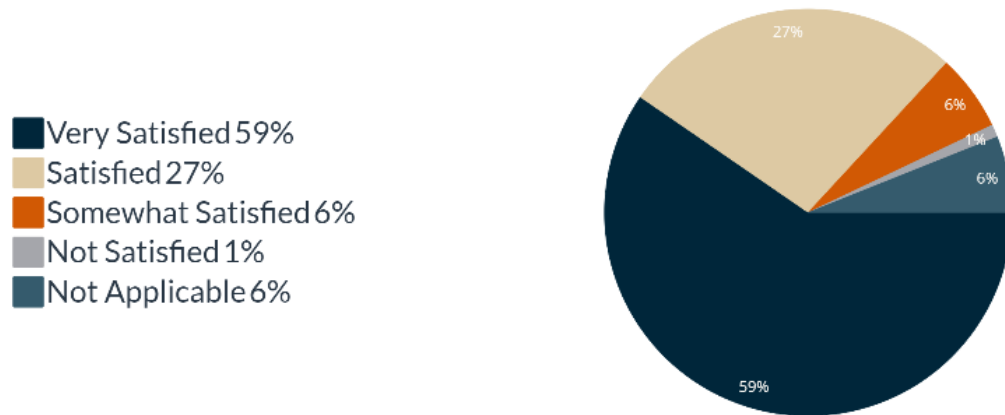
Very Satisfied 64%
 Satisfied 27%
 Somewhat Satisfied 4%
 Not Satisfied 0%
 Not Applicable 5%



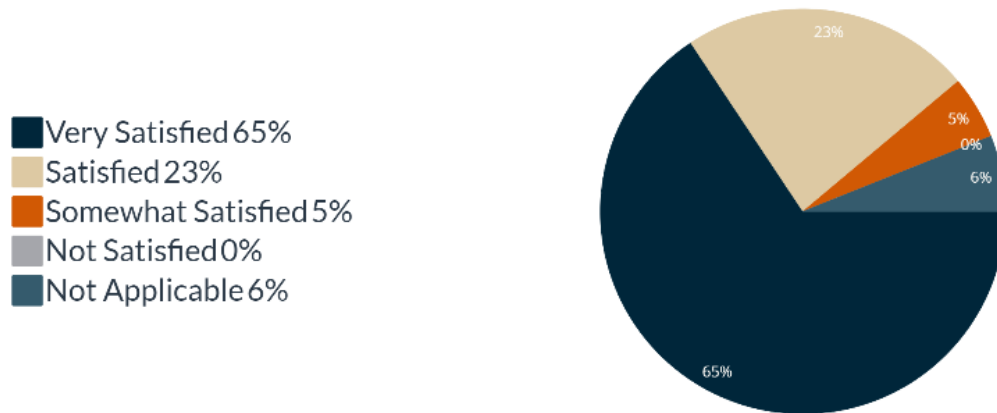
My child's school offers supports that promote learning at high levels.



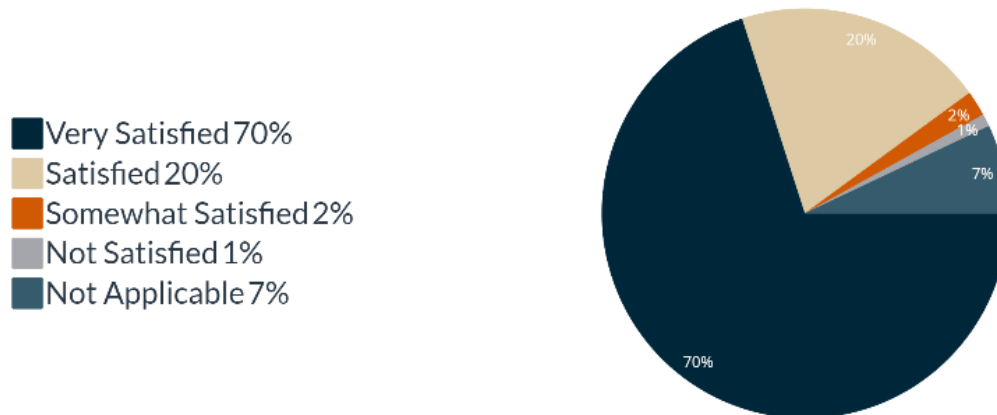
My child's school provides a variety of activities as well as vendor and enrichment opportunities in which students can participate.



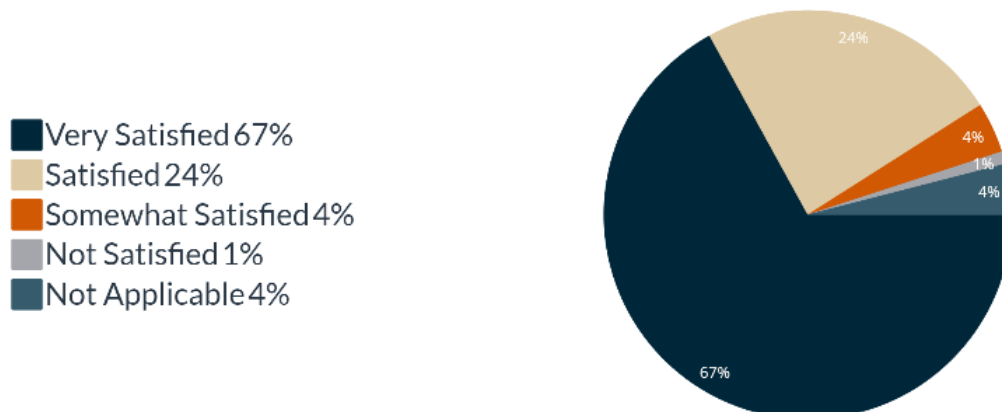
My child's school welcomes parental participation at all levels.



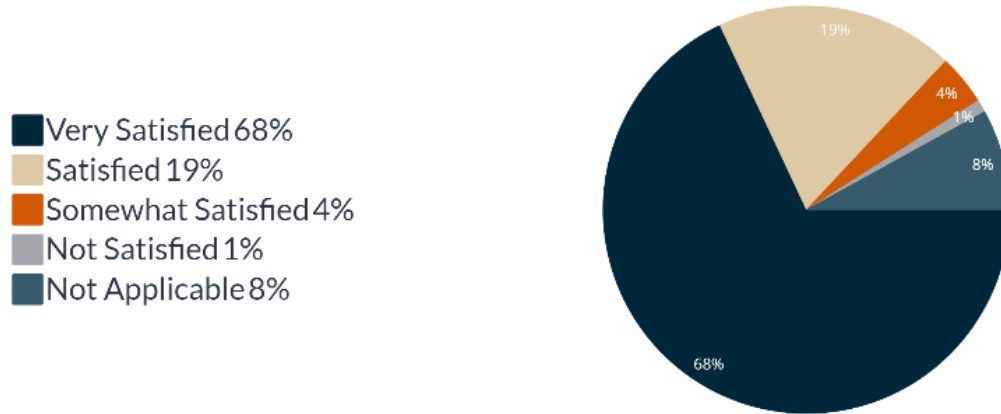
My child's school treats all students with respect.



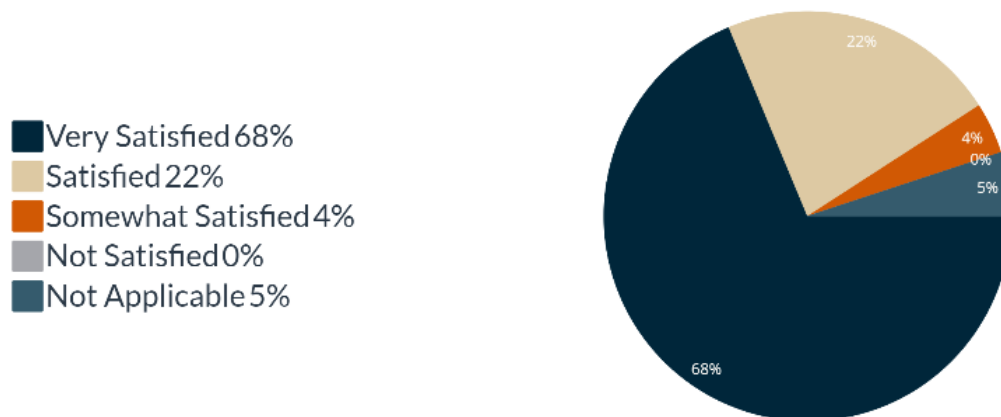
My child's school keeps me well-informed about school activities.



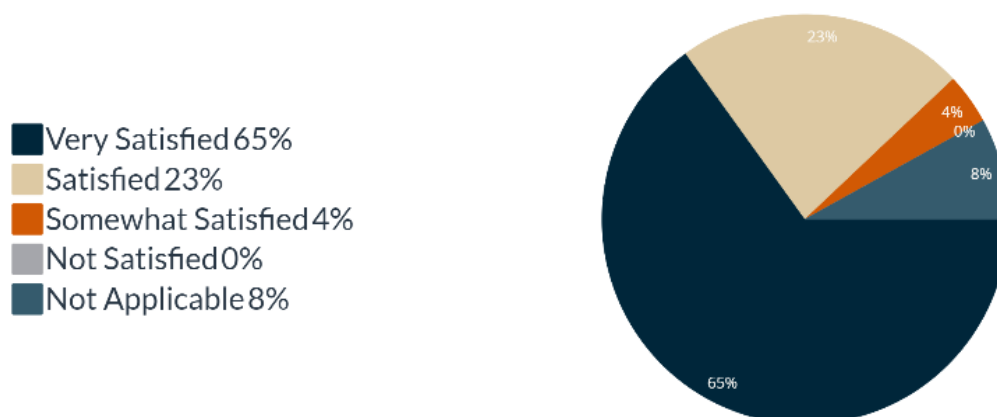
My child's school has teachers that go out of their way to help students.



My child's school has adults that really care about students.

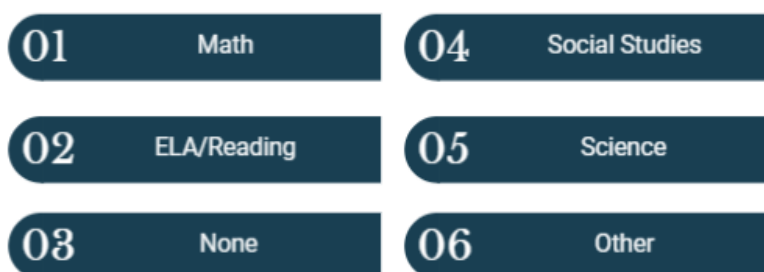


My child's school effectively communicates with me regarding my child's academic progress.



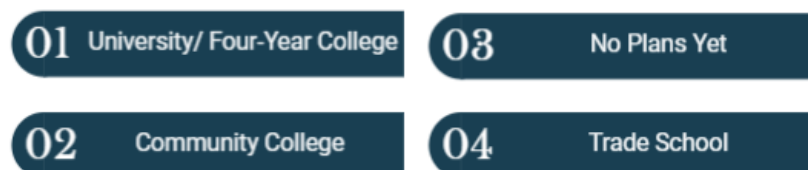
We want to know how we can continue to support your child's academic success. Which core academic subject does your student find the most challenging?

In order of the most listed items:



If your child is enrolled in our high school program, what are his/her post-graduation plans?

In order of the most listed items:



Please share any additional details pertaining to your child's academic success and how we can best support your family.

There were 35 suggestions of how the school might better support students and families with their academic success. No two suggestions were the same, but all suggestions have been relayed to leadership.

How likely are you to recommend your school to your friends and family?

On a scale of 1-5
the average rating was **4.73**.



Do you have any general questions or feedback?

There were 38 responses in this section. No two suggestions were the same, but all suggestions have been relayed to leadership. The most common responses were related to more in-person events.

LCAP Staff and Educational Partner Survey Data Analysis:

Number of respondents - 84

Yosemite Valley Charter School/Monarch River Academy helps students stay engaged and motivated to attend school regularly by providing an interesting and engaging school curriculum with real-world applications.

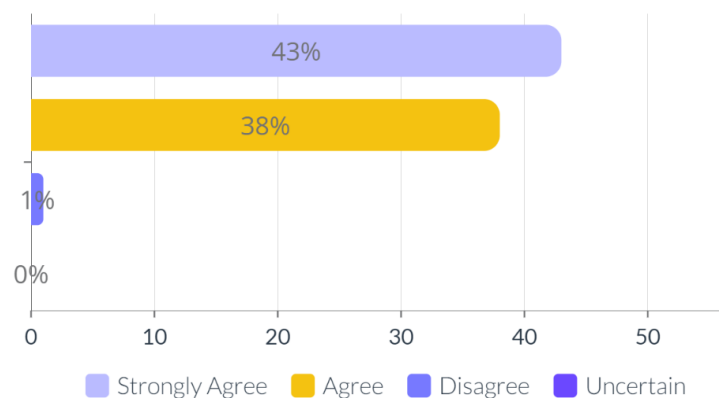
Strongly Agree -

43%

Agree - 38%

Disagree - 1%

Uncertain - 0%



Yosemite Valley Charter School/Monarch River Academy helps parents become involved by providing guidance and support on all programs and opportunities for their students.

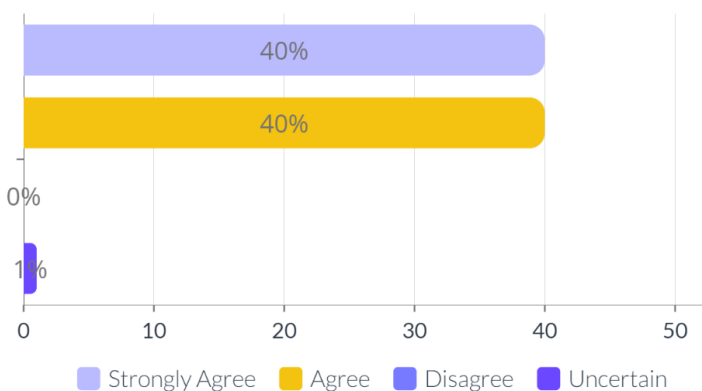
Strongly Agree -

40%

Agree - 40%

Disagree - 0%

Uncertain - 1%



Yosemite Valley Charter School/Monarch River Academy has clear guidelines and support on how to provide support and strategies to students with special needs and/or English Learners.

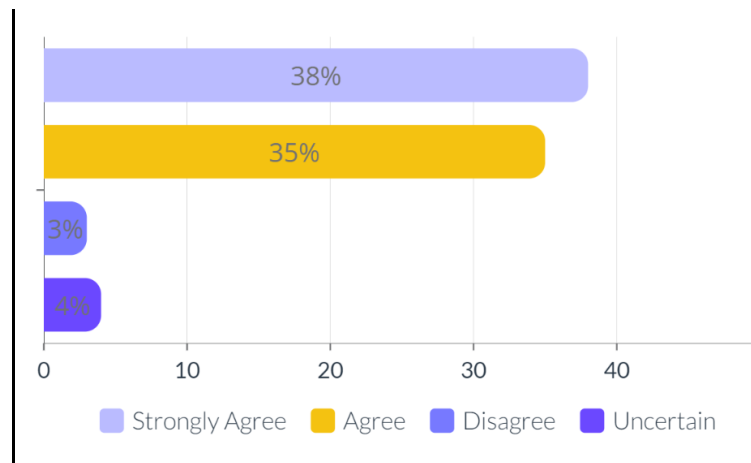
Strongly Agree -

38%

Agree - 35%

Disagree - 3%

Uncertain - 4%



Yosemite Valley Charter School/Monarch River Academy has clear guidelines and support on how intervention and enrichment programs are provided to help students succeed and graduate on time. (E/MSVA, Outstanding Direct Instruction intervention classes, HSVA, Transition Program, Writers Workshop, etc.)

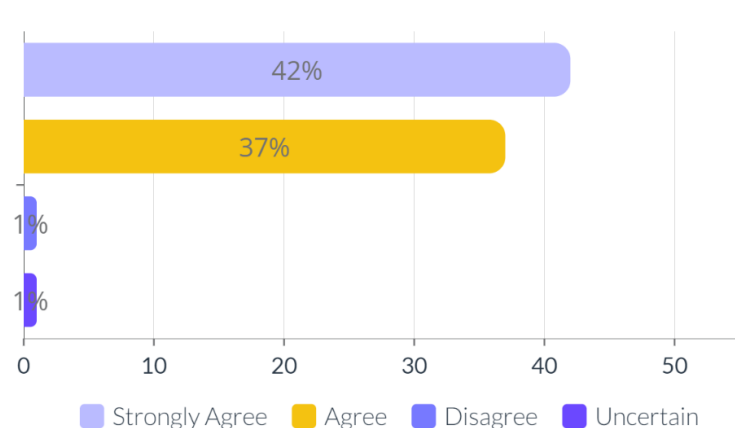
Strongly Agree -

42%

Agree - 37%

Disagree - 1%

Uncertain - 1%



Yosemite Valley Charter School/Monarch River Academy has clear guidelines and supports to ensure all students are on track to graduate from high school and meet the high school graduation requirements.

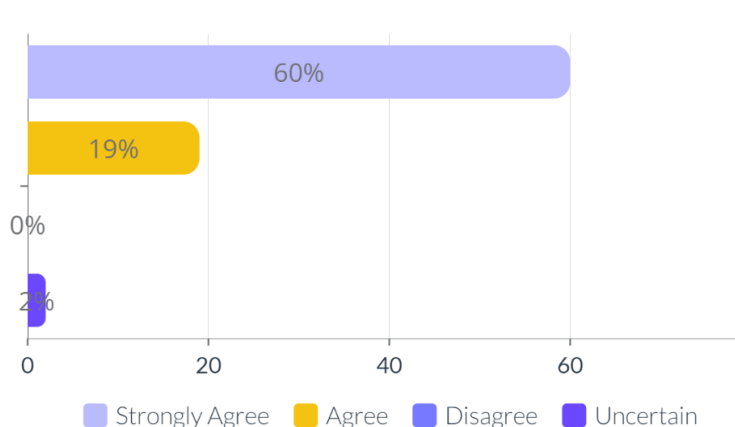
Strongly Agree -

60%

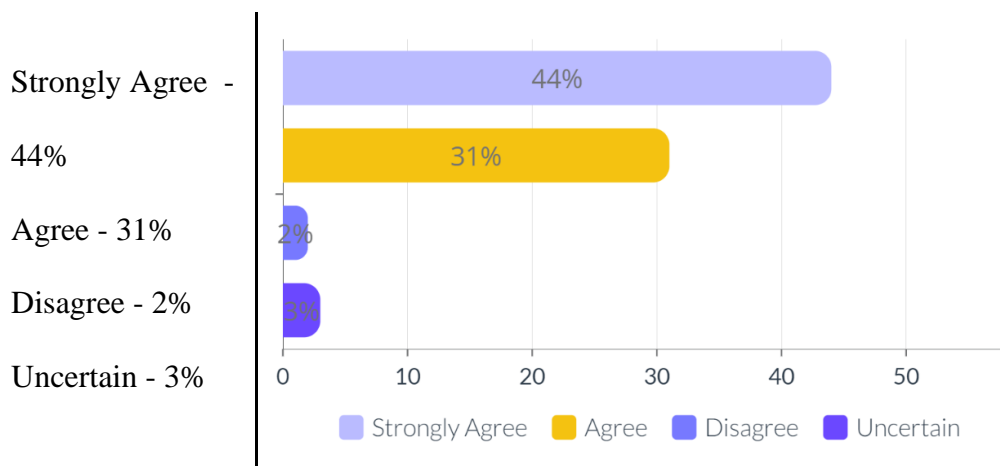
Agree - 19%

Disagree - 0%

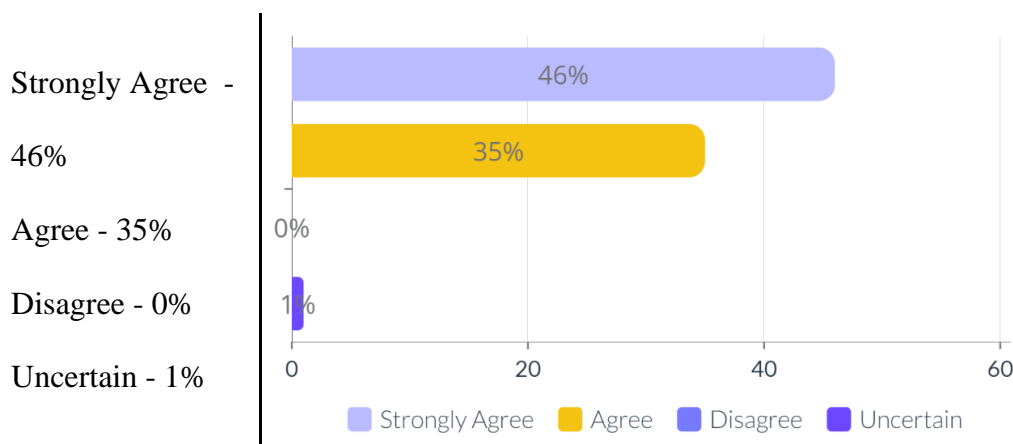
Uncertain - 2%



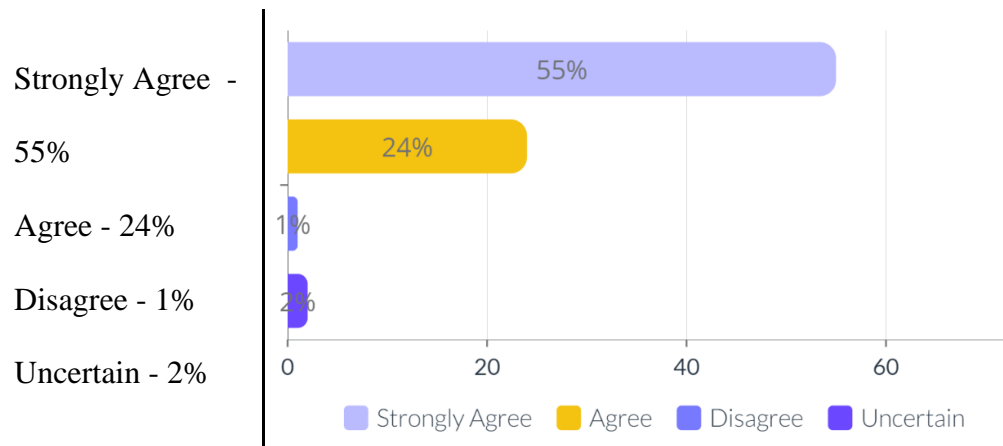
Yosemite Valley Charter School/Monarch River Academy has a rigorous college and career program which includes: fairs and workshops, transitions programs, high school graduation plans, CTE courses, A-G courses, and college courses (dual and concurrent enrollment) to support student success.



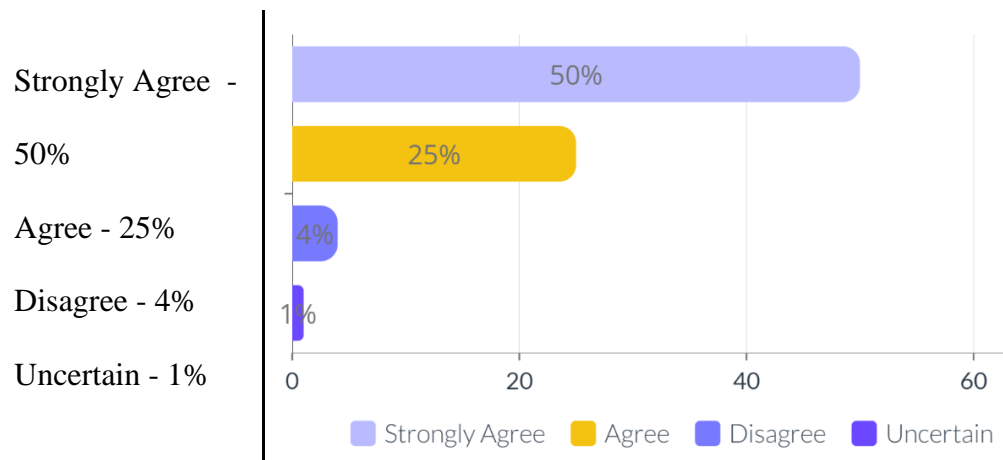
Yosemite Valley Charter School/Monarch River Academy have systems in place that support educators in the areas of technology, curriculum, human resources, and OS (ordering system) when they need assistance.



At Yosemite Valley Charter School/Monarch River Academy, there is an administrator(s) who listens when I have something to say and supports the needs of staff as well as communicates information in a timely and effective manner.



Yosemite Valley Charter School/Monarch River Academy provides professional development that meets the needs of staff in order to increase student success.



Do you have any recommendations for future professional development?

- More book clubs like Difficult Conversations- Maybe one on emotional intelligence called Primal Leadership
- More trainings offered in Google Suite and Pathways. Trainings with RESOURCES to share with parents that they can use to teach writing.
- Strategies along the lines of PBIS World and ways to help parents help their ADD, ADHD, ASD kids access GE curriculum.
- Tech is always a good PD item, Sign up Genius, Doodle Poll, etc.
- Teachers need more professional development in regard to curriculum and supporting their families. It would be very beneficial to provide PLC time for teachers to be able to collaborate together. That process might be helpful in identifying professional development that would be needed.
- Continuing to learn more about the programs to support all students (Intervention, curriculum, etc)
- I really appreciated the structure of this years PD and would like to continue to see it.

- I loved what was offered this time. I think virtual strategies and the hard conversations PD should be offered again for those who would like to revisit or chose one over the other the last time.
- Our February Professional Development Day was excellent this year. I'd love to see all future in-person meetings set up the same way!
- I really appreciated the structure and options of our professional development opportunities this year and hope that it continues next year.
- Maybe some more deep dives into full curriculum choices that are available for TK-6. Pros, Cons, what type of student the curriculum is best for etc. How to best utilize the curriculum. This would be helpful to new teachers I think.
- I would like to have more workshops on how to have difficult conversations with parents. And I'd like more workshops on curriculum and how to guide parents in choosing the right one. It would be great to just be able to talk about and look at the different options and talk about scenarios where each one could be applicable. As a new teacher to the school, I have made some mistakes on what to help my parents in choosing. I've gotten better, but there are a lot of things about the curriculum I feel like I still would like information on to help guide my advice and guidance with parents. There was so little training on the curriculum, and yet we were expected to be "experts". I'm grateful for my team, but even with them, there were a lot of errors I made because I just didn't know.
- I loved what we did this year, especially the option to buy credit. It was all applicable and valuable.
- It would be great to have role-specific PDs that pertain to our specific duties.
- I would like to see some of the classes this year offered again so I could take one of the ones that I missed because I only had time for 1 of them this year.
- Provide more professional development time between SPED. The department is not working together as a team. We need to collaborate and discuss what is working/ what is not, and we need to work as a team to fix the issues.
- College Career Readiness for ALL teachers.
- Possible PD regarding how to recognize special needs like dyslexia, dyscalculia, etc.
- The PD options this year were great. I think we could offer the same options next year so that we can choose a new focus.

Please share any additional feedback and/or comments:

- I truly appreciate all the support the school provides for IST's and families. I don't know how so many things get done and who does it all, but the efforts are not going unnoticed.
- The new SPED position for a new coordinator is exciting. I hope the charter makes more changes to the department. I appreciated the food and Becky's presentation yesterday.
- I could really use an HR training session to understand the medical/dental/eye coverage options. I also need to understand my retirement better.
- The teacher meetings seem very repetitive. I feel like it makes it difficult to complete my tasks when things keep changing like EAO. I was not thrilled with the structure of it, but really connected with my team this year, and then at the all-region in-person meeting we found out that things are changing again and that the ODI and EL positions are no longer stipend positions. I feel like a lot of teachers I have spoken with wanted a positive change

for EAO, but this went in the opposite direction leading teachers to not feel like their feedback matters.

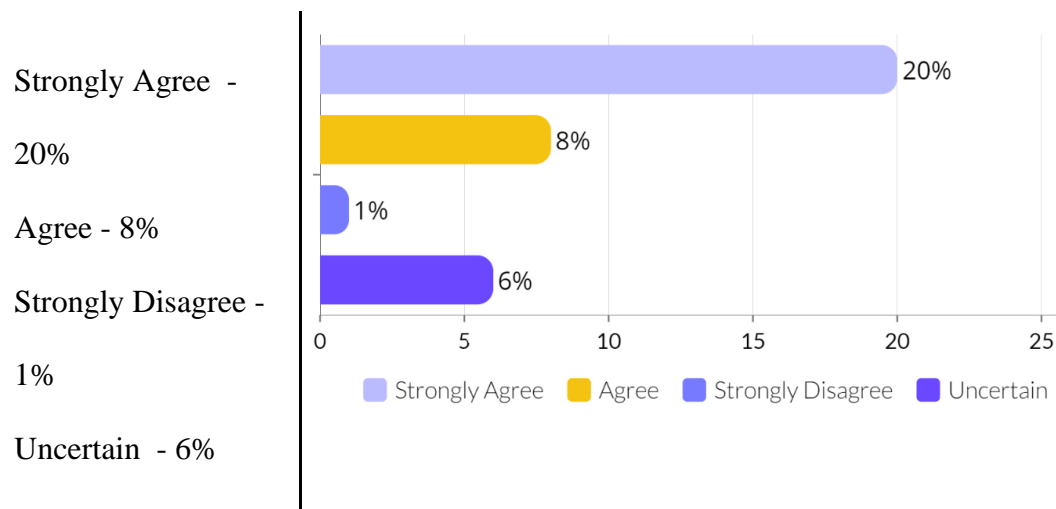
- We have a wonderful school with amazing leadership. Our families have numerous opportunities for support and guidance. We are improving each year. I wish more families would take the opportunities we provide.
- I love the collaboration at this school. The administration is AMAZING! I've worked in public schools (mostly) all of my career, and this has been one of the best admin I've seen. The way they care is so sincere, and I feel really seen and valued. I can't say enough about the leadership. It makes all the difference because I have worked for schools and districts where teachers didn't feel valued and that attitude trickles down and then the students suffer because teachers are so discouraged. Thanks for being such a wonderful staff!
- If we could have the heater on that would be wonderful. :)
- Thank you for the very positive, encouraging, yet informative PD experience, with wonderfully shared vision. I appreciate that ample time was allowed for each session and transition. It felt like a very conscious effort was made to inspire staff, yet not increase staff stress. The work time with our RC and team (accomplishing our tasks) was very useful and appreciated! I appreciated not having a quiz-like hypothetical task to accomplish as a table. I loved our initial seating arrangement and getting to know different teachers that I hadn't met before, naturally, not running around playing a game. ;) Thank you!
- I think the professional development course I took from Amy Friesen was very useful this year and applicable to my position at our school. It was time well spent.
- Our school does a great job! I love being a part of our community!
- I believe our school has a strong vision and the personnel and structures in place to continue building an exemplary charter school program to fill a unique and sought-after educational option for families.
- I feel like support for teachers has come so far since 2018, wow!

2022/23 LCAP Student Survey Data Analysis:

Number of respondents - 97

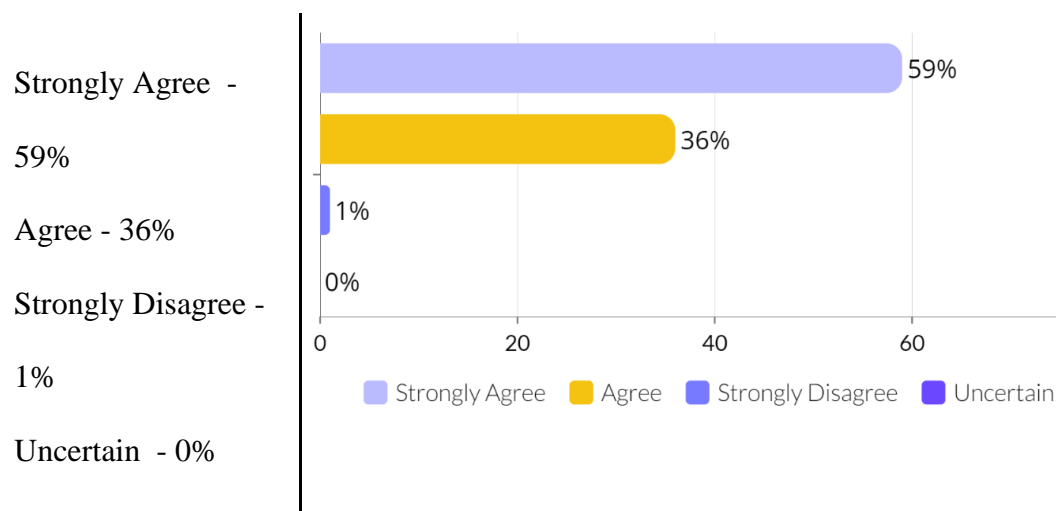
English Language Learner Program (ELL) Specific Feedback:

If you are an English learner, please answer the question below: I am being taught to speak, read, and write in English as effectively as possible.

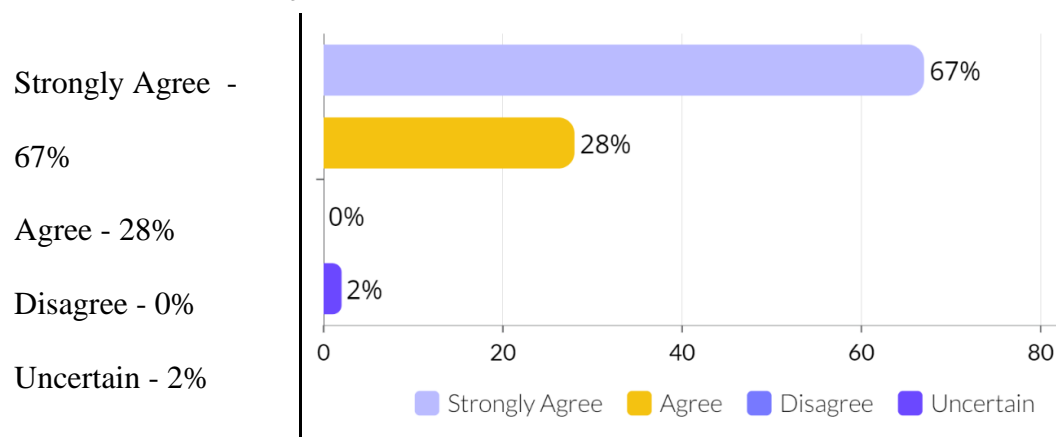


School Feedback:

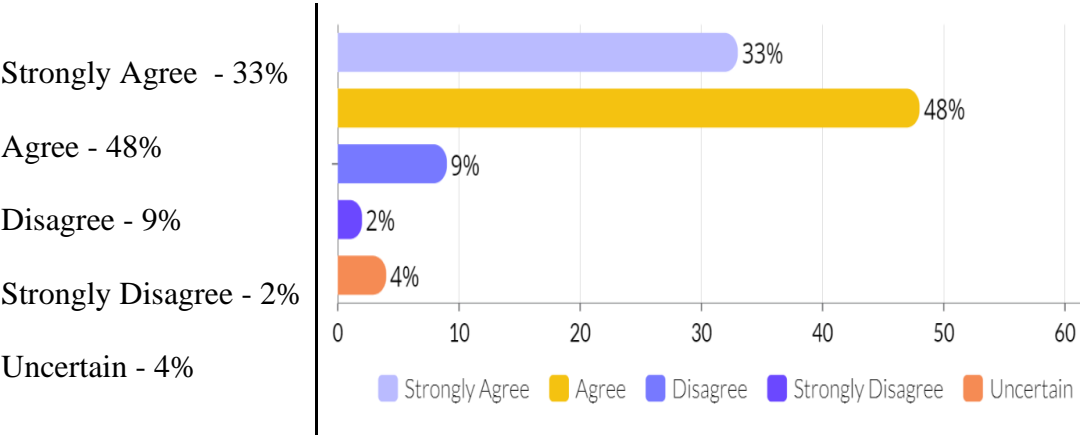
My school provides a good education.



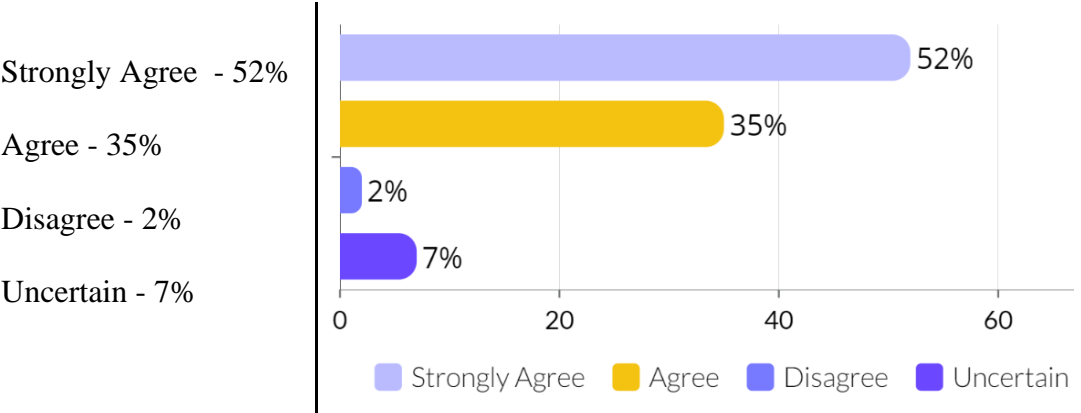
My school provides the materials I need to learn such as textbooks and learning materials to meet my needs.



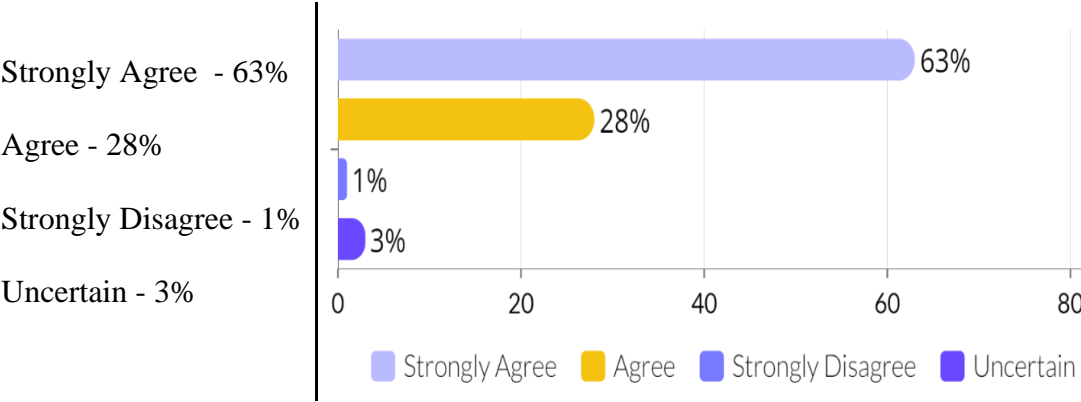
I look forward to school each day.



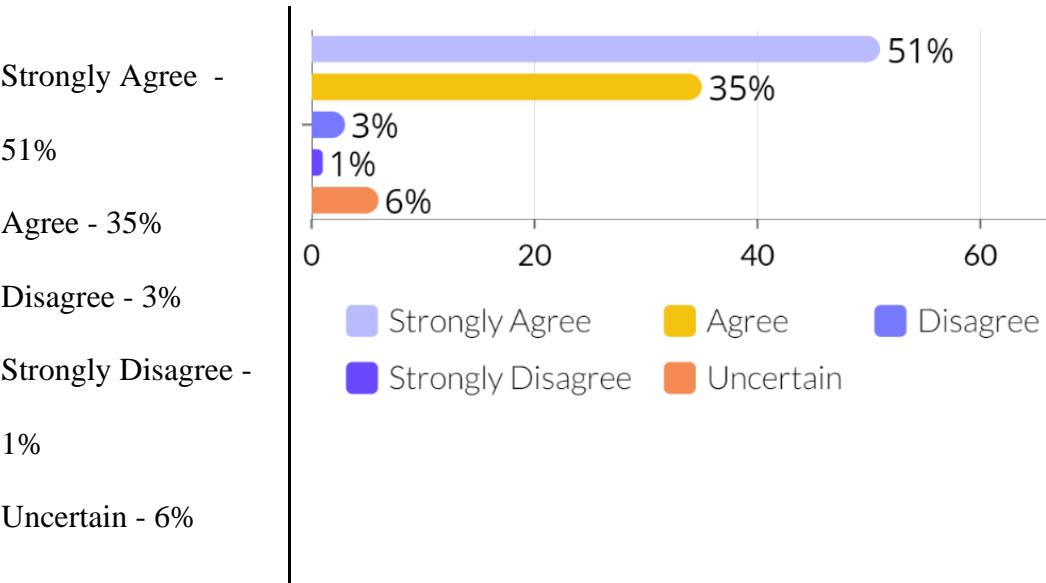
I feel safe and connected to my school.



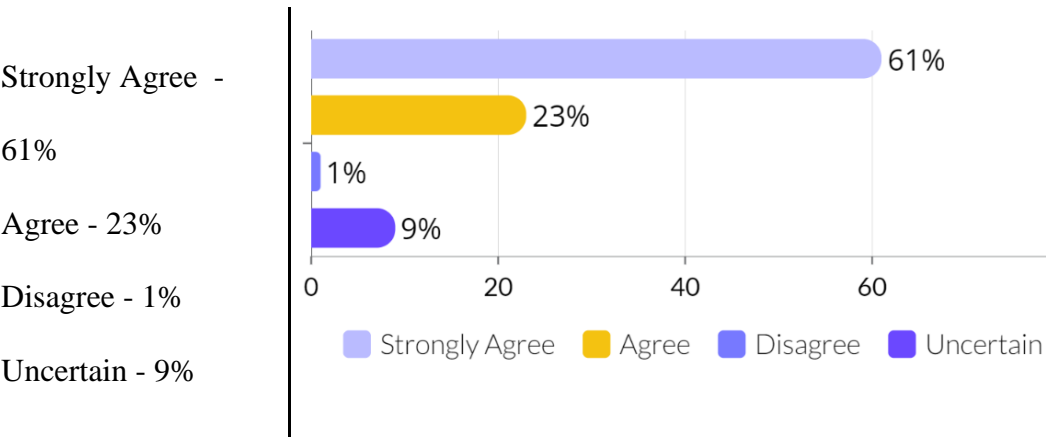
My school works with my parent/guardian to help me do my best in school.



My school provides me access to a variety of elective courses (such as art, dance, PE, foreign language).



My teacher contacts (calls, emails, speaks to) my parents/guardian when I am having trouble learning.



High School Specific Feedback: out of 32 responses

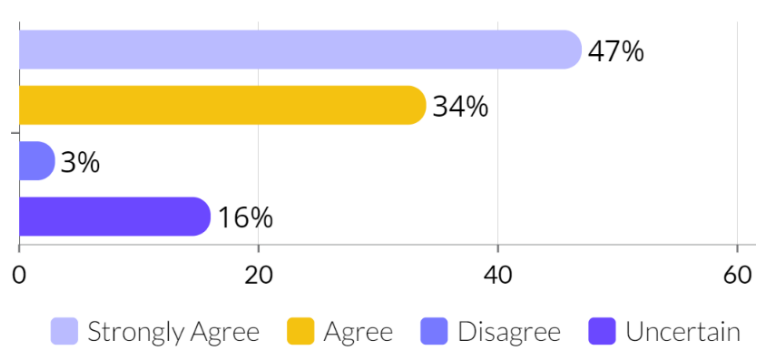
My school prepares me for future college and/or career paths.

Strongly Agree - 47%

Agree - 34%

Disagree - 3%

Uncertain - 16%



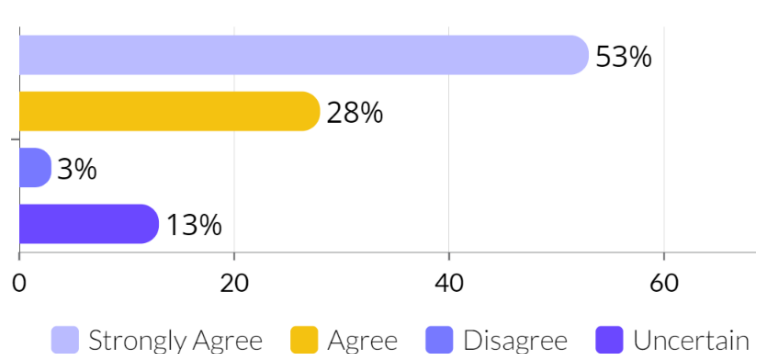
I am clear about what courses I need to enroll in and pass to graduate from high school.

Strongly Agree - 53%

Agree - 28%

Disagree - 3%

Uncertain - 13%



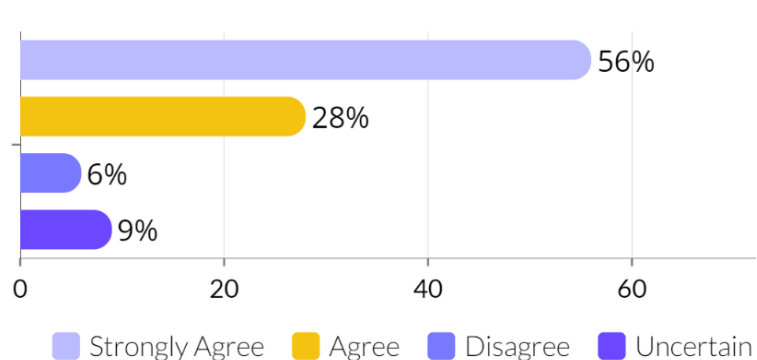
I know whom to contact at the school to ask questions about my high school graduation status.

Strongly Agree - 56%

Agree - 28%

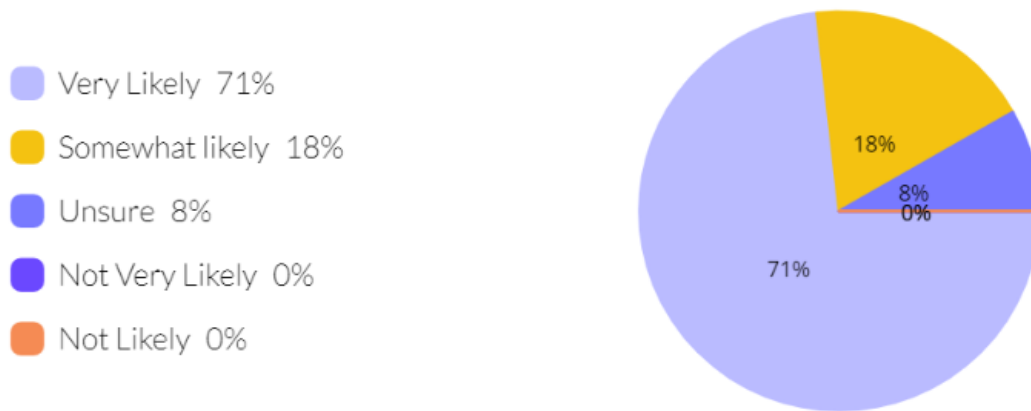
Disagree - 6%

Uncertain - 9%



School Feedback:

How likely are you to recommend our school to a friend?



If you are not likely to recommend our school to a friend, why not?

- It's very flexible
- No sports team
- I would always recommend this school to a friend.

What is the one thing that the school can do that would help you better achieve all of your learning goals?

- You're doing everything great
- Have more activities in Monterey County that I could go to.
- More funds for educational classes and activities.
- That I can get the best grades I can.
- More field trips.
- They already help me.
- Can't think of anything.
- More learning games but with teams because that is more fun than anything.
- Give out rewards for working hard.
- Have in-person lessons.
- I cannot think of anything. I am supplied with most of the things I need for my education, and if I'm not, I have the resources to get them.
- As a high school student, I would like to have access to more resources. For example, when I am struggling in a course, I don't feel like I have all of the proper resources to understand the material. Sometimes I have to research additional resources so I can learn/understand the material better. When it comes to math, HSVA typically provides a McGraw Hill Student Textbook. This particular textbook can be confusing at times and sometimes only briefly touches important topics that I am later quizzed on. Therefore, I spend more time looking for useful resources online, versus actually learning the material

through textbooks provided to me. My teachers have provided additional resources (Khan Academy, YouTube lecture, cK12, etc.) a few times, but maybe making this additional resource a requirement, in my opinion, would be very helpful!

- Be more self-paced. I don't like the hourly log-ins as sometimes I need more time to finish classes.
- The school can give me ways to help me find a good art class for me just right for me.
- I think more clubs, art contests, and maybe a reading contest. I'd like it if our school was able to do sports too. I think more teachers in virtual academy classes would be helpful and if the teachers were online more often to help with school work.
- Offering electives that are theologically and biblically based would be amazing, I am unsure of any current electives that offer that but as a Christian that would be awesome for me!
- In-person stem/science classes with peers would be nice even just twice a month
- Math
- Give out awards.
- More local activities.
- Offer PE classes near our city.
- I have trouble getting words on paper. so I would enjoy it if there was an option to speak into a microphone and have it type it for me.
- Nothing
- I don't have anything to add.
- I like field trips.
- I would like it if there were some clubs on programming or technology.

Additional comments:

- I really like my teacher Linsey and my online math teacher Courtney.
- Can you create sports teams?
- I love my homeschool. I love all my teachers. I am happy
- Have a wonderful day. :D
- Electives are something I was really looking forward to as a student starting high school! I would really like it if there were more hands-on activities that the class can do together. For example, Woodshop (small wood projects), Floral Design (materials needed to make a floral arrangement), Digital Art (software that all students have access to, Procreate, Adobe, etc.), and so forth. I have talked to a few other students and they can agree. I feel like it would get students like myself to be engaged in learning more about a course. Thank you :)!
- We love school. Paige Beard is a wonderful teacher.
- Thank you.
- I like that the school lets us work at the level we are at
- Would love to have more field trips up here in the mountains where I live (Oakhurst area) and I can meet new people and have fun. So we won't have to drive 1 hour or 2 hours away for field trips.

Cover Sheet

Board Meeting Calendar: Changing May 23, 2023 Meeting to May 9, 2023

Section:	V. Governance
Item:	B. Board Meeting Calendar: Changing May 23, 2023 Meeting to May 9, 2023
Purpose:	Discussion & Potential Action - Vote
Related Material:	2022-2023 Proposed Revised Board Meeting Calendar - MR

BACKGROUND:

- The school is requesting a change of date for the May Board Meeting to take into account the CharterSAFE renewal proposal timeline.

RECOMMENDATION:

- Consider approval of the Board Meeting calendar change.

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

April 2023						
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23	24	25	26	27	28	29
30						

May 2023						
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June 2023						
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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