



Regular Board Meeting Agenda

May 9th, 2023 6:00pm - 8:00pm PDT

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
- C. Flag Salute
- D. Discussion & Potential Action on the Approval of the Agenda
- E. Public Comment
- F. Discussion & Potential Action to Approve the February 28, 2023 Board Meeting Minutes

II. Finance

6:10pm

- A. Discussion & Potential Action on the March 2023 Financial Report

Jim Surmeian

6:10pm

[Coversheet - Financials.pdf](#) [23.03_MRA_Board Package.pdf](#)

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

Dr. Laurie Goodman
Steph Johnson

6:20pm

[Coversheet - Divvy.pdf](#)

- C. Discussion & Potential Action on the Classified Hourly Rate & Number of Work Days

Dr. Damien Phillips

6:25pm

[Coversheet - Classified.pdf](#)

[HR Classified 230 Day Calendar 2023-2024.pdf](#)

[HR Classified 215 Calendar 2023-2024.pdf](#) [Classified Pay.pdf](#)

- D. Discussion & Potential Action on the Gifts, Grants, & Bequests/Donations Policy

Steph Johnson


















6:35pm

Board Policy No. 3290

[Coversheet - Gifts.pdf](#) [3290 - Gifts, Grants, & Bequests_Donations - MR.pdf](#)

III. Academic Excellence

6:40pm

<div>A. Public Hearing of the Local Control and Accountability Plan (LCAP) & Budget Overview for Parents (BOP)</div> <div><div><div> Coversheet - LCAP & BOP.pdf</div><div> 2023 LCAP & BOP - MR.pdf</div></div></div>	<div>Dr. Laurie Goodman</div>	<div>6:40pm</div>	
<div>B. Public Hearing of the Arts, Music, & Instructional Materials Block Grant Plan</div> <div><div><div> Coversheet - PH Arts & Music.pdf</div><div> 2022_Art_and_Music_Discretionary_Block_Grant_Plan_Monarch_River_Academy_20230504.pdf</div></div></div>	<div>Dr. Damien Phillips</div>	<div>6:50pm</div>	
<div>C. Discussion of the Prop 28 Arts Plan Informational</div> <div><div><div> Coversheet - Prop 28.pdf</div><div> Prop 28 Grant Plan - MR.pdf</div></div></div>	<div>Dr. Damien Phillips</div>	<div>7:00pm</div>	
<div>D. Discussion on the WASC Accreditation Status</div> <div><div><div> Coversheet - WASC.pdf</div><div> Official Letter____Monarch River Academy - 2023 Spring Commission Meeting.pdf</div></div></div>	<div>Dr. Laurie Goodman</div>	<div>7:05pm</div>	
<div>IV. Operations</div>			<div>7:10pm</div>
<div>A. Discussion & Potential Action on the 2023-2024 Vendor Agreement</div> <div><div><div> Coversheet - Vendor.pdf</div><div> Redline 3.17.23 MRA 23-24SY Vendor Agreement .pdf</div></div></div>	<div>Steph Johnson</div>	<div>7:10pm</div>	
<div>B. Discussion & Potential Action on the Updated Uniform Complaint Procedure (UCP) Board Policy No. 1312</div> <div><div><div> Coversheet - UCP.pdf</div><div> 1312 - Uniform Complaint Procedure - Monarch River.pdf</div></div></div>	<div>Dr. Damien Phillips</div>	<div>7:15pm</div>	
<div>C. Discussion & Potential Action on Back Office Provider Bids</div> <div><div><div> Coversheet - Bids.pdf</div><div> Absolute Charter Group proposal to Yosemite Valley.pdf</div><div> EdTec Back Office Svcs Proposal-Central Valley Charter Schools-05.04.2023.pdf</div></div></div>	<div>Steph Johnson</div>	<div>7:20pm</div>	
<div>V. Governance</div>			<div>7:30pm</div>
<div>A. Presentation & Discussion of the Board Metrics Report - May 2023</div> <div><div><div> Coversheet - Board Metrics.pdf</div><div> Board Metrics Report - May - MR.pdf</div></div></div>			

B. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent - Closed Session

7:30pm

 [Coversheet - Eval.pdf](#)

C. Report Out of any Action Taken During Closed Session

7:45pm

VI. Closing Items

7:50pm

A. Board of Director Comments & Request

B. Announcement of the Next Scheduled Board Meeting

1. Regular: June 20, 2023 at 6:00 PM

C. Adjourn Meeting

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

Cover Sheet

March 2023 Financial Report

Section:	II. Finance
Item:	A. March 2023 Financial Report
Purpose:	Discussion & Potential Action - Vote

BACKGROUND:

- Charter Impact has prepared the school's financial report through March 2023.
- This report includes the February 2023 report that was tabled at the last Board Meeting.

RECOMMENDATION:

- Consider the approval of the March Financials.

Monarch River Academy

March 2023 Financial Presentation

MONARCH RIVER - Highlights

- CDE Recommended to ACCS 100% funding for school for the next 3 years
- Enrollment is 1033 students through March 2023
- Year-end surplus projected at \$1,212K vs. Budgeted Surplus of \$675.8K
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio ✓

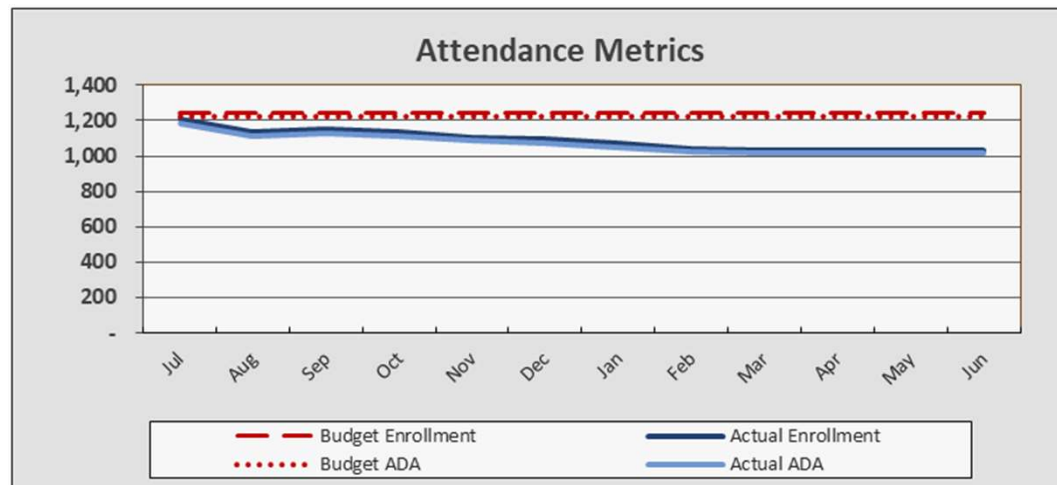
- 25:1 Pupil Teacher Ratio ✓

Cert.	Instr.
49.1%	83.7%
1,307,094	529,744

Pupil:Teacher Ratio
15.80 :1

Attendance & Data Metrics

Enrollment & Per Pupil Data			
	<u>Average</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	1090	1032	1245
ADA	1068	1011	1220
Attendance Rate	98.0%	98.0%	98.0%
Unduplicated %	44.2%	43.3%	43.3%
Revenue per ADA		\$14,217	\$11,727
Expenses per ADA		\$13,018	\$11,174



MONARCH RIVER - Revenue

- Projection now reflects full P-1 revenue through the end of the fiscal year
- Projection includes all ESSER related Federal Revenue to be fully recognized this year.

Revenue

<i>Year-to-Date</i>		
Actual	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 7,515,543	\$ 7,443,997
Federal Revenue	421,662	225,016
Other State Revenue	1,212,167	682,464
Other Local Revenue	3,410	-
Total Revenue	\$ 9,152,783	\$ 8,351,476

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 12,004,417	\$ 12,521,351	\$ (516,934)
776,480	459,073	317,407
1,593,988	1,328,170	265,818
3,410	-	3,410
\$ 14,378,295	\$ 14,308,594	\$ 69,702

MONARCH RIVER - Expenses

- Lower expenses overall due to lower enrollment and shared costs

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 4,849,980	\$ 4,403,869	\$ (446,111)	\$ 6,335,999	\$ 6,038,398	\$ (297,601)
Classified Salaries	159,334	104,317	(55,017)	205,893	139,089	(66,804)
Benefits	1,495,055	1,441,757	(53,298)	1,965,970	1,954,566	(11,404)
Books and Supplies	1,190,343	1,361,296	170,953	1,263,318	1,651,998	388,680
Subagreement Services	1,733,076	2,151,605	418,529	2,410,213	2,774,703	364,490
Operations	140,690	88,725	(51,965)	188,155	118,300	(69,855)
Facilities	-	-	-	-	-	-
Professional Services	557,188	615,565	58,377	748,220	910,460	162,239
Depreciation	36,241	33,966	(2,275)	48,322	45,288	(3,034)
Interest	-	-	-	-	-	-
Total Expenses	\$ 10,161,907	\$ 10,201,100	\$ 39,193	\$ 13,166,090	\$ 13,632,802	\$ 466,712

MONARCH RIVER - Fund Balance

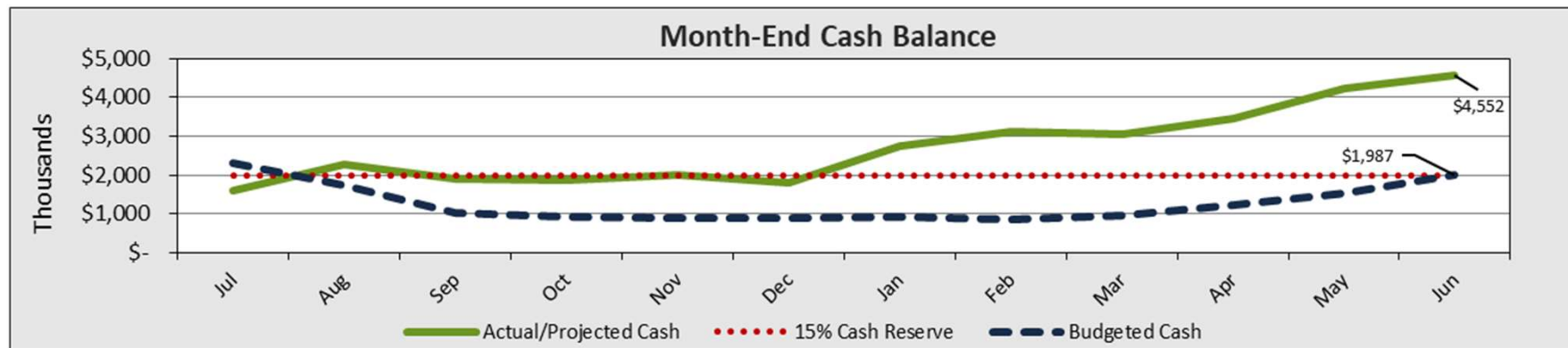
- Projected current year-end surplus represents about 9.2% of annual expenses. ...
- Total Fund Surplus is projected to be 33.1% of annual expenses by end of the Fiscal Year

	<i>Year-to-Date</i>		
	Actual	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (1,009,124)	\$ (1,849,624)	\$ 840,500
Beginning Fund Balance	<u>3,147,053</u>	<u>3,147,053</u>	
Ending Fund Balance	<u>\$ 2,137,929</u>	<u>\$ 1,297,429</u>	
<i>As a % of Annual Expenses</i>	16.2%	9.5%	

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 1,212,205	\$ 675,792	\$ 536,413
<u>3,147,053</u>	<u>3,147,053</u>	
<u>\$ 4,359,258</u>	<u>\$ 3,822,845</u>	
33.1%	28.0%	

MONARCH RIVER - Cash Balance

- No further factoring required
- Cash growth for FY22-23 expected to be \$2.58MM
- Year-end cash balance now projected to be \$4.55MM.



MONARCH RIVER – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Apr-01	Audit Firm Selection - In accordance with Education Code (EC) Section 41020 (b) (3), if the governing board of a Local Educational Agency (LEA) does not have an audit contract in place by April 1, the County Superintendent of Schools, having jurisdiction over the LEA, shall provide for the audit and charge the LEA's fund for the cost incurred.	Client with Charter Impact support	Yes	No	https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=41020.&lawCode=EDC
FINANCE	Apr-01	File a Form 700 - Statement of Economic Interests (SEI) : The requirement is part of the Political Reform Act enacted in 1974, which was passed by California voters to promote integrity in state and local government by helping agency decision makers avoid conflicts between their personal interests and official duties. Depending on your local authorizer's conflict of interest policies, certain charter school officers and employees may be required to file Statements of Economic Interest with a filing officer by the April 1 deadline.	Client	Yes	Yes	https://www.fppc.ca.gov/Form700.html
FINANCE	Apr-30	Federal Cash Management - Period 4 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
DATA	May-08	CALPADS End-of-Year 1, 2, 3 and 4 - The data submission window opens on May 8, 2023 and closes on July 28, 2023. End-of-Year data includes: Course completion, program eligibility/participation, homeless students, student discipline, cumulative enrollment, student absence, postsecondary, RFEP count, work-based learning indicator, CTE, postsecondary outcomes for Students with Disabilities and SpED.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/ds/sp/cl/
FINANCE	May-08	Submit Charter Schools Annual Information Survey - The Charter Schools Annual Information Survey has 5 sections: location and school contact information, authorizing agency, site, curriculum and governance information, facilities, retirement and services information, and funding. The funding selection impacts how your school receives revenue payments. All charter schools must be either directly or locally funded. For example: LCFF apportionment funds for a locally funded charter school flow through its local chartering authority whereas funds for a direct funded charter school may flow directly to the county treasurer and then to the charter school. However, the funding type decision may impact the amount of other state and federal funds that a charter school receives, outside the LCFF. This decision may be reconsidered on an annual basis.	Charter Impact	No	No	https://www.cde.ca.gov/sp/ch/csinfosvy.asp
FINANCE	May-15	Extended Due Date - Form 990 - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The form should be reviewed and accepted by the Board prior to filing.	Client/Audit firm	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
DATA	May-31	English Language Proficient Assessment - For public school students in California, English language proficiency (ELP) falls within the scope of state and federal laws. It is required that local educational agencies (LEAs) administer a state test of ELP, which for California is the ELPAC. Furthermore, state and federal laws require the ELPAC in California to be aligned with the state's English language development (ELD) standards. All students with an English Learner status must take the summative assessment.	Client	No	No	https://www.elpac.org/
FINANCE	Due Date TBD	Consolidated Application (ConApp) reporting - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.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 04/17/2023

ADA = 1011.36



Revenues

State Aid - Revenue Limit

8011	LCFF State Aid	-	563,212	563,212	1,013,782	1,013,782	1,013,782	1,013,782	1,013,782	1,087,692	1,085,789	1,085,789	1,085,789	1,085,791
8012	Education Protection Account	-	-	-	53,497	-	-	53,496	-	-	56,335	-	-	56,356
8019	State Aid - Prior Year	-	(1)	9,501	-	-	-	-	-	(1,902)	-	-	-	-
8096	In Lieu of Property Taxes	-	-	37,976	12,548	3,276	12,659	12,659	12,659	26,151	9,861	9,861	9,861	3,440

Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	25,284	25,284	25,284	50,568
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	125,670	-	-	-	-	22,149
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	-	-	-	178,536	-	27,713	-
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	80,145	80,145	49,038	49,038	49,038	17,931
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	Mandated Cost	-	-	-	-	-	-	23,920	-	-	-	-	-	-
8560	State Lottery	-	-	-	-	-	-	77,376	-	-	64,931	-	-	97,385
8598	Prior Year Revenue	-	-	-	41,038	-	4,469	40,310	44	-	-	-	-	-
8599	Other State Revenue	-	14,102	11,634	51,294	36,235	30,498	29,620	45,920	181,892	-	-	54,460	-

Other Local Revenue

8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest Revenue	-	484	-	-	506	-	-	2,156	-	-	-	-	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	264	-	-	-	-
8990	Contributions, Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Revenue

Expenses

Certificated Salaries

1100	Teachers' Salaries	360	278,925	279,496	278,446	275,764	269,097	270,649	270,304	265,612	262,781	262,781	131,390	-
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	10,700	50,976	53,712	50,233	93,755	48,510	48,435	45,610	42,581	50,753	50,753	25,376	-
1200	Pupil Support Salaries	-	162,281	171,708	168,880	193,570	169,427	170,099	169,523	171,647	169,429	169,429	84,714	-
1300	Administrators' Salaries	59,013	78,043	77,593	77,443	88,916	80,961	78,261	78,174	78,236	78,461	78,461	78,461	-
1900	Other Certificated Salaries	-	17,052	17,152	17,102	20,064	19,792	17,292	17,292	17,292	17,292	17,292	8,646	-

Classified Salaries

2100	Instructional Salaries	-	-	4,357	7,701	8,134	4,744	4,339	4,139	4,868	3,645	3,645	3,645	-
2200	Support Salaries	4,051	4,465	4,664	4,192	5,484	4,352	4,381	3,998	4,582	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	7,782	9,074	7,775	7,775	7,775	-

Benefits

3101	STRS	11,673	109,053	111,091	109,776	114,037	108,959	108,233	107,765	106,438	112,491	112,491	63,871	-
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-
3301	OASDI	728	880	1,137	1,262	1,549	1,092	1,060	975	1,423	870	870	870	-
3311	Medicare	1,167	8,402	8,625	8,545	9,771	8,442	8,395	8,319	8,277	9,061	9,061	5,247	-
3401	Health and Welfare	60,479	41,611	49,194	58,394	61,195	53,450	40,786	50,851	52,409	48,667	48,667	48,667	-
3501	State Unemployment	280	4,664	550	414	195	8,373	6,291	152	76	674	674	674	-
3601	Workers' Compensation	2,842	2,842	15,878	2,842	2,842	2,842	2,842	2,842	2,842	3,125	3,125	1,809	-
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	47,463	78,876	25,995	9,088	10,194	-
4305	Software	77,946	3,590	23,507	11,167	1,576	1,895	17,550	132,829	(7,391)	8,161	808	808	-
4310	Office Expense	5,268	10,373	4,083	2,100	406	1,782	5,745	3,825	1,210	2,625	2,625	2,625	-
4311	Business Meals	-	25	45	25	-	233	-	-	56	-	-	-	-
4312	School Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	Noncapitalized Equipment	-	-	-	49	-	-	102,710	-	15,758	5,767	2,016	2,262	-
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
ADA = 1220.10		
11,626,182	12,108,335	(482,153)
219,684	244,020	(24,336)
7,598	-	7,598
150,952	168,996	(18,043)
12,004,417	12,521,351	(516,934)
126,420	147,632	(21,212)
-	-	-
147,819	137,144	10,675
-	-	-
-	-	-
-	-	-
502,241	174,297	327,944
776,480	459,073	317,407
788,861	1,000,482	(211,621)
-	-	-
23,920	24,505	(585)
239,692	278,183	(38,490)
85,860	-	85,860
455,655	25,000	430,655
1,593,988	1,328,170	265,818
-	-	-
-	-	-
3,146	-	3,146
-	-	-
-	-	-
264	-	264
3,410	-	3,410
14,378,295	14,308,594	69,702
2,845,605	4,046,502	1,200,897
-	-	-
571,393	592,237	20,844
1,800,705	-	(1,800,705)
932,025	757,700	(174,325)
186,271	641,959	455,688
6,335,999	6,038,398	(297,601)
49,217	-	(49,217)
52,466	49,192	(3,274)
-	-	-
378	-	(378)
103,832	89,897	(13,935)
205,893	139,089	(66,804)
1,175,879	1,153,334	(22,544)
-	-	-
12,716	8,624	(4,093)
93,313	89,574	(3,740)
614,369	584,000	(30,369)
23,016	32,550	9,534
46,676	86,485	39,809
1,965,970	1,954,566	(11,404)
-	-	-
-	-	-
819,255	1,259,855	440,599
272,448	144,500	(127,948)
42,668	19,900	(22,768)
384	-	(384)
128,563	227,743	99,181
1,263,318	1,651,998	388,680

Monarch River Academy
Monthly Cash Flow/Forecast FY22-23

Revised 04/17/2023
 ADA = 1011.36



	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	29,407	23,316	-	16,083	16,083	-	(1,129)	413,800	414,929
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	111,309	335,437	163,611	57,199	64,160	-	971,342	858,500	(112,842)
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	1,502,402	62,402
	49,362	153,596	(115,032)	703,674	(96,208)	55,707	242,508	260,716	478,753	283,611	193,282	200,244	-	2,410,213	2,774,703	364,490
Operations and Housekeeping																
5201 Auto and Travel	18	-	2,420	4,621	6,770	3,836	2,701	3,503	3,262	3,167	3,167	3,167	-	36,630	3,800	(32,830)
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	-	138,357	91,500	(46,857)
5501 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5516 Miscellaneous Expense	99	-	80	-	-	-	-	(179)	-	-	-	-	-	0	6,700	6,700
5531 ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	-	612	1,031	845	940	976	1,003	928	869	908	908	908	-	9,929	13,100	3,171
5901 Postage and Shipping	-	-	142	505	426	385	-	-	-	217	217	217	-	2,109	3,200	1,091
	11,647	13,271	15,203	17,501	19,666	16,726	15,233	15,781	15,661	15,822	15,822	15,822	-	188,155	118,300	(69,855)
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	-	-	-	4,441	-	-	-	-	10,082	16,700	6,618
5803 Legal	-	242	4,789	4,366	(2,473)	4,875	1,484	2,208	-	3,617	3,617	3,617	-	26,340	52,300	25,960
5804 Professional Development	1,795	8,165	926	3,087	2,639	309	1,980	15,675	466	5,960	417	417	-	41,835	70,000	28,165
5805 General Consulting	-	750	750	750	-	1,000	209	500	1,000	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	2,962	(105)	14,280	4,992	5,600	-	39,912	14,270	(25,642)
5807 Bank Charges	-	246	-	-	-	-	126	-	12	-	-	-	-	384	8,700	8,316
5808 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5809 Other taxes and fees	-	-	70	386	451	36	137	12	(12)	517	517	517	-	2,630	7,400	4,770
5810 Payroll Service Fee	512	324	523	983	1,715	2,380	1,203	672	677	975	975	975	-	11,913	13,400	1,487
5811 Management Fee	20,867	20,867	21,256	21,256	26,093	20,056	14,371	20,056	20,056	20,968	20,968	20,968	-	247,783	250,400	2,617
5812 District Oversight Fee	-	16,896	18,036	32,395	88,719	31,300	31,300	31,300	31,300	34,560	32,870	32,870	(21,412)	360,132	375,641	15,508
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	73,384	57,835	81,626	65,105	65,713	(21,412)	748,220	910,460	162,239
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	1,305,750	1,410,143	1,196,758	1,061,896	766,941	(21,412)	13,166,090	13,632,802	466,712
Monthly Surplus (Deficit)	(319,405)	(573,893)	(79,173)	(417,999)	140,512	240,566	61,543	(25,375)	(35,900)	273,017	108,076	485,205	1,355,032	1,212,206	675,792	536,413

Monarch River Academy

Monthly Cash Flow/Forecast FY22-23

Revised 04/17/2023

ADA = 1011.36



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	(25,375)	(35,900)	273,017	108,076	485,205	1,355,032
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	1,419	158,132	-	536,420	-	(1,333,620)
104,576	29,828	(349,107)	149,106	(148,244)	(284,447)	(128,636)	354,460	59,174	144,860	121,322	(154,452)	-
-	-	-	-	-	-	-	-	-	-	-	-	-
(141,906)	(111,090)	119,983	44,012	9,297	14,239	(159,991)	157,202	(196,225)	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
(145,315)	(86,146)	103,280	114,577	130,475	(104,271)	(100,322)	(88,756)	106,900	-	-	-	(21,412)
(233,147)	401,019	20,606	33,509	(74,935)	57,666	(64,016)	(851)	9,624	-	-	-	-
195,357	(17,335)	(11,298)	(41,088)	(2,319)	(26,033)	863,155	(34,249)	(175,036)	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
(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	362,669	(74,512)	416,696	764,637	329,572	-
1,964,025	1,604,480	2,277,128	1,914,715	1,870,746	1,988,045	1,785,065	2,753,025	3,115,694	3,041,182	3,457,878	4,222,515	-
1,604,480	2,277,128	1,914,715	1,870,746	1,988,045	1,785,065	2,753,025	3,115,694	3,041,182	3,457,878	4,222,515	4,552,086	-

Annual Forecast
1,212,206
48,322
941,223
(101,560)
-
(264,478)
-
(90,989)
149,475
751,154
-
-
-
-
-
(57,290)

Original Budget Total	Favorable / (Unfav.)

Cert.	Instr.
49.1%	83.7%
1,307,094	529,744

Pupil:Teacher Ratio
15.80

Monarch River Academy

Budget vs Actual

For the period ended March 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	\$ 1,087,692	\$ 1,225,344	\$ (137,652)	\$ 7,283,024	\$ 7,206,962	\$ 76,062	\$ 12,108,335
Education Protection Account	-	-	-	106,993	122,010	(15,017)	244,020
State Aid - Prior Year	(1,902)	-	(1,902)	7,598	-	7,598	-
In Lieu of Property Taxes	26,151	26,986	(835)	117,928	115,025	2,903	168,996
Total State Aid - Revenue Limit	1,111,941	1,252,329	(140,389)	7,515,543	7,443,996	71,547	12,521,351
Federal Revenue							
Special Education - Entitlement	-	14,940	(14,940)	-	87,872	(87,872)	147,632
Title I, Part A - Basic Low Income	-	-	-	125,670	137,144	(11,474)	137,144
Other Federal Revenue	-	-	-	295,992	-	295,992	174,297
Total Federal Revenue	-	14,940	(14,940)	421,662	225,016	196,647	459,073
Other State Revenue							
State Special Education	80,145	101,247	(21,102)	623,816	595,494	28,323	1,000,482
Mandated Cost	-	-	-	23,920	24,505	(585)	24,505
State Lottery	-	-	-	77,376	62,466	14,910	278,183
Prior Year Revenue	-	-	-	85,860	-	85,860	-
Other State Revenue	181,892	-	181,892	401,195	-	401,195	25,000
Total Other State Revenue	262,037	101,247	160,790	1,212,167	682,464	529,703	1,328,170
Other Local Revenue							
Interest Revenue	-	-	-	3,146	-	3,146	-
Contributions, Unrestricted	264	-	264	264	-	264	-
Total Other Local Revenue	264	-	264	3,410	-	3,410	-
Total Revenues	\$ 1,374,242	\$ 1,368,516	\$ 5,726	\$ 9,152,783	\$ 8,351,476	\$ 801,306	\$ 14,308,594
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 265,612	\$ 367,864	\$ 102,252	\$ 2,188,654	\$ 2,942,911	\$ 754,257	\$ 4,046,502
Teachers' Extra Duty/Stipends	42,581	59,224	16,643	444,511	414,566	(29,945)	592,237
Pupil Support Salaries	171,647	-	(171,647)	1,377,134	-	(1,377,134)	-
Administrators' Salaries	78,236	64,259	(13,977)	696,641	564,923	(131,718)	757,700
Other Certificated Salaries	17,292	53,497	36,204	143,040	481,469	338,429	641,959
Total Certificated Salaries	575,368	544,843	(30,525)	4,849,980	4,403,869	(446,111)	6,038,398
Classified Salaries							
Instructional Salaries	4,868	-	(4,868)	38,282	-	(38,282)	-
Support Salaries	4,582	4,099	(483)	40,168	36,894	(3,274)	49,192
Clerical and Office Staff Salaries	-	-	-	378	-	(378)	-
Other Classified Salaries	9,074	7,491	(1,583)	80,506	67,423	(13,083)	89,897
Total Classified Salaries	18,524	11,591	(6,934)	159,334	104,317	(55,017)	139,089
Benefits							
State Teachers' Retirement System, certificated positions	106,438	104,065	(2,373)	887,025	841,139	(45,886)	1,153,334
OASDI/Medicare/Alternative, certificated positions	1,423	719	(704)	10,105	6,468	(3,637)	8,624
Medicare/Alternative, certificated positions	8,277	8,068	(209)	69,943	65,369	(4,575)	89,574
Health and Welfare Benefits, certificated positions	52,409	48,667	(3,743)	468,369	438,000	(30,369)	584,000
State Unemployment Insurance, certificated positions	76	3,255	3,179	20,995	27,668	6,672	32,550
Workers' Compensation Insurance, certificated positions	2,842	7,790	4,948	38,617	63,115	24,497	86,485
Total Benefits	171,465	172,564	1,099	1,495,055	1,441,757	(53,298)	1,954,566
Books & Supplies							
School Supplies	78,876	134,332	55,457	773,978	1,048,465	274,487	1,259,855
Software	(7,391)	12,042	19,433	262,670	108,375	(154,295)	144,500
Office Expense	1,210	1,658	448	34,793	14,925	(19,868)	19,900
Business Meals	56	-	(56)	384	-	(384)	-
Noncapitalized Equipment	15,758	24,283	8,525	118,517	189,531	71,013	227,743
Total Books & Supplies	88,509	172,316	83,807	1,190,343	1,361,296	170,953	1,651,998

Monarch River Academy

Budget vs Actual

For the period ended March 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	23,316	34,483	11,167	(33,295)	310,350	343,645	413,800
Other Educational Consultants	335,437	91,538	(243,899)	686,372	714,454	28,082	858,500
Instructional Services	120,000	125,200	5,200	1,080,000	1,126,802	46,802	1,502,402
Total Subagreement Services	478,753	251,221	(227,532)	1,733,076	2,151,605	418,529	2,774,703
Operations & Housekeeping							
Auto and Travel	3,262	317	(2,946)	27,130	2,850	(24,280)	3,800
Dues & Memberships	-	-	-	1,130	-	(1,130)	-
Insurance	11,530	7,625	(3,905)	103,767	68,625	(35,142)	91,500
Miscellaneous Expense	-	558	558	-	5,025	5,025	6,700
Communications	869	1,092	223	7,204	9,825	2,621	13,100
Postage and Shipping	-	267	267	1,459	2,400	941	3,200
Total Operations & Housekeeping	15,661	9,858	(5,803)	140,690	88,725	(51,965)	118,300
Professional/Consulting Services							
IT	-	400	400	-	3,600	3,600	4,800
Audit & Taxes	4,441	-	(4,441)	10,082	16,700	6,618	16,700
Legal	-	4,358	4,358	15,490	39,225	23,735	52,300
Professional Development	466	5,833	5,367	35,042	52,500	17,458	70,000
General Consulting	1,000	417	(583)	4,959	3,750	(1,208)	5,000
Special Activities/Field Trips	(105)	1,522	1,626	15,040	11,875	(3,165)	14,270
Bank Charges	12	725	713	384	6,525	6,141	8,700
Other Taxes and Fees	(12)	617	629	1,080	5,550	4,470	7,400
Payroll Service Fee	677	1,117	440	8,988	10,050	1,062	13,400
Management Fee	20,056	20,867	811	184,878	187,800	2,922	250,400
District Oversight Fee	31,300	37,570	6,270	281,246	223,320	(57,926)	375,641
SPED Encroachment	-	9,295	9,295	-	54,669	54,669	91,849
Total Professional/Consulting Services	57,835	82,720	24,884	557,188	615,565	58,377	910,460
Depreciation							
Depreciation Expense	4,027	3,774	(253)	36,241	33,966	(2,275)	45,288
Total Depreciation	4,027	3,774	(253)	36,241	33,966	(2,275)	45,288
Total Expenses	\$ 1,410,143	\$ 1,248,887	\$ (161,256)	\$ 10,161,907	\$ 10,201,100	\$ 39,193	\$ 13,632,802
Change in Net Assets	(35,900)	119,629	(155,530)	(1,009,124)	(1,849,624)	840,500	675,792
Net Assets, Beginning of Period	2,173,829			3,147,053			
Net Assets, End of Period	\$ 2,137,929			\$ 2,137,929			

Monarch River Academy

Statement of Financial Position

March 31, 2023

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 1,931,877	\$ 1,964,025	\$ (32,148)	-2%
Restricted Cash	1,109,304	-	1,109,304	0%
Total Cash & Cash Equivalents	3,041,182	1,964,025	1,077,156	-2%
Public Funding Receivables	231,038	1,969,461	(1,738,423)	-88%
Grants & Contributions Receivable	354,584	141,294	213,290	151%
Due To/From Related Parties	(250)	(250)	-	0%
Prepaid Expenses	290,588	26,110	264,478	1013%
Total Current Assets	3,917,142	4,100,640	(183,499)	-4%
Long-Term Assets				
Property & Equipment, Net	159,576	195,817	(36,241)	-19%
Total Long Term Assets	159,576	195,817	(36,241)	-19%
Total Assets	\$ 4,076,718	\$ 4,296,457	\$ (219,739)	-5%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 237,579	\$ 307,156	\$ (69,577)	-23%
Accrued Liabilities	513,781	364,306	149,475	41%
Deferred Revenue	1,109,304	358,150	751,154	210%
Notes Payable, Current Portion	62,500	62,500	-	0%
Total Current Liabilities	1,923,164	1,092,113	831,051	76%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	15,625	57,292	(41,667)	-73%
Total Long-Term Liabilities	15,625	57,292	(41,667)	-73%
Total Liabilities	1,938,789	1,149,404	789,385	69%
Total Net Assets	2,137,929	3,147,053	(1,009,124)	-32%
Total Liabilities and Net Assets	\$ 4,076,718	\$ 4,296,457	\$ (219,739)	-5%

Monarch River Academy

Statement of Cash Flows

For the period ended March 31, 2023

	Month Ended 03/31/23	YTD Ended 03/31/23
Cash Flows from Operating Activities		
Changes in Net Assets	\$ (35,900)	\$ (1,009,124)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	4,027	36,241
Decrease/(Increase) in Operating Assets:	-	
Public Funding Receivables	158,132	1,738,423
Grants, Contributions & Pledges Receivable	59,174	(213,290)
Prepaid Expenses	(196,225)	(264,478)
Accounts Payable	106,900	(69,577)
Accrued Expenses	9,624	149,475
Deferred Revenue	(175,036)	751,154
Total Cash Flows from Operating Activities	(69,304)	1,118,823
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	(5,208)	(41,667)
Total Cash Flows from Financing Activities	(5,208)	(41,667)
Change in Cash & Cash Equivalents	(74,512)	1,077,156
Cash & Cash Equivalents, Beginning of Period	3,115,694	1,964,025
Cash and Cash Equivalents, End of Period	\$ 3,041,182	\$ 3,041,182

Monarch River Academy

Check Register

For the period ended March 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
16085	A3 Sports & Wellness, Inc.	3/1/2023	\$ 157.00
16086	Andrea McKeever	3/1/2023	447.25
16087	Andrew Carmona	3/1/2023	360.00
16088	Angelina Dimitrashuk	3/1/2023	160.00
16089	Beautiful Feet Books, Inc.	3/1/2023	38.26
16090	Brian Hammons Piano	3/1/2023	130.00
16091	Brianna Leonard	3/1/2023	123.79
16092	Bright Thinker	3/1/2023	124.49
16093	Brittany Yager	3/1/2023	690.00
16094	Brooklyn VanderVeen	3/1/2023	151.96
16095	Casidy Buller	3/1/2023	102.83
16096	Colleen Snyder	3/1/2023	1,200.00
16097	E-Therapy, LLC	3/1/2023	6,467.50
16098	Evan-Moor	3/1/2023	37.49
16099	Generation Genius, Inc	3/1/2023	175.00
16100	Good Dirt Pottery Studio	3/1/2023	413.00
16101	Growing Healthy Children Therapy Services, Inc.	3/1/2023	140.00
16102	Guido's Martial Arts Academy	3/1/2023	1,162.00
16103	Kathleen Atchley Tutor	3/1/2023	1,240.00
16104	Kathryn Borba	3/1/2023	36.81
16105	Kids Edition	3/1/2023	500.00
16106	Kristen Kroeker	3/1/2023	158.83
16107	Kristi Garcia	3/1/2023	126.55
16108	Law Offices of Young, Minney & Corr LLP	3/1/2023	1,778.50
16109	Lindsay Hughes	3/1/2023	81.09
16110	Miaplaza Inc.	3/1/2023	258.00
16111	Michelle Buchanan	3/1/2023	450.00
16112	MicroAge	3/1/2023	1,472.00
16113	Miriam Hofer	3/1/2023	118.81
16114	Monica Pilkinton	3/1/2023	208.24
16115	Nayoung Ryoo	3/1/2023	560.00
16116	Nicole Medeiros	3/1/2023	155.00
16117	Nicolle Solorio	3/1/2023	441.83
16118	Olga Shabanov	3/1/2023	400.00
16121	Project Learn LLC	3/1/2023	15,000.00
16122	Rachel Passmore	3/1/2023	348.80
16123	Rainbow Resource Center	3/1/2023	263.15
16124	Rebecca Balakian	3/1/2023	742.50
16125	Reverent School of Movement LLC	3/1/2023	590.00
16126	Rhonda J Cemo	3/1/2023	140.00
16127	Singapore Math, Inc.	3/1/2023	118.95
16128	Teacher Synergy, LLC	3/1/2023	30.00
16129	The Advantage Group	3/1/2023	3,660.36
16130	The Axia Group	3/1/2023	20,000.00
16131	The Dance Studio 2	3/1/2023	256.00
16132	The Talk Team	3/1/2023	5,680.00
16133	The Village	3/1/2023	620.00
16134	Trigger Memory Co.	3/1/2023	89.45
16135	United Conservatory of Music	3/1/2023	160.00
16136	Verizon Wireless	3/1/2023	782.14
16137	Yosemite Valley Charter School	3/1/2023	104,163.86
16138	Yuliya Hess	3/1/2023	300.00
16139	VOYA Financial FBO CalSTRS Pension2	3/7/2023	3,390.00
16140	All About Learning Press, Inc.	3/8/2023	393.11
16141	America's Kids Inc.	3/8/2023	740.24
16142	American Kids Sports Center	3/8/2023	1,963.60

Monarch River Academy

Check Register

For the period ended March 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
16143	Andrew Carmona	3/8/2023	60.00
16144	Aspire Speech & Learning Center	3/8/2023	375.00
16145	Barbara Bolanos	3/8/2023	168.99
16146	Bonnie Haskell	3/8/2023	396.00
16147	Brenda Myers	3/8/2023	100.00
16148	Brian Hammons Piano	3/8/2023	450.00
16149	C'est La Vie Arts	3/8/2023	280.00
16150	California Arts Academy	3/8/2023	595.00
16151	Cen Cal Dance Academy	3/8/2023	532.00
16152	Core Philosophy	3/8/2023	385.00
16153	David Moongate	3/8/2023	310.00
16154	Dr Steven James	3/8/2023	419.73
16155	Efrain Cordero	3/8/2023	120.00
16156	Empowered Kids Run Club	3/8/2023	50.00
16157	Enlightened Minds LLC	3/8/2023	390.00
16158	Gateway Ice Center	3/8/2023	320.00
16159	Generation Genius, Inc	3/8/2023	175.00
16160	GL Kenpo	3/8/2023	1,230.00
16161	Gracie Jiu-Jitsu Clovis	3/8/2023	360.00
16162	Janell Gaertig	3/8/2023	6.68
16163	Jessica Knutson	3/8/2023	1,450.00
16164	JMJ 21 Elite Basketball and MJ Soccer Club	3/8/2023	190.00
16165	Katie Verrue	3/8/2023	230.00
16166	Kevin Freeman	3/8/2023	390.00
16167	Kimberly Schapansky	3/8/2023	154.58
16168	Laurel Hudson	3/8/2023	35.00
16169	Little Passports	3/8/2023	181.70
16170	Lori Pope	3/8/2023	220.00
16171	Math-U-See Inc.	3/8/2023	132.98
16172	Melissa Ens	3/8/2023	360.00
16173	Michele Lafferre	3/8/2023	1,080.00
16174	Nicole the Math Lady, LLC	3/8/2023	118.00
16175	Pacific Martial Arts	3/8/2023	1,200.00
16176	Playground Training Academy, LLC	3/8/2023	954.50
16177	PRN Nursing Consultants LLC	3/8/2023	940.00
16178	Project Learn LLC	3/8/2023	600.00
16179	Rainbow Resource Center	3/8/2023	91.62
16180	Reverent School of Movement LLC	3/8/2023	140.00
16181	Rob's Music Lessons	3/8/2023	1,320.00
16182	San Joaquin River Parkway and Conservation Trust	3/8/2023	1,425.00
16183	Sarah Siliznoff	3/8/2023	1,837.50
16184	Shirley Winters Ballet	3/8/2023	114.00
16185	Singapore Math, Inc.	3/8/2023	29.79
16186	SpiritHorse Connections	3/8/2023	2,325.00
16187	Steinway Piano Gallery Of Fresno	3/8/2023	2,030.00
16188	Studies Weekly	3/8/2023	240.35
16189	Teacher Synergy, LLC	3/8/2023	19.75
16190	The Animation Course, LLC	3/8/2023	150.00
16191	The Axia Group	3/8/2023	100,000.00
16192	The Dance Company	3/8/2023	782.00
16193	Thimble Sewciety	3/8/2023	140.00
16194	Think Outside, LLC	3/8/2023	588.80
16195	Wave Aquatics Inc	3/8/2023	134.00
16196	Wendy DeRaud	3/8/2023	1,710.00
16197	Yosemite Valley Charter School	3/8/2023	257.00
16198	Association of California School Administrators	3/10/2023	112.50
16200	America's Kids Inc.	3/15/2023	4,091.48

Monarch River Academy

Check Register

For the period ended March 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
16201	Art of Problem Solving	3/15/2023	168.16
16202	Beautiful Feet Books, Inc.	3/15/2023	62.18
16203	Bonnie Haskell	3/15/2023	264.00
16204	BookShark	3/15/2023	142.75
16205	Braille Abilities, LLC	3/15/2023	1,845.00
16206	Brenda Myers	3/15/2023	1,000.00
16207	Brian Hammons Piano	3/15/2023	2,215.00
16208	Bright Thinker	3/15/2023	357.23
16209	Brittany Yager	3/15/2023	600.00
16210	BYU Independent Study	3/15/2023	265.00
16211	California Arts Academy	3/15/2023	75.00
16212	Carissa Jansson	3/15/2023	60.00
16213	Cen Cal Dance Academy	3/15/2023	120.00
16214	Central California Gymnastics Institute - CCGI	3/15/2023	974.50
16215	Christine L Beltz	3/15/2023	2,835.00
16216	Clovis Crossfire	3/15/2023	780.00
16217	CM School Supply Inc	3/15/2023	86.65
16218	Coastline Academy	3/15/2023	719.00
16219	Dance Arts	3/15/2023	850.00
16220	Deborah Cardoza	3/15/2023	8.12
16221	Denise Nicholes	3/15/2023	350.00
16222	Drew's Art Box LLC	3/15/2023	123.08
16223	Drivers Ed Direct	3/15/2023	39.00
16224	Dustin Arth	3/15/2023	312.00
16225	eDynamic LP	3/15/2023	880.00
16226	Erilynne Christiansen	3/15/2023	300.00
16227	Fresno Jr Hockey Club	3/15/2023	250.00
16228	Fresno Music Academy & Arts	3/15/2023	1,316.00
16229	Good Dirt Pottery Studio	3/15/2023	537.00
16230	Grace Note Music Studio	3/15/2023	2,786.00
16231	Gymnastics Beat	3/15/2023	112.00
16232	High Voltage Sporthorses LLC	3/15/2023	195.00
16233	Institute for Excellence in Writing	3/15/2023	282.82
16234	Jackris Publishing, LLC	3/15/2023	34.99
16236	Jacqueline Johnson	3/15/2023	2,482.00
16237	Janet Williams Group LLC	3/15/2023	319.00
16238	Jason Semper	3/15/2023	219.16
16239	Jazz Fresno	3/15/2023	140.00
16240	Jenna Hulsey	3/15/2023	950.00
16241	Just Dance	3/15/2023	520.00
16242	Kathleen Atchley Tutor	3/15/2023	1,920.00
16243	Katie Verrue	3/15/2023	300.00
16244	Kimberly Schapansky	3/15/2023	560.00
16245	KiwiCo, Inc	3/15/2023	499.08
16246	Kumon Math and Reading Center of Fresno-Bullard	3/15/2023	150.00
16247	Lakeshore	3/15/2023	293.57
16248	Laurel Hudson	3/15/2023	140.00
16249	Learning A-Z	3/15/2023	225.00
16250	Lori Pope	3/15/2023	550.00
16251	Madella Stables LLC	3/15/2023	285.00
16252	Maria Lazo	3/15/2023	195.00
16253	Math Crazy	3/15/2023	600.00
16254	Math-U-See Inc.	3/15/2023	77.63
16255	Maureen M. Solomon	3/15/2023	35.00
16256	Melissa Bogle	3/15/2023	2,000.00
16257	Moore's Martial Arts Clovis	3/15/2023	910.00
16258	Moving Beyond the Page	3/15/2023	171.59

Monarch River Academy

Check Register

For the period ended March 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
16259	Neil Boyer	3/15/2023	320.00
16260	Nicole Medeiros	3/15/2023	3,200.00
16261	Nicole the Math Lady, LLC	3/15/2023	237.00
16262	Olga Shabanov	3/15/2023	400.00
16263	Outschool, Inc.	3/15/2023	388.00
16264	Phantom Virtual LLC	3/15/2023	199.00
16265	Playground Training Academy, LLC	3/15/2023	153.00
16266	PRN Nursing Consultants LLC	3/15/2023	470.00
16269	Project Learn LLC	3/15/2023	16,689.00
16270	Rainbow Resource Center	3/15/2023	1,254.59
16271	Reverent School of Movement LLC	3/15/2023	620.00
16272	Rhonda J Cemo	3/15/2023	120.00
16273	Rojeski Student Support	3/15/2023	140.00
16275	Sequoia Hills Stables LLC	3/15/2023	7,140.00
16276	Singapore Math, Inc.	3/15/2023	435.31
16277	Sona Atoyan	3/15/2023	125.00
16278	SpiritHorse Connections	3/15/2023	7,005.00
16279	Steinway Piano Gallery Of Fresno	3/15/2023	1,680.00
16280	Studies Weekly	3/15/2023	151.47
16281	Susan Mason	3/15/2023	120.00
16282	Susan Mason	3/15/2023	120.00
16283	Sylvan Learning	3/15/2023	300.00
16284	Teacher Synergy, LLC	3/15/2023	193.46
16285	Tennis Visalia	3/15/2023	810.00
16286	Teresa Juarez	3/15/2023	120.00
16287	The Advantage Group	3/15/2023	3,660.36
16288	The Dance Company	3/15/2023	298.00
16289	The Village	3/15/2023	620.00
16290	Tiffany Ipsen	3/15/2023	480.00
16291	Tracy Vilanova	3/15/2023	61.44
16292	Transamerica	3/15/2023	363.46
16293	United Conservatory of Music	3/15/2023	2,960.00
16294	Vera Kotenkov	3/15/2023	210.00
16296	Wild Hearts Adventure Co LLC	3/15/2023	10,450.00
16297	WM Music Lessons	3/15/2023	225.00
16298	Youth of Destiny Learning Center	3/15/2023	140.00
16299	Yuliya Hess	3/15/2023	150.00
16300	Big Little Ones, LLC	3/21/2023	39.95
16301	Susan Hancock	3/21/2023	490.00
16302	Aide Rodriguez	3/22/2023	377.60
16303	Alta Vista Elementary School District	3/22/2023	31,300.00
16304	Alyssa Seifert	3/22/2023	34.72
16305	April Green	3/22/2023	257.68
16306	Aspire Speech & Learning Center	3/22/2023	1,616.00
16307	Barbara Bolanos	3/22/2023	309.16
16308	Braille Abilities, LLC	3/22/2023	1,251.25
16309	Brianna Leonard	3/22/2023	141.56
16310	Casidy Buller	3/22/2023	155.05
16311	Deborah Cardoza	3/22/2023	95.50
16312	E-Therapy, LLC	3/22/2023	8,340.33
16313	Effectual Educational Consulting Services	3/22/2023	5,876.90
16314	Elizabeth Wagner	3/22/2023	250.00
16315	Fabio Linares	3/22/2023	70.74
16316	Goodfellow Occupational Therapy, Inc.	3/22/2023	1,365.00
16317	Growing Healthy Children Therapy Services, Inc.	3/22/2023	8,000.00
16318	Jeff Grunau	3/22/2023	15.33
16319	Jessica Beal	3/22/2023	125.62

Monarch River Academy

Check Register

For the period ended March 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
16320	Kathryn Borba	3/22/2023	111.49
16321	Kristen Kroeker	3/22/2023	295.93
16322	Macy Corby	3/22/2023	338.64
16323	MicroAge	3/22/2023	15,758.27
16324	Monique Ouwinga	3/22/2023	250.00
16325	National Student Clearinghouse	3/22/2023	595.00
16326	Phantom Virtual LLC	3/22/2023	199.00
16327	Phantom Virtual LLC	3/22/2023	189.00
16328	Project Learn LLC	3/22/2023	1,200.00
16329	Rachel Passmore	3/22/2023	399.24
16330	Reverent School of Movement LLC	3/22/2023	50.00
16331	Samuel Nofziger	3/22/2023	250.00
16332	Sarah Sanchez	3/22/2023	250.00
16333	Shiela Skibbie	3/22/2023	227.96
16334	Studies Weekly	3/22/2023	199.00
16335	T-Mobile	3/22/2023	80.00
16336	T-Mobile	3/22/2023	68.80
16337	Teacher Synergy, LLC	3/22/2023	226.15
16338	Yosemite Valley Charter School	3/22/2023	743.60
16339	VOYA Financial FBO CalSTRS Pension2	3/23/2023	3,390.00
16340	Bonnie Haskell	3/29/2023	264.00
16341	California Arts Academy	3/29/2023	323.00
16342	Christy White Inc	3/29/2023	4,441.05
16343	Core Philosophy	3/29/2023	435.00
16344	David Moongate	3/29/2023	310.00
16345	Denise Nicholes	3/29/2023	200.00
16346	Grace Note Music Studio	3/29/2023	3,126.00
16347	Growing Healthy Children Therapy Services, Inc.	3/29/2023	280.00
16348	Jessica Knutson	3/29/2023	950.00
16349	JMJ 21 Elite Basketball and MJ Soccer Club	3/29/2023	190.00
16350	Kevin Freeman	3/29/2023	260.00
16351	KiwiCo, Inc	3/29/2023	413.72
16352	Kumon Math and Reading Center of Fresno-Bullard	3/29/2023	150.00
16353	Laurel Hudson	3/29/2023	175.00
16354	Marjorie McIntyre	3/29/2023	72.44
16355	McColgan & Associates Inc	3/29/2023	5,806.25
16356	Melanie Sweet	3/29/2023	140.00
16357	Melissa Ens	3/29/2023	360.00
16358	MicroAge	3/29/2023	1,472.00
16359	Pacific Martial Arts	3/29/2023	750.00
16360	Phantom Virtual LLC	3/29/2023	199.00
16361	Phantom Virtual LLC	3/29/2023	199.00
16362	Progression Gymnastics LLC	3/29/2023	150.00
16365	Project Learn LLC	3/29/2023	16,350.00
16366	Rebecca Balakian	3/29/2023	467.50
16367	Reverent School of Movement LLC	3/29/2023	110.00
16368	Rob's Music Lessons	3/29/2023	2,060.00
16369	Sara Riley	3/29/2023	2.88
16370	SpiritHorse Connections	3/29/2023	850.00
16371	Studies Weekly	3/29/2023	86.27
16372	Susan Hancock	3/29/2023	330.00
16373	Teresa Juarez	3/29/2023	120.00
16374	The Axia Group	3/29/2023	120,000.00
16375	Verizon Wireless	3/29/2023	720.18
16376	Wave Aquatics Inc	3/29/2023	134.00
16377	Wendy DeRaud	3/29/2023	2,040.00
16378	Yosemite Valley Charter School	3/29/2023	423,985.43

Monarch River Academy**Check Register**

For the period ended March 31, 2023

Check Number	Vendor Name	Check Date	Check Amount
16379	Zovig Adanalian	3/29/2023	29.94
ACH	Divvy Pay	3/1/2023	14,125.67
ACH	Divvy Pay	3/8/2023	13,900.33
ACH	Employment Development Department (EDD)	3/13/2023	39.03
ACH	Employment Development Department (EDD)	3/13/2023	14,064.47
ACH	Internal Revenue Service	3/13/2023	30,980.75
ACH	Divvy Pay	3/15/2023	13,674.13
ACH	Divvy Pay	3/22/2023	11,793.56
ACH	Employment Development Department (EDD)	3/27/2023	63.67
ACH	Employment Development Department (EDD)	3/27/2023	13,834.34
ACH	Internal Revenue Service	3/27/2023	30,809.82
ACH	Divvy Pay	3/29/2023	21,028.16
ACH	Charter Impact, Inc.	3/8/2023	20,056.00
ACH	Charter Impact, Inc.	3/8/2023	677.00
ACH	AATK2, LLC	3/21/2023	<u>5,208.33</u>

Total Disbursements in March \$ 1,271,636.33

Monarch River Academy

Accounts Payable Aging

For the period ended March 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.	23-011677-01	3/8/2023	4/7/2023	\$ 157	\$ -	\$ -	\$ -	\$ -	\$ 157
All About Learning Press, Inc.	914904	3/9/2023	4/8/2023	62	-	-	-	-	62
America's Kids Inc.	23-012519-01	3/13/2023	4/12/2023	116	-	-	-	-	116
America's Kids Inc.	23-013099-01	3/13/2023	4/12/2023	75	-	-	-	-	75
Andrew Carmona	23-013371-01	3/12/2023	4/11/2023	60	-	-	-	-	60
Andrew Carmona	23-013372-01	3/12/2023	4/11/2023	60	-	-	-	-	60
Angelina Dimitrashuk	23-013493-01	3/18/2023	4/17/2023	160	-	-	-	-	160
Aspire Speech & Learning Center	22-060500-03	3/14/2023	4/13/2023	125	-	-	-	-	125
Aspire Speech & Learning Center	22-060501-03	3/14/2023	4/13/2023	125	-	-	-	-	125
Aspire Speech & Learning Center	22-060502-03	3/14/2023	4/13/2023	125	-	-	-	-	125
Beakerz LLC	2175	3/14/2023	4/13/2023	275	-	-	-	-	275
Beautiful Feet Books, Inc.	19258	3/15/2023	4/14/2023	350	-	-	-	-	350
Beautiful Feet Books, Inc.	19262	3/15/2023	4/14/2023	259	-	-	-	-	259
Beautiful Feet Books, Inc.	19303	3/17/2023	4/16/2023	22	-	-	-	-	22
Bitsbox	5342	3/14/2023	4/13/2023	99	-	-	-	-	99
Break the Barriers, Inc.	22-066163-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066164-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066242-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066242-02	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066286-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066288-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066374-01	3/6/2023	4/5/2023	410	-	-	-	-	410
Break the Barriers, Inc.	22-066374-02	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066542-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066542-02	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066543-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066544-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066545-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066546-01	3/6/2023	4/5/2023	393	-	-	-	-	393
Break the Barriers, Inc.	22-066565-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066566-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066647-01	3/6/2023	4/5/2023	407	-	-	-	-	407

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
Break the Barriers, Inc.	22-066651-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066651-02	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066655-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066655-02	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-066656-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-067227-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-067229-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-067236-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-067263-01	3/6/2023	4/5/2023	393	-	-	-	-	393
Break the Barriers, Inc.	22-067336-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-067338-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-067341-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-067343-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-067371-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-067379-01	3/6/2023	4/5/2023	716	-	-	-	-	716
Break the Barriers, Inc.	22-067379-02	3/6/2023	4/5/2023	410	-	-	-	-	410
Break the Barriers, Inc.	22-067471-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-067577-01	3/6/2023	4/5/2023	512	-	-	-	-	512
Break the Barriers, Inc.	22-068264-01	3/6/2023	4/5/2023	259	-	-	-	-	259
Break the Barriers, Inc.	22-068342-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-068374-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-068510-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-068538-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-068573-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-068574-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-068935-01	3/6/2023	4/5/2023	512	-	-	-	-	512
Break the Barriers, Inc.	22-068935-02	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-068936-01	3/6/2023	4/5/2023	512	-	-	-	-	512
Break the Barriers, Inc.	22-068936-02	3/6/2023	4/5/2023	407	-	-	-	-	407
Break the Barriers, Inc.	22-068937-01	3/6/2023	4/5/2023	407	-	-	-	-	407
Brenda Myers	23-010152-01	3/15/2023	4/14/2023	150	-	-	-	-	150
Brian Hammons Piano	23-014153-01	3/10/2023	4/9/2023	125	-	-	-	-	125
Brian Hammons Piano	23-014158-01	3/10/2023	4/9/2023	125	-	-	-	-	125
Brittany Yager	23-012576-01	3/8/2023	4/7/2023	120	-	-	-	-	120
Brittany Yager	23-012594-01	3/8/2023	4/7/2023	120	-	-	-	-	120
Brittany Yager	23-012633-01	3/8/2023	4/7/2023	240	-	-	-	-	240

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
California Arts Academy	23-013963-01	3/7/2023	4/6/2023	65	-	-	-	-	65
California Arts Academy	23-013963-02	3/7/2023	4/6/2023	65	-	-	-	-	65
California Arts Academy	23-013964-01	3/7/2023	4/6/2023	400	-	-	-	-	400
California Arts Academy	23-013964-02	3/7/2023	4/6/2023	65	-	-	-	-	65
Central California Gymnastics Institute - CCGI	22-069025-02	3/20/2023	4/19/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	23-004622-02	3/20/2023	4/19/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	23-007200-01	3/20/2023	4/19/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	23-007206-01	3/20/2023	4/19/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	23-008643-01	3/20/2023	4/19/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	23-008667-02	3/20/2023	4/19/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	23-010397-01	3/20/2023	4/19/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	23-010529-01	3/20/2023	4/19/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	23-010585-01	3/20/2023	4/19/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	23-010600-01	3/20/2023	4/19/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	23-011820-01	3/20/2023	4/19/2023	72	-	-	-	-	72
Central California Gymnastics Institute - CCGI	23-011824-01	3/20/2023	4/19/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	23-012029-01	3/20/2023	4/19/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	23-012501-01	3/20/2023	4/19/2023	160	-	-	-	-	160
Central California Gymnastics Institute - CCGI	23-012623-01	3/20/2023	4/19/2023	80	-	-	-	-	80
Central California Gymnastics Institute - CCGI	23-013017-01	3/20/2023	4/19/2023	80	-	-	-	-	80
Children's Musical Theaterworks	106	3/7/2023	4/6/2023	200	-	-	-	-	200
Colleen Snyder	23-007774-02	3/8/2023	4/7/2023	180	-	-	-	-	180
Colleen Snyder	23-007777-02	3/8/2023	4/7/2023	30	-	-	-	-	30
Colleen Snyder	23-010039-01	3/8/2023	4/7/2023	180	-	-	-	-	180
Colleen Snyder	23-010044-01	3/8/2023	4/7/2023	45	-	-	-	-	45
Colleen Snyder	23-010047-01	3/8/2023	4/7/2023	240	-	-	-	-	240
Colleen Snyder	23-010460-01	3/8/2023	4/7/2023	120	-	-	-	-	120
Drew's Art Box LLC	2718-6169	3/14/2023	4/13/2023	113	-	-	-	-	113
Drew's Art Box LLC	8838-9742	3/14/2023	4/13/2023	136	-	-	-	-	136
Efrain Cordero	22-063990-02	3/5/2023	4/4/2023	40	-	-	-	-	40
Efrain Cordero	22-063991-02	3/5/2023	4/4/2023	40	-	-	-	-	40
Efrain Cordero	23-000593-01	3/5/2023	4/4/2023	40	-	-	-	-	40
Efrain Cordero	23-007693-01	3/5/2023	4/4/2023	40	-	-	-	-	40
Elite Team Reedley LLC	23-005071-01	3/8/2023	4/7/2023	75	-	-	-	-	75
Elite Team Reedley LLC	23-005072-01	3/8/2023	4/7/2023	75	-	-	-	-	75
Enlightened Minds LLC	23-012400-01	3/7/2023	4/6/2023	130	-	-	-	-	130

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
Enlightened Minds LLC	23-013660-01	3/7/2023	4/6/2023	130	-	-	-	-	130
Generation Genius, Inc	GG175223	3/15/2023	4/14/2023	175	-	-	-	-	175
Good Dirt Pottery Studio	23-012614-01	3/6/2023	4/5/2023	179	-	-	-	-	179
Good Dirt Pottery Studio	23-012615-01	3/6/2023	4/5/2023	179	-	-	-	-	179
Good Dirt Pottery Studio	23-012616-01	3/6/2023	4/5/2023	179	-	-	-	-	179
Gracie Jiu-Jitsu Clovis	23-009351-01	3/9/2023	4/8/2023	120	-	-	-	-	120
Gracie Jiu-Jitsu Clovis	23-009352-01	3/9/2023	4/8/2023	120	-	-	-	-	120
Gracie Jiu-Jitsu Clovis	23-011409-01	3/9/2023	4/8/2023	120	-	-	-	-	120
Guido's Martial Arts Academy	23-003746-02	3/9/2023	4/8/2023	229	-	-	-	-	229
Guido's Martial Arts Academy	23-010191-01	3/8/2023	4/7/2023	148	-	-	-	-	148
Guido's Martial Arts Academy	23-010194-01	3/8/2023	4/7/2023	148	-	-	-	-	148
Guido's Martial Arts Academy	23-010660-01	3/8/2023	4/7/2023	136	-	-	-	-	136
Guido's Martial Arts Academy	23-010662-01	3/8/2023	4/7/2023	136	-	-	-	-	136
Guido's Martial Arts Academy	23-010663-01	3/8/2023	4/7/2023	136	-	-	-	-	136
High Voltage Sporthorses LLC	23-005781-01	3/12/2023	4/11/2023	195	-	-	-	-	195
Home Science Tools	000496948	3/17/2023	4/16/2023	36	-	-	-	-	36
Institute for Excellence in Writing	995657	3/17/2023	4/17/2023	325	-	-	-	-	325
Institute for Excellence in Writing	995672	3/17/2023	4/14/2023	44	-	-	-	-	44
Janet Williams Group LLC	23-011714-01	3/15/2023	4/14/2023	319	-	-	-	-	319
Jessica Knutson	23-008508-01	3/5/2023	4/4/2023	125	-	-	-	-	125
Jessica Knutson	23-013450-01	3/5/2023	4/4/2023	150	-	-	-	-	150
Joanie Hathaway	23-006180-01	3/15/2023	4/14/2023	440	-	-	-	-	440
Joanie Hathaway	23-014146-01	3/15/2023	4/14/2023	330	-	-	-	-	330
Joanie Hathaway	23-014147-01	3/15/2023	4/14/2023	330	-	-	-	-	330
Katie Verrue	23-008689-02	3/19/2023	4/18/2023	150	-	-	-	-	150
Katie Verrue	23-008839-01	3/19/2023	4/18/2023	40	-	-	-	-	40
Katie Verrue	23-008841-01	3/19/2023	4/18/2023	40	-	-	-	-	40
Katie Verrue	23-008842-01	3/19/2023	4/18/2023	40	-	-	-	-	40
Katie Verrue	23-010277-01	3/19/2023	4/18/2023	40	-	-	-	-	40
Katie Verrue	23-010278-01	3/19/2023	4/18/2023	40	-	-	-	-	40
Kids Edition	23-003414-02	3/12/2023	4/11/2023	70	-	-	-	-	70
Kids Edition	23-003503-02	3/12/2023	4/11/2023	70	-	-	-	-	70
Kids Edition	23-011539-01	3/12/2023	4/11/2023	75	-	-	-	-	75
KiwiCo, Inc	860	2/28/2023	4/14/2023	1,678	-	-	-	-	1,678
Lakeshore	521003031423	3/14/2023	4/13/2023	183	-	-	-	-	183
Laurel Hudson	23-013560-01	3/20/2023	4/19/2023	35	-	-	-	-	35

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
Laurel Hudson	23-013885-01	3/20/2023	4/19/2023	35	-	-	-	-	35
Laurel Hudson	23-013886-01	3/20/2023	4/19/2023	35	-	-	-	-	35
Learning Without Tears	INV169239	3/9/2023	4/8/2023	66	-	-	-	-	66
Lighthouse Therapy LLC	027	2/22/2023	4/8/2023	10,585	-	-	-	-	10,585
Lighthouse Therapy LLC	048	3/2/2023	4/16/2023	9,582	-	-	-	-	9,582
Maria Lazo	23-012150-01	3/7/2023	4/6/2023	260	-	-	-	-	260
Math-U-See Inc.	0610955-IN	3/17/2023	5/16/2023	67	-	-	-	-	67
Math-U-See Inc.	0610958-IN	3/17/2023	5/16/2023	67	-	-	-	-	67
Math-U-See Inc.	0813493-IN	2/20/2023	4/21/2023	67	-	-	-	-	67
Math-U-See Inc.	0813494-IN	2/20/2023	4/21/2023	82	-	-	-	-	82
Mathnasium of North Fresno	23-002856-02	3/7/2023	4/6/2023	171	-	-	-	-	171
Mathnasium of North Fresno	23-013268-01	3/7/2023	4/6/2023	329	-	-	-	-	329
Mathnasium of North Fresno	23-013269-01	3/7/2023	4/6/2023	329	-	-	-	-	329
Michele Lafferre	23-013687-01	3/8/2023	4/7/2023	175	-	-	-	-	175
Molly C. Oliver	23-011715-01	3/6/2023	4/5/2023	180	-	-	-	-	180
Molly C. Oliver	23-011726-01	3/6/2023	4/5/2023	180	-	-	-	-	180
Moving Beyond the Page	277405	3/6/2023	4/5/2023	938	-	-	-	-	938
Outschool, Inc.	12345712898	3/6/2023	4/5/2023	120	-	-	-	-	120
Outschool, Inc.	12345713276	3/13/2023	4/12/2023	120	-	-	-	-	120
Outschool, Inc.	12345713664	3/20/2023	4/19/2023	198	-	-	-	-	198
Outschool, Inc.	12345713665	3/20/2023	4/19/2023	112	-	-	-	-	112
Outschool, Inc.	12345713666	3/20/2023	4/19/2023	70	-	-	-	-	70
Outschool, Inc.	CM291	3/15/2023	4/14/2023	(15)	-	-	-	-	(15)
Peace Hill Press, Inc. dba Well Trained Mind Pres:	56204	3/15/2023	4/14/2023	194	-	-	-	-	194
Playground Training Academy, LLC	23-001115-02	3/6/2023	4/5/2023	110	-	-	-	-	110
Playground Training Academy, LLC	23-007805-01	3/6/2023	4/5/2023	85	-	-	-	-	85
Playground Training Academy, LLC	23-008836-01	3/6/2023	4/5/2023	77	-	-	-	-	77
Playground Training Academy, LLC	23-008837-01	3/6/2023	4/5/2023	77	-	-	-	-	77
Playground Training Academy, LLC	23-008857-01	3/6/2023	4/5/2023	77	-	-	-	-	77
Playground Training Academy, LLC	23-010794-01	3/6/2023	4/5/2023	110	-	-	-	-	110
Playground Training Academy, LLC	23-011076-01	3/6/2023	4/5/2023	85	-	-	-	-	85
Playground Training Academy, LLC	23-011589-01	3/6/2023	4/5/2023	77	-	-	-	-	77
Playground Training Academy, LLC	23-011591-01	3/6/2023	4/5/2023	77	-	-	-	-	77
Playground Training Academy, LLC	23-012151-01	3/6/2023	4/5/2023	85	-	-	-	-	85
Playground Training Academy, LLC	23-012996-01	3/6/2023	4/5/2023	110	-	-	-	-	110
PRN Nursing Consultants LLC	230290	3/12/2023	4/11/2023	235	-	-	-	-	235

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
PRN Nursing Consultants LLC	230326	3/12/2023	4/11/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	230332	3/12/2023	4/11/2023	141	-	-	-	-	141
PRN Nursing Consultants LLC	230435	3/12/2023	4/11/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	230436	3/12/2023	4/11/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	230437	3/12/2023	4/11/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	230467	3/12/2023	4/11/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	230473	3/12/2023	4/11/2023	235	-	-	-	-	235
PRN Nursing Consultants LLC	230479	3/12/2023	4/11/2023	47	-	-	-	-	47
PRN Nursing Consultants LLC	230483	3/12/2023	4/11/2023	235	-	-	-	-	235
Rainbow Resource Center	3950199	3/14/2023	4/13/2023	99	-	-	-	-	99
Rainbow Resource Center	3963040	3/14/2023	4/13/2023	64	-	-	-	-	64
Rainbow Resource Center	3999447	3/6/2023	4/5/2023	40	-	-	-	-	40
Rainbow Resource Center	4001726	3/8/2023	4/7/2023	123	-	-	-	-	123
Rainbow Resource Center	4006173	3/15/2023	4/14/2023	167	-	-	-	-	167
Rainbow Resource Center	4006266	3/15/2023	4/14/2023	339	-	-	-	-	339
Rainbow Resource Center	4006275	3/15/2023	4/14/2023	248	-	-	-	-	248
Rainbow Resource Center	4007364	3/16/2023	4/15/2023	124	-	-	-	-	124
Rainbow Resource Center	4008195	3/16/2023	4/15/2023	244	-	-	-	-	244
Rainbow Resource Center	4008196	3/16/2023	4/15/2023	179	-	-	-	-	179
Rainbow Resource Center	4008590	3/17/2023	4/16/2023	38	-	-	-	-	38
Rainbow Resource Center	4008641	3/17/2023	4/16/2023	185	-	-	-	-	185
Reliant Investments, Inc	22-058988-02	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-060364-02	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-063059-02	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-063060-02	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-064986-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-065169-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-065415-01	3/6/2023	4/5/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-065853-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-065857-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-065922-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-066311-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-066540-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-067262-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-067264-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-067267-01	3/6/2023	4/5/2023	325	-	-	-	-	325

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
Reliant Investments, Inc	22-067272-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-067274-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-067284-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-067426-01	3/6/2023	4/5/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-067427-01	3/6/2023	4/5/2023	190	-	-	-	-	190
Reliant Investments, Inc	22-067560-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-067562-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-067563-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-067820-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-067820-02	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-067821-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-067821-02	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-067851-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-068045-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-068049-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-068133-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-068135-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-068800-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-068801-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-068898-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-068898-02	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-068899-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-068899-02	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	22-069260-01	3/6/2023	4/5/2023	190	-	-	-	-	190
Reliant Investments, Inc	23-000207-01	3/6/2023	4/5/2023	190	-	-	-	-	190
Reliant Investments, Inc	23-001202-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-001202-02	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-002478-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-002480-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-002524-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-002766-01	3/6/2023	4/5/2023	190	-	-	-	-	190
Reliant Investments, Inc	23-002900-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-003137-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-003451-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-006250-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-006351-01	3/6/2023	4/5/2023	325	-	-	-	-	325

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
Reliant Investments, Inc	23-006617-01	3/6/2023	4/5/2023	190	-	-	-	-	190
Reliant Investments, Inc	23-006715-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-006769-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-006770-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-006772-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-007141-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-007159-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-007160-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-007161-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-007481-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-007482-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-007618-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-007619-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-007622-01	3/6/2023	4/5/2023	190	-	-	-	-	190
Reliant Investments, Inc	23-007842-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-007843-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-007937-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Reliant Investments, Inc	23-009283-01	3/6/2023	4/5/2023	325	-	-	-	-	325
Rob's Music Lessons	2537	3/5/2023	4/4/2023	120	-	-	-	-	120
Rob's Music Lessons	2541	3/5/2023	4/4/2023	120	-	-	-	-	120
Rob's Music Lessons	2546	3/6/2023	4/5/2023	120	-	-	-	-	120
Robert Dale Rubio	23-007013-01	3/13/2023	4/12/2023	35	-	-	-	-	35
Sarah Siliznoff	23-009517-01	3/12/2023	4/11/2023	150	-	-	-	-	150
Sarah Siliznoff	23-009518-01	3/12/2023	4/11/2023	150	-	-	-	-	150
Sarah Siliznoff	23-009657-01	3/12/2023	4/11/2023	75	-	-	-	-	75
Sarah Siliznoff	23-009659-01	3/12/2023	4/11/2023	75	-	-	-	-	75
Sarah Siliznoff	23-009696-01	3/12/2023	4/11/2023	113	-	-	-	-	113
Sarah Siliznoff	23-009703-01	3/12/2023	4/11/2023	113	-	-	-	-	113
Sarah Siliznoff	23-011074-01	3/12/2023	4/11/2023	38	-	-	-	-	38
Sarah Siliznoff	23-012237-01	3/12/2023	4/11/2023	38	-	-	-	-	38
Sarah Siliznoff	23-012398-01	3/12/2023	4/11/2023	188	-	-	-	-	188
Sarah Siliznoff	23-012399-01	3/12/2023	4/11/2023	188	-	-	-	-	188
Sarah Siliznoff	23-013367-01	3/12/2023	4/11/2023	38	-	-	-	-	38
School Pathways, LLC	140-INV4574	3/15/2023	4/14/2023	546	-	-	-	-	546
Shirley Winters Ballet	23-002441-02	3/6/2023	4/5/2023	64	-	-	-	-	64
Shirley Winters Ballet	23-008114-02	3/6/2023	4/5/2023	114	-	-	-	-	114

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
Shirley Winters Ballet	23-012055-01	3/6/2023	4/5/2023	64	-	-	-	-	64
Shirley Winters Ballet	23-012059-01	3/6/2023	4/5/2023	64	-	-	-	-	64
Shirley Winters Ballet	23-013139-01	3/6/2023	4/5/2023	135	-	-	-	-	135
Singapore Math, Inc.	S262673	3/7/2023	4/6/2023	56	-	-	-	-	56
Singapore Math, Inc.	S262899	3/8/2023	4/7/2023	85	-	-	-	-	85
Sonrisas Foreign Language LLC	8691	3/15/2023	4/14/2023	30	-	-	-	-	30
SpiritHorse Connections	23-013881-01	3/16/2023	4/15/2023	305	-	-	-	-	305
SpiritHorse Connections	23-015885-01	3/20/2023	4/19/2023	295	-	-	-	-	295
SpiritHorse Connections	23-015886-01	3/20/2023	4/19/2023	295	-	-	-	-	295
Steinway Piano Gallery Of Fresno	23-013487-01	3/8/2023	4/7/2023	280	-	-	-	-	280
Steinway Piano Gallery Of Fresno	23-013489-01	3/8/2023	4/7/2023	280	-	-	-	-	280
Susan Mason	23-010262-02	3/17/2023	4/16/2023	120	-	-	-	-	120
Susan Mason	23-010264-02	3/17/2023	4/16/2023	120	-	-	-	-	120
Teacher Synergy, LLC	225615060	3/20/2023	4/10/2023	6	-	-	-	-	6
Teacher Synergy, LLC	225615349	3/20/2023	4/10/2023	32	-	-	-	-	32
Teacher Synergy, LLC	225615738	3/20/2023	4/10/2023	15	-	-	-	-	15
Teacher Synergy, LLC	225615948	3/20/2023	4/10/2023	21	-	-	-	-	21
Teresa Juarez	23-012098-03	3/8/2023	4/7/2023	30	-	-	-	-	30
The Bakersfield Sound Co.	23-000344-01	3/7/2023	4/6/2023	120	-	-	-	-	120
The Bakersfield Sound Co.	23-000706-01	3/7/2023	4/6/2023	90	-	-	-	-	90
The Bakersfield Sound Co.	23-002762-01	3/7/2023	4/6/2023	120	-	-	-	-	120
The Bakersfield Sound Co.	23-007919-01	3/7/2023	4/6/2023	120	-	-	-	-	120
The Bakersfield Sound Co.	23-008322-01	3/7/2023	4/6/2023	60	-	-	-	-	60
The Dance Company	23-001678-02	3/7/2023	4/6/2023	62	-	-	-	-	62
The Dance Company	23-001682-02	3/7/2023	4/6/2023	62	-	-	-	-	62
The Dance Company	23-001865-01	3/7/2023	4/6/2023	62	-	-	-	-	62
The Dance Company	23-002464-02	3/7/2023	4/6/2023	62	-	-	-	-	62
The Dance Company	23-002465-02	3/7/2023	4/6/2023	62	-	-	-	-	62
The Dance Company	23-007203-02	3/7/2023	4/6/2023	62	-	-	-	-	62
The Dance Company	23-008509-02	3/7/2023	4/6/2023	62	-	-	-	-	62
The Dance Company	23-008511-01	3/7/2023	4/6/2023	174	-	-	-	-	174
The Dance Company	23-009461-01	3/7/2023	4/6/2023	62	-	-	-	-	62
The Dance Company	23-009464-01	3/7/2023	4/6/2023	62	-	-	-	-	62
The Dance Company	23-010311-01	3/7/2023	4/6/2023	174	-	-	-	-	174
The Dance Company	23-010316-01	3/7/2023	4/6/2023	174	-	-	-	-	174
The Dance Company	23-010942-01	3/7/2023	4/6/2023	62	-	-	-	-	62

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
The Dance Studio 2	23-007943-01	3/6/2023	4/5/2023	64	-	-	-	-	64
The Dancers Edge LLC	23-001835-02	3/15/2023	4/14/2023	55	-	-	-	-	55
The Dancers Edge LLC	23-001836-02	3/15/2023	4/14/2023	55	-	-	-	-	55
The Dancers Edge LLC	23-001837-02	3/15/2023	4/14/2023	55	-	-	-	-	55
The Dancers Edge LLC	23-004801-01	3/15/2023	4/14/2023	55	-	-	-	-	55
The Dancers Edge LLC	23-004801-02	3/15/2023	4/14/2023	55	-	-	-	-	55
The Dancers Edge LLC	23-004801-03	3/15/2023	4/14/2023	55	-	-	-	-	55
The Talk Team	117598	3/6/2023	4/5/2023	375	-	-	-	-	375
The Talk Team	117599	3/6/2023	4/5/2023	500	-	-	-	-	500
The Talk Team	117600	3/6/2023	4/5/2023	125	-	-	-	-	125
The Talk Team	117601	3/6/2023	4/5/2023	469	-	-	-	-	469
The Talk Team	117602	3/6/2023	4/5/2023	250	-	-	-	-	250
The Talk Team	117603	3/6/2023	4/5/2023	300	-	-	-	-	300
The Talk Team	117604	3/6/2023	4/5/2023	485	-	-	-	-	485
The Talk Team	117605	3/6/2023	4/5/2023	375	-	-	-	-	375
The Talk Team	117606	3/6/2023	4/5/2023	435	-	-	-	-	435
The Talk Team	117607	3/6/2023	4/5/2023	145	-	-	-	-	145
The Talk Team	117608	3/6/2023	4/5/2023	500	-	-	-	-	500
The Talk Team	117609	3/6/2023	4/5/2023	435	-	-	-	-	435
The Talk Team	117610	3/6/2023	4/5/2023	250	-	-	-	-	250
The Talk Team	117611	3/6/2023	4/5/2023	300	-	-	-	-	300
Thimble Sewciety	23-012056-01	3/11/2023	4/10/2023	70	-	-	-	-	70
Thimble Sewciety	23-012058-01	3/11/2023	4/10/2023	70	-	-	-	-	70
Traffic Depot, Inc	23-007268-01	3/16/2023	4/15/2023	390	-	-	-	-	390
Traffic Depot, Inc	23-008852-01	3/16/2023	4/15/2023	390	-	-	-	-	390
Traffic Depot, Inc	23-012743-01	3/16/2023	4/15/2023	335	-	-	-	-	335
Unity Farms, Inc.	23-010473-01	3/11/2023	4/10/2023	360	-	-	-	-	360
Wild Hearts Adventure Co LLC	23-005503-01	3/11/2023	4/10/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	23-007983-01	3/6/2023	4/5/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-007987-01	3/11/2023	4/10/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-009155-01	3/11/2023	4/10/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-009156-01	3/7/2023	4/6/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-009489-01	3/11/2023	4/10/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-009490-01	3/11/2023	4/10/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-010212-01	3/6/2023	4/5/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-010213-01	3/6/2023	4/5/2023	300	-	-	-	-	300

Monarch River Academy

Accounts Payable Aging

For the period ended March 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	23-010214-01	3/6/2023	4/5/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-010558-01	3/6/2023	4/5/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-010669-01	3/11/2023	4/10/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-011009-01	3/6/2023	4/5/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	23-011399-01	3/7/2023	4/6/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-011646-01	3/11/2023	4/10/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-012145-01	3/11/2023	4/10/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	23-012153-01	3/11/2023	4/10/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	23-012173-01	3/7/2023	4/6/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-012312-01	3/7/2023	4/6/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	23-012338-01	3/11/2023	4/10/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	23-012339-01	3/7/2023	4/6/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	23-012409-01	3/7/2023	4/6/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-012410-01	3/7/2023	4/6/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-012476-01	3/18/2023	4/17/2023	50	-	-	-	-	50
Wild Hearts Adventure Co LLC	23-012477-01	3/11/2023	4/10/2023	15	-	-	-	-	15
Wild Hearts Adventure Co LLC	23-012553-01	3/18/2023	4/17/2023	50	-	-	-	-	50
Wild Hearts Adventure Co LLC	23-012555-01	3/11/2023	4/10/2023	15	-	-	-	-	15
Wild Hearts Adventure Co LLC	23-012777-01	3/6/2023	4/5/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	23-012869-01	3/11/2023	4/10/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-012873-01	3/11/2023	4/10/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-012880-01	3/11/2023	4/10/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-012893-01	3/11/2023	4/10/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-012894-01	3/7/2023	4/6/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-013000-01	3/7/2023	4/6/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-013001-01	3/11/2023	4/10/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-013021-01	3/7/2023	4/6/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	23-013023-01	3/7/2023	4/6/2023	175	-	-	-	-	175
Wild Hearts Adventure Co LLC	23-013032-01	3/7/2023	4/6/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-013033-01	3/7/2023	4/6/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-013694-01	3/11/2023	4/10/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-013695-01	3/11/2023	4/10/2023	300	-	-	-	-	300
Wild Hearts Adventure Co LLC	23-014071-01	3/11/2023	4/10/2023	15	-	-	-	-	15
Williamsburg Learning	3865	3/14/2023	4/13/2023	1,275	-	-	-	-	1,275
WM Music Lessons	23-012939-01	3/7/2023	4/6/2023	100	-	-	-	-	100
WM Music Lessons	23-012940-01	3/7/2023	4/6/2023	100	-	-	-	-	100

Monarch River Academy

Accounts Payable Aging

For the period ended March 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
Yosemite Valley Charter School	22-23SY-25	3/10/2023	4/10/2023	72	-	-	-	-	72
Yosemite Valley Charter School	HQT0123MRA	3/14/2023	3/14/2023	44,609	-	-	-	-	44,609
Yosemite Valley Charter School	HQT0223MRA	3/14/2023	3/14/2023	44,609	-	-	-	-	44,609
Yosemite Valley Charter School	SP0123MRA	3/14/2023	3/14/2023	20,009	-	-	-	-	20,009
Yosemite Valley Charter School	SP0223MRA	3/14/2023	3/14/2023	20,009	-	-	-	-	20,009
Yuliya Hess	23-011346-01	3/12/2023	4/11/2023	150	-	-	-	-	150
Yuliya Hess	23-011348-01	3/12/2023	4/11/2023	150	-	-	-	-	150
Yuliya Hess	23-011349-01	3/12/2023	4/11/2023	<u>150</u>	-	-	-	-	<u>150</u>
Total Outstanding Payables in March				<u>\$ 237,579</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 237,579</u>

Monarch River Academy

Divvy Register (Steph Johnson and Laurie Goodman)

For the period ended March 31, 2023

Vendor Name	Card Holder	Transaction Date	Transaction Amount
-------------	-------------	------------------	--------------------

Total Disbursements in March \$ -

Monarch River Academy

Divvy Register (Steph Johnson and Laurie Goodman)

For the Period Ending April 30, 2023

Vendor Name	Card Holder	Transaction Date	Transaction Amount
-------------	-------------	------------------	--------------------

Total Disbursements in April \$ -

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Apr-01	Audit Firm Selection - In accordance with Education Code (EC) Section 41020 (b) (3), if the governing board of a Local Educational Agency (LEA) does not have an audit contract in place by April 1, the County Superintendent of Schools, having jurisdiction over the LEA, shall provide for the audit and charge the LEA's fund for the cost incurred.	Client with Charter Impact support	Yes	No	https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=41020&lawCode=EDC
FINANCE	Apr-01	File a Form 700 - Statement of Economic Interests (SEI) : The requirement is part of the Political Reform Act enacted in 1974, which was passed by California voters to promote integrity in state and local government by helping agency decision makers avoid conflicts between their personal interests and official duties. Depending on your local authorizer's conflict of interest policies, certain charter school officers and employees may be required to file Statements of Economic Interest with a filing officer by the April 1 deadline.	Client	Yes	Yes	https://www.fppc.ca.gov/Form700.html
FINANCE	Apr-30	Federal Cash Management - Period 4 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
DATA	May-08	CALPADS End-of-Year 1, 2, 3 and 4 - The data submission window opens on May 8, 2023 and closes on July 28, 2023. End-of-Year data includes: Course completion, program eligibility/participation, homeless students, student discipline, cumulative enrollment, student absence, postsecondary, RFEP count, work-based learning indicator, CTE, postsecondary outcomes for Students with Disabilities and SpED.	Charter Impact with Client support	No	No	https://www.cde.ca.gov/ds/sp/cl/
FINANCE	May-08	Submit Charter Schools Annual Information Survey - The Charter Schools Annual Information Survey has 5 sections: location and school contact information, authorizing agency, site, curriculum and governance information, facilities, retirement and services information, and funding. The funding selection impacts how your school receives revenue payments. All charter schools must be either directly or locally funded. For example: LCFF apportionment funds for a locally funded charter school flow through its local chartering authority whereas funds for a direct funded charter school may flow directly to the county treasurer and then to the charter school. However, the funding type decision may impact the amount of other state and federal funds that a charter school receives, outside the LCFF. This decision may be reconsidered on an annual basis.	Charter Impact	No	No	https://www.cde.ca.gov/sp/ch/csinfosvy.asp
FINANCE	May-15	Extended Due Date - Form 990 - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The form should be reviewed and accepted by the Board prior to filing.	Client/Audit firm	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
DATA	May-31	English Language Proficient Assessment - For public school students in California, English language proficiency (ELP) falls within the scope of state and federal laws. It is required that local educational agencies (LEAs) administer a state test of ELP, which for California is the ELPAC. Furthermore, state and federal laws require the ELPAC in California to be aligned with the state's English language development (ELD) standards. All students with an English Learner status must take the summative assessment.	Client	No	No	https://www.elpac.org/
FINANCE	Due Date TBD	Consolidated Application (ConApp) reporting - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp

Cover Sheet

Superintendent & Deputy Director Divvy Expenses

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

BACKGROUND:

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

Cover Sheet

Classified Hourly Rate & Number of Work Days

Section:	II. Finance
Item:	C. Classified Hourly Rate & Number of Work Days
Purpose:	Discussion & Potential Action - Vote

BACKGROUND:

- The school is seeking a rate increase for Classified Staff and approval of two Classified Calendars.

RECOMMENDATION:

Consider the approval of the Classified Calendars and rate increase.

July 2023							2023-2024							January 2024						
S	M	T	W	T	F	S	School Calendar							S	M	T	W	T	F	S
						1								1	2	3	4	5	6	
2	3	4	5	6	7	8								7	8	9	10	11	12	13
9	10	11	12	13	14	15								14	15	16	17	18	19	20
16	17	18	19	20	21	22								21	22	23	24	25	26*	27
23	24	25	26	27	28	29								28	29	30	31			
30	31																			21
August 2023							February 2024							S	M	T	W	T	F	S
S	M	T	W	T	F	S	School Year Dates							S	M	T	W	T	F	S
						5	Aug 7 Teachers Back to Work													3
6	7	8	9	10	11	12	Aug 23 First Day of School							4	5	6	7	8	9	10
13	14	15	16	17	18	19	Jan 26 End of Semester 1							11	12	13	14	15	16	17
20	21	22	23	24	25	26	Feb 2 Report Cards Due							18	19	20	21	22	23	24
27	28	29	30	31			June 7 Last Day of School							25	26	27	28	29		19
September 2023							March 2024							S	M	T	W	T	F	S
S	M	T	W	T	F	S	Holidays													2
					1	2	Sep 4 Labor Day							3	4	5	6	7	8	9
3	4	5	6	7	8	9	Nov 10 Veteran's Day							10	11	12	13	14	15	16
10	11	12	13	14	15	16	Nov 17-24 Thanksgiving Break							17	18	19	20	21	22	23
17	18	19	20	21	22	23	Dec 18-Jan 2 Winter Break							24	25	26	27	28	29	30
24	25	26	27	28	29	30	Jan 15 Martin Luther King, Jr. Day							31						16
October 2023							Learning Period Dates							April 2024						
S	M	T	W	T	F	S	LP1 8/23-9/15 (17)							S	M	T	W	T	F	S
1	2	3	4	5	6	7	LP2 9/18-10/13 (20)													6
8	9	10	11	12	13	14	LP3 10/16-11/9 (18)							7	8	9	10	11	12	13
15	16	17	18	19	20	21	LP4 11/13 - 12/15 (19)							14	15	16	17	18	19	20
22	23	24	25	26	27	28	LP5 1/3 - 1/26 (17)							21	22	23	24	25	26	27
29	30	31				22	LP6 1/29 - 3/1 (22)							28	29	30				21
November 2023							LP7 3/4 - 4/12 (24)							May 2024						
S	M	T	W	T	F	S	LP8 4/16 - 5/10 (19)							S	M	T	W	T	F	S
				1	2	3	LP9 5/13 - 6/7 (19)													4
5	6	7	8	9	10	11	School Accountability							5	6	7	8	9	10	11
12	13	14	15	16	17	18	Testing Windows							12	13	14	15	16	17	18
19	20	21	22	23	24	25	Feb-Mar PFT Testing for 5, 7, 9							19	20	21	22	23	24	25
26	27	28	29	30		15	Mar-May SBAC Testing							26	27	28	29	30	31	22
December 2023							Fall, Winter, Spring STAR 360													22
S	M	T	W	T	F	S	Events - Dates TBD							June 2024						
					1	2	Community Opportunities							S	M	T	W	T	F	S
3	4	5	6	7	8	9	Field Trips													1
10	11	12	13	14	15	16	Every LP							2	3	4	5	6	7	8
17	18	19	20	21	22	23	Every LP							9	10	11	12	13	14	15
24	25	26	27	28	29	30	Every 20 school days							16	17	18	19	20	21	22
31						11	Student Conference							23	24	25	26	27	28	29
195 Teacher Work Days							175 Instructional days							30						20
175 Instructional Days							30 Holidays													230
30 Holidays							Unpaid 15 Days							Semester 1 = 91 days						
							Classified 230 work days							Semester 2 = 84 days						
							Holiday													
							Take any 5 days of your choosing for your vacation													
P1						Aug 23-Dec 15	74 school days													
P2						Aug 23-March 22	101 school days													
Annual						Aug 23-June 7	175 school days													

July 2023 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							January 2024 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26* 27 28 29 30 31 20 21						
August 2023 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 19							February 2024 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 19						
September 2023 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 20							March 2024 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 16 31						
October 2023 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 22							April 2024 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 21 21						
November 2023 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 15 16							May 2024 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 22 22						
December 2023 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 11 16							June 2024 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 1 2 3 4 5 10 13 195 216						
Events - Dates TBD Community Opportunities Field Trips 195 Teacher Work Days 175 Instructional Days 30 Holidays Unpaid 30 Days Classified 215 work days Holiday							School Accountability Every LP Attendance Logs Every LP Work Samples Every 20 school days Student Conference Testing Windows Feb-Mar PFT Testing for 5, 7, 9 Mar-May SBAC Testing Fall, Winter, Spring STAR 360 175 Instructional days 215 days worked Semester 1 = 91 days Semester 2 = 84 days						
P1 Aug 23-Dec 15 74 school days P2 Aug 23-March 22 101 school days Annual Aug 23-June 7 175 school days													

Classified Pay

- Restructuring of Classified Calendars
- Restructuring of pay distribution
- Hourly wage increase (approximately 9-10% for most classified staff) to match previous annual pay

Cover Sheet

Gifts, Grants, & Bequests/Donations Policy

Board Policy No. 3290

Section:	II. Finance
Item:	D. Gifts, Grants, & Bequests/Donations Policy
Purpose:	Discussion & Potential Action - Vote

BACKGROUND:

- The school would like to adopt a policy with guidelines on gifts, grants, and donations.

RECOMMENDATION:

Consider the approval of Board Policy No. 3290 regarding Gifts, Grants, & Bequests/Donations.



Monarch River Academy

Business & Non Instructional Operations | Revenue & Fees GIFTS, GRANTS, & BEQUESTS/DONATIONS

The purpose of the Monarch River Academy Governing Board (Board) approving the Gifts, Grants, & Bequests/Donations Policy is to establish a procedure for the acceptance of gifts, grants, and donations for Monarch River Academy (School).

The Board accepts its responsibility to provide from public funds sufficient supplies and equipment for an effective instruction program. It recognizes, however, that from time to time individuals and organizations in the community may wish to contribute additional funds, supplies, or equipment to enhance or extend the School's instructional program.

The Board may accept, at a public meeting, any gift, grant, or bequest of money, property, or service to the School from any individual, organization, foundation, or public or private agency that desires to support the School's educational program, including but not limited to, a gift of land with or without improvement or a gift of money or a gift of other personal property, except that the Superintendent or designee may accept on behalf of the Board any such gift less than \$2,500 in value.

The Board reserves the right to reject any gift, grant, or bequest which does not contribute toward the achievement of the goals of the School or the ownership of which would tend to deplete the resources of the School.

All gifts, grants, and bequests shall become School property subject only to those conditions or restrictions that are a part of a particular gift, grant, or bequest.

When any gift of money received by the School is not immediately used, it shall be placed in the county treasury in accordance with law.

Adopted: May 9, 2023

Cover Sheet

Public Hearing of the Local Control and Accountability Plan (LCAP) & Budget Overview for Parents (BOP)

Section:	III. Academic Excellence
Item:	A. Public Hearing of the Local Control and Accountability Plan (LCAP) & Budget Overview for Parents (BOP)
Purpose:	Public Hearing & Discussion

BACKGROUND:

- The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.
- Under the Local Control Funding Formula (LCFF), all LEAs including school districts, COEs, and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EC sections 52060(d), 52066(d), and 47605.
- A public hearing is required to gather input from stakeholders.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monarch River Academy

CDS Code: 54718110139477

School Year: 2023-24

LEA contact information:

Stephanie Johnson

Superintendent

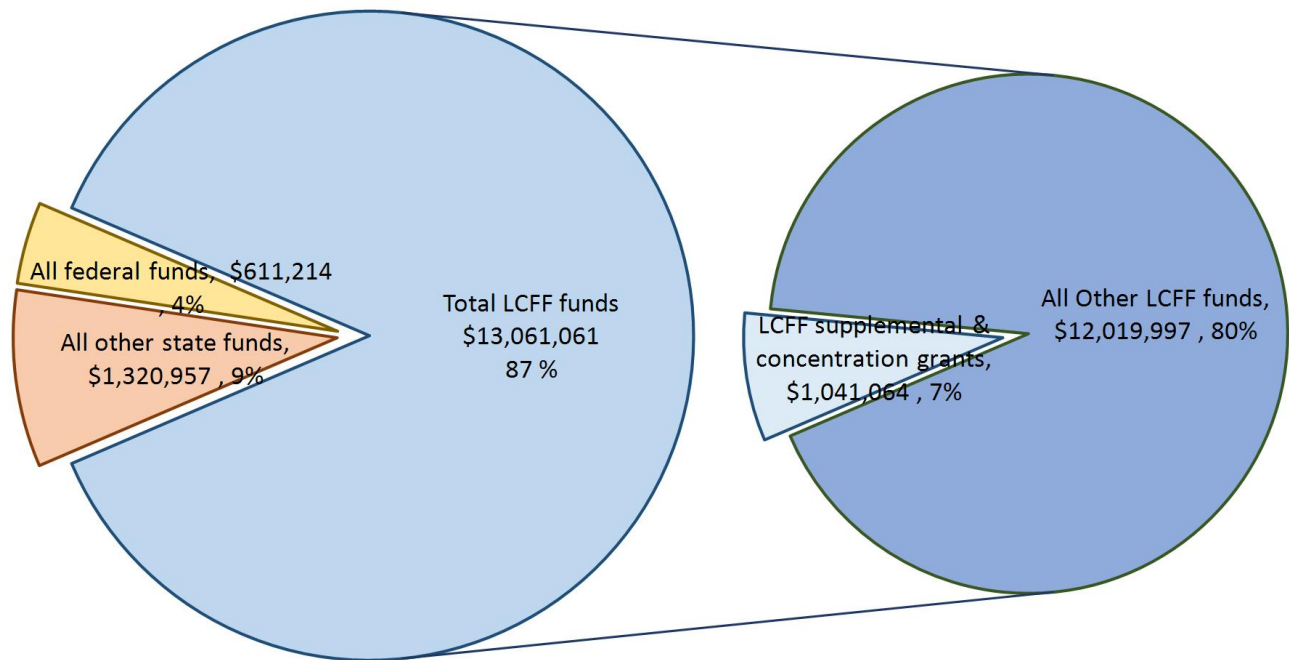
steph.johnson@centralvcs.org

(559) 258-0787

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source



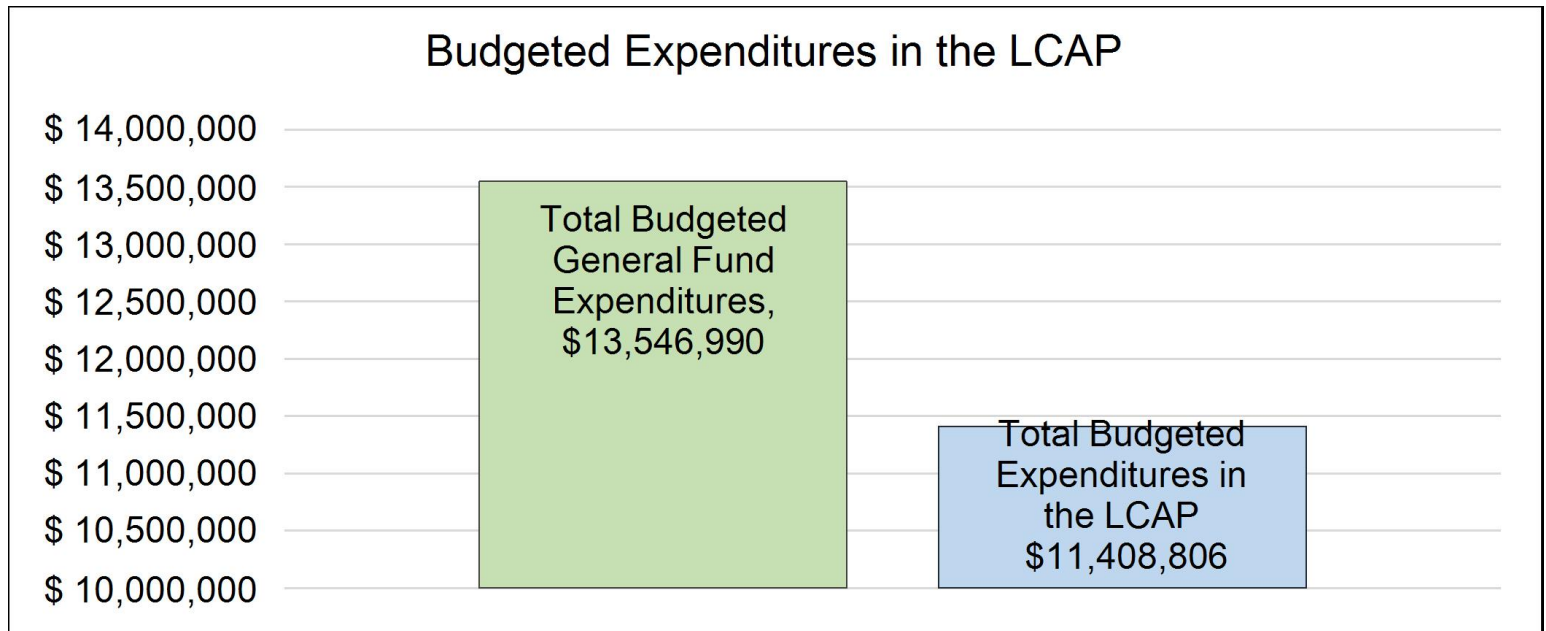
This chart shows the total general purpose revenue Monarch River Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monarch River Academy is \$14,993,232, of which \$13,061,061 is Local Control Funding Formula (LCFF), \$1,320,957 is other state funds, \$

local funds, and \$611214 is federal funds. Of the \$13061061 in LCFF Funds, \$1041064 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Monarch River Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Monarch River Academy plans to spend \$13,546,990 for the 2023-24 school year. Of that amount, \$11,408,806 is tied to actions/services in the LCAP and \$2,138,184 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

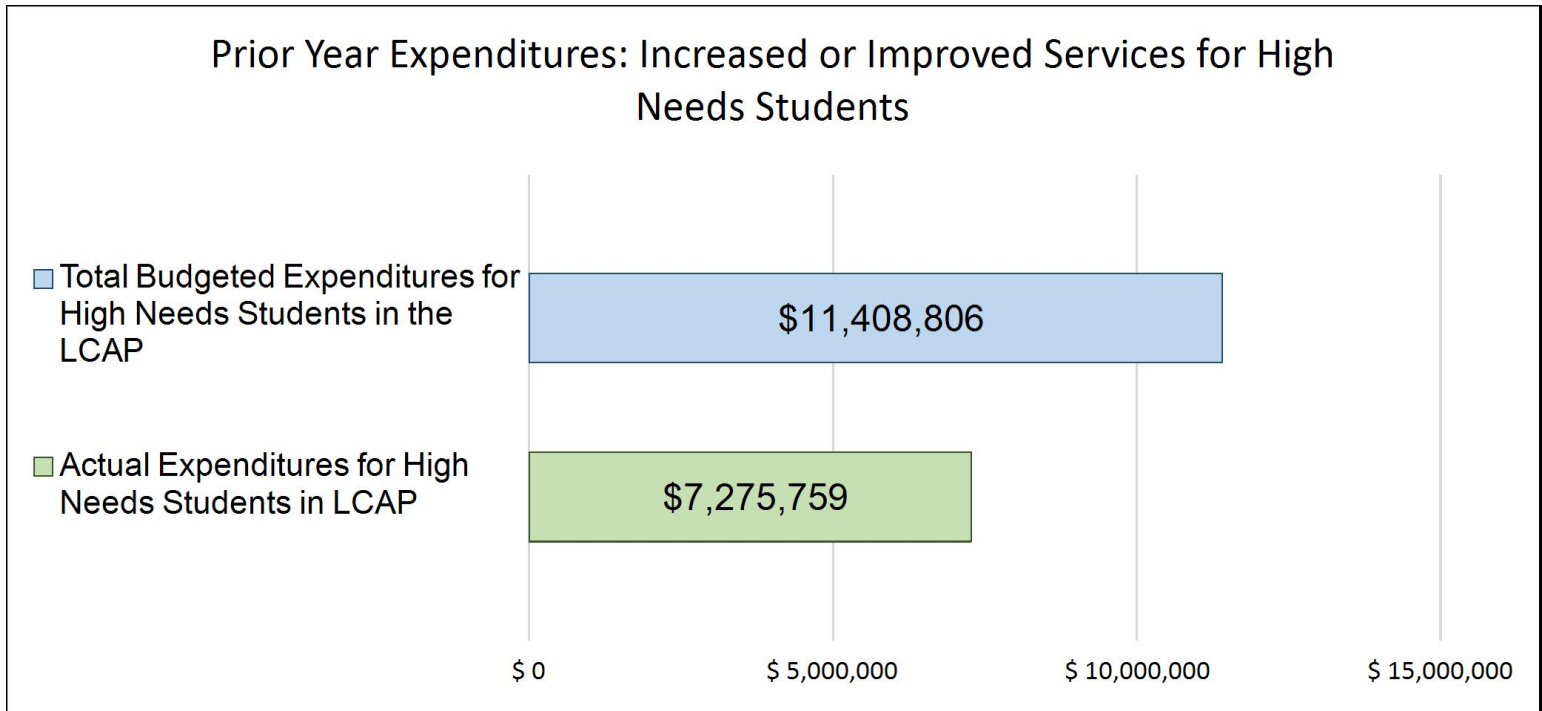
Operational expenses needed to operate the school

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Monarch River Academy is projecting it will receive \$1,041,064 based on the enrollment of foster youth, English learner, and low-income students. Monarch River Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Monarch River Academy plans to spend \$1,105,175 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Monarch River Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Monarch River Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Monarch River Academy's LCAP budgeted \$11408806 for planned actions to increase or improve services for high needs students. Monarch River Academy actually spent \$7275759 for actions to increase or improve services for high needs students in 2022-23.

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monarch River Academy	Stephanie Johnson Superintendent	steph.johnson@centralvcs.org (559) 258-0787

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Monarch River Academy (MRA) is a tuition-free public charter school offering a flexible personalized learning experience to students in grades TK through 12. We are a non-classroom-based independent study/work charter school empowering families to tailor a program designed around the specific needs of each student throughout Tulare, Kings, Fresno, Kern, & Inyo Counties. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success. MRA serves approximately 1,202 students, grades TK-12, and employs approximately 115 staff members. Our student demographics indicate that 34.4% are of Hispanic descent, 62.5% are Caucasian, 4.6% are Black or African American, 2.4% are Asian, 1.4% are American Indian or Alaska Native, and .8% are Native Hawaiian or Other Pacific Islander. In MRA, .7% of our student population are English Learners and 41.9% of our students come from socioeconomically disadvantaged backgrounds.

MRA is unique and provides students with a standards-based public education in an independent-study homeschool environment. We offer multiple educational programs and facilitate the individualization of each child's learning experience alongside our parents and families. Under the direct supervision of a credentialed teacher and through multiple program offerings, students can complete their standard-aligned educational program in a setting that best meets their needs. As a non-classroom-based charter, we are proud to offer our standard-aligned educational program completely online, as part of a blended model of online coursework with some direct instruction, and/or offline through state-adopted textbook options. Students are also encouraged to participate in project-based or career technical education courses, and/or a multitude of enrichment opportunities to help round out their educational experience. We also partner with local organizations and colleges, to ensure college and career readiness.

In March of 2020, MRA halted all in-person services and activities in response to the COVID-19 pandemic. Throughout the rest of the school year, we provided staff, students, parents, and Educational Partners with ongoing updates and guidance for state and local agencies. During the months of June and July, the leadership team worked with all Educational Partners to plan and prepare for a safe and successful August reopening that considered the challenges related to Covid-19 restrictions. MRA remained deeply committed to making sure that all students

made academic progress and continued toward college and career readiness. Each of our students was significantly impacted, like other schools, by the initial closure of the in-person school activities and the swift move to distance learning. MRA continues to provide a full educational program as a non-classroom-based charter school. As with all schools, MRA has noted the effects of learning loss due to the pandemic.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on the state and local indicators measured by the California Dashboard, a review of our annual self-assessment tools, and a review of Education Partner input, Monarch River Academy has identified the following successes:

California School Dashboard and Local Data

Note: Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard). However, state law required that reliable and valid data that would have been included in the 2020 Dashboard be reported. Monarch River Academy was in its first year as a school during the 2019-20 school year. Because the 2020 Dashboard was suspended, Monarch River does not have Dashboard indicators to report.

Local data shows the following:

1. In 2022 MRA's graduation rate was 84.2%, 3.2% lower than the state.
2. In 2022, MRA's Chronic Absenteeism rate was 2% an increase of 1%. MRA's overall Chronic Absenteeism is 29% lower than the state's rate.
3. In 2022, MRA did not suspend a single student resulting in good standing with a "very low" status on the CA School Dashboard.

Annual Self-Assessment

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

1. 98% of parents/guardians feel satisfied with the school's progress in building relationships with families.
2. 98% of parents/guardians feel that their child and family have access to professionals and resources to support social-emotional learning and other emotional health needs.
3. 98% of parents/guardians feel the MRA provides a quality education that focuses on the academic success of each child.
4. 100% of parents/guardians feel that MRA offers support that promotes learning at high levels.
5. 98% of parents/guardians feel that MRA provides a variety of activities as well as vendor and enrichment opportunities in which students can participate.
6. 100% of parents/guardians feel that MRA welcomes parental participation at all levels.

7. 100% of parents/guardians feel that MRA treats all students with respect.
8. 98% of parents/guardians feel that MRA keeps them well informed about school activities.
9. 100% of parents/guardians feel that MRA has teachers that go out of their way to help students.
10. 100% of parents/guardians feel that MRA has adults that really care about students.
11. 100% of parents/guardians feel that MRA effectively communicates in regard to their student's academic progress.

Education Partner Input

Meetings were held to ensure that all Education Partners had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Zoom where Education Partners could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that Education Partners feel our greatest areas of strength include:

1. Parents are generally happy with the guidance and support of their Independent Study Teacher (IST), especially with their quick and clear communication, knowledge, and organization.
2. All educational partners, including parents and students, were satisfied with the wide variety of enrichment options offered to students.
3. MRA established a comprehensive Multi-Tiered System of Support (MTSS) program. The Multi-Tiered System of Support (MTSS) & 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.
4. Educational partners were excited about the expansion of Adventure/Park Academic Days which allow for in-person opportunities that include parent education, STEM learning/activities, and community engagement.
5. Educational partners were satisfied with increased efforts to provide a quality virtual learning environment in their online classes. Students noted increased support, connection with their teachers, and close monitoring for success.

MRA will continue to strive towards excellence. In order to maintain and build on the successes above, MRA will:

1. Continue to recruit, train, and retain highly qualified teachers to support students and families with the implementation of a standards-aligned educational plan.
2. Continue to provide a wide array of enrichment opportunities to students through partnerships with approved vendors, local organizations, and colleges.
3. Continue and improve a comprehensive Multi-Tiered System of Support (MTSS) Program, which will include an expansion from a 2 Tier model to a 5 Tier model of intervention and supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency.
4. Continue to provide rigorous college and career readiness offerings including alignment with the new College and Career index. Offering for students will include Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services.
5. Continue providing increased staff support in the area of high school progress monitoring and academic success.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of performance on the state and local indicators, locally collected diagnostic data, a review of our annual self-assessment tools, and a review of Education Partner input, Monarch River Academy has identified the following needs:

California School Dashboard and Locally Collected Assessment Data:

Monarch River Academy's CAASPP scores resulted in 47.9% of students meeting or exceeding the standard for ELA and 29.06% for Math.

Locally collected assessment data shows that MRA's rate of performance for both English Language Arts and Mathematics remains an area of need. During the 2021-22 school year, MRA assessed all students in grades TK-12 with the STAR 360 benchmark assessment.

According to the Fall administration where 97% of students participated in the Reading diagnostic, 35% of students were at or above benchmark according to grade level criterion. Out of the 81% of students who were assessed in the Winter, 43% of students were at or above benchmark.

According to the Fall administration where 97% of students participated in the Mathematics diagnostic, 21% of students were at or above benchmark. For the Winter Math 360 assessment 83% tested, and 79% of students were at or above benchmark.

Out of the 100% of students who were assessed in the Winter, 74% of students were at or above benchmark.

MRA will take the following steps: to improve the academic achievement of students:

1. Implement a comprehensive Multi-Tiered System of Support (MTSS) Program, including Tier 2, Tier 3, Tier 3, Tier 4, and Tier 5 intervention and SEL supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency and emotional well-being.
2. Provide school-wide professional development for staff and learning coaches to ensure that evidence-based practices are being used in daily instruction.
3. Continue to provide additional staff members to support the academic achievement of struggling students; including intervention teachers, curriculum and instruction experts in ELA and Math, instructional paraprofessionals, and paraprofessionals to support students with special needs as well as increase the virtual academy courses for all students including Title 1 students.
4. Implement a robust Parent Education program designed to engage parents as partners in the academic and social-emotional development and progress of their students through modeling and support in our enrichment academies which will be school-wide.

Annual Self-Assessment and Education Partner Input

Through annual surveys that were administered to staff, students in grades TK-12, and parents, as well as through Education Partner meetings, MRA has identified the following areas of need:

1. Continue to recruit highly qualified teachers to support learning coaches and students through a standards-aligned educational plan for achievement.
2. Increase direct instruction course offerings taught by a credentialed teacher in order to increase academic achievement in English-language Arts and Mathematics in grades TK-12.
3. Increase parent communication through multiple methods, including the school website as well as in-person events with our partnership with our authorizing districts.
4. Increase college and career readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, A-G enrollment and completion as well as transition services.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP was written after consulting members from each Educational Partner group across the school. The four goals outlined below will allow MRA to continue our focus and efforts in supporting all students, especially those who are foster or homeless youth, English Learners, and low-income students, which represent 48% of our total population.

These four goals also address the eight state priorities, which are:

- 1) Student Achievement
- 2) Student Engagement
- 3) Student Outcomes
- 4) School Climate
- 5) Parent Involvement
- 6) Basic Services
- 7) Implementation of Common Core State Standards
- 8) Course Access.

The MRA LCAP broad goals are as follows:

Goal 1: Monarch River Academy will provide a high-quality educational program that promotes the academic achievement of all students.

Goal 2: Monarch River Academy will operate with strong parent and community involvement, including effective communication and opportunities for parent education.

Goal 3: Monarch River Academy will maintain a safe and positive school climate where all students are actively engaged in learning.

Goal 4: Monarch River Academy will guide and prepare all students for college and career readiness.

Impact of the COVID-19 Pandemic:

In March of 2020, MRA joined with school districts throughout the United States, making the difficult decision to halt in-person activities and meetings to spread of COVID-19. Throughout this time, MRA has remained committed to serving our students through a robust independent-study homeschool learning program that included services for Students with Disabilities and English Learners, and through continued social-emotional health services. School closure impacted MRA in several key areas contained in the 2021-24 LCAP, including, a need for a strong Tier 2 intervention program for students who are struggling or who have experienced learning loss and increased progress monitoring and support for students which has now grown to a 5 Tier intervention program to provide more educational and emotional support.

While we do not anticipate the severe restrictions placed on public schools to be in place long-term, the pandemic and its effect on students and families, and public education systems understandably affected data trends that we had previously identified. As a result, the reader will note that some of our metrics contain baseline data from both 19-20 and 20-21. In these cases, a determination was made that data collected from both years presents a more accurate picture of where we are and where we need to be headed to meet the growing needs of our students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Monarch River Academy (MRA) believes that Educational Partner input is a key component in the creation of its educational programs and services. To gain input and consultation regarding goals, actions, and expenditures in the LCAP, MRA consulted parents, pupils, school personnel, teachers, administrators, the Parent Advocacy Committee (PAC), District English Learner Advisory Committee (DELAC), the SELPA administrator, and the community in the creation of the plan.

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

Virtual meetings were conducted using Zoom on the following dates:

School Site Council Meeting: 08/18/22, 11/14/22, 03/06/23, 05/08/23

Parent and Community Meeting: 08/18/22, 11/14/22, 03/06/23

Staff Meeting: 08/03/22, 08/10/22, 10/21/22, 11/01/22, 11/16/22, 11/28/22, 12/16/22, 01/09/23, 01/25/23, 02/02/23, 02/07/23, 03/06/23, 03/20/23

Meeting with Student representatives: 08/18/22, 11/14/22, 03/06/23, 05/08/23

Parent Advocacy Committee Meeting: 09/28/22, 11/30/22, 01/25/23, 05/24/23

ELAC/DELAC Meetings: 08/18/22, 11/14/22, 03/06/23, 05/08/23

Board Meetings: 08/23/22, 09/13/22, 10/18/22, 12/13/22, 01/24/23, 02/28/23, 05/23/23, 06/20/23

School leadership including MRA Directors and Assistant Directors met on the following dates to provide consultation and feedback from their staff, students, and parents about MRA's educational program including actions and services contained herein: August 3rd; November 1st, 28th; January 9th; February 6th, 7th; and March 6th. Additionally, MRA directors and Regional Coordinators meet weekly on a Monday every month.

Feedback from Education Partners was collected and analyzed by school leaders in the creation of the LCAP. MRA consulted with the SELPA Administrator on March 9th, 2023. Recommendations from this consultation continued to focus on incorporating both formal and informal data collection into our MTSS process and teacher/parent training in order to more effectively drive the selection of appropriate interventions and support. This recommendation was incorporated into Goal 1, Action 13, and Goal 2, Action 3.

Translation services were available as needed. The school made a strong effort to ensure that voices were heard from Educational Partners throughout these meetings that represented English Learner students, socioeconomically disadvantaged students, and homeless students. At these meetings, the following information was shared by the school: Available dashboard data, local data, previous LCAP goals, progress made toward meeting LCAP goals/metrics, and budget information. Educational Partners were then given the opportunity to respond to the

plan, providing feedback, questions for the Superintendent, or comments. The PAC and DELAC committees did not submit any formal comments to the Superintendent for a written response.

A draft of the plan was made available for public comment in the school's office so that members of the public would have time to review and provide public comment prior to board approval. MRA advertised the publishing of the draft and invitation for public comment via the Weekly Buzz parent and community newsletter and school website. Educational Partners were encouraged to provide feedback by telephone, email, or by mailing written comments to our office.

Once all the Educational Partner feedback was collected, the school leadership team analyzed the feedback and used it to draft the LCAP. The most common topics of success and needs collected throughout the feedback process were given priority in the writing of the LCAP, although many other topics were addressed. The public was notified of the opportunity to submit comments and the LCAP was posted on the school website from May 5th to May 12th in draft form for the public comment period. An overview of the LCAP and the updates made this year was presented in draft form during the Open Session Board Meeting on May 9th, 2023. Public Hearing Feedback included the following: This portion will be updated after the public meeting. If no other feedback is given regarding the LCAP draft, the final draft of the LCAP and budget should be approved in June at a regularly scheduled Board Meeting.

A summary of the feedback provided by specific educational partners.

Annual Self-Assessment

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

1. 98% of parents/guardians feel that their child and family have access to professionals and resources to support social-emotional learning and other emotional health needs.
2. 98% of parents/guardians feel that MRA provides a quality education that focuses on the academic success of each child.
3. 100% of parents/guardians feel that MRA offers support that promotes learning at high levels.
4. 98% of parents/guardians feel that MRA provides a variety of activities as well as vendor and enrichment opportunities in which students can participate.
5. 100% of parents/guardians feel that MRA welcomes parental participation at all levels.
6. 100% of parents/guardians feel that MRA has teachers that go out of their way to help students.
7. 100% of our students who surveyed feel that Monarch River Academy works with their parent/guardian to help them do their best in school.
8. 94% of the educational partners feel that Monarch River Academy has clear guidelines and supports to ensure all students are on track to graduate from high school and meet the high school graduation requirements.
9. 94% of the educational partners feel that Monarch River Academy provides professional development that meets the needs of staff in order to increase student success.

Education Partner Input

Meetings were held to ensure that all Education Partners had the opportunity to provide input. In order to comply with health and safety guidelines, these meetings were held virtually through Zoom where Education Partners could participate by phone or through the online platform. The qualitative data that was collected during these meetings, along with comments from our staff and parent surveys indicate that Education Partners feel our greatest areas of strength include:

1. Parents are generally happy with the guidance and support of their Independent Study Teacher (IST), especially with their quick and clear communication, knowledge, and organization.
2. All educational partners, including parents and students, were satisfied with the wide variety of enrichment options offered to students.
3. MRA established a comprehensive Multi-Tiered System of Support (MTSS) program. The Multi-Tiered System of Support (MTSS) & 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.
4. Educational partners were excited about the expansion of Adventure/Park Academic Days which allow for in-person opportunities that include parent education, STEM learning/activities, and community engagement.
5. Educational partners were satisfied with increased efforts to provide a quality virtual learning environment in their online classes. Students noted increased support, connection with their teachers, and close monitoring for success.

MRA will continue to strive towards excellence. In order to maintain and build on the successes above, MRA will:

1. Continue to recruit, train, and retain highly qualified teachers to support students and families with the implementation of a standards-aligned educational plan.
2. Continue to provide a wide array of enrichment opportunities to students through partnerships with approved vendors, local organizations, and colleges.
3. Continue and improve a comprehensive Multi-Tiered System of Support (MTSS) Program, which will include an expansion from a 2 Tier model to a 5 Tier model of intervention and supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency.
4. Continue to provide rigorous college and career readiness offerings including alignment with the new College and Career index. Offering for students will include Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services.
5. Continue providing increased staff support in the area of high school progress monitoring and academic success.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The four goals of the LCAP were created with Educational Partner input. This year, Educational Partner input continues to demonstrate that our efforts are focused in the right direction.

The following will continue to remain the focus of this plan:

1. Providing a high-quality educational program that promotes the academic achievement of all students, including struggling learners, English Learners, Low-Income, and Foster students.
2. Increasing parent and community communication and engagement.
3. Maintaining a safe and positive school climate where students are actively engaged.
4. Providing guidance and supports to ensure that all students are college and career ready. Both fiscal and human resources will be dedicated to meeting the school's goals in these critical areas.

Aspects of the LCAP Influenced by Educational Partner Input:

1. Providing a high-quality educational program that promotes the academic achievement of all students, including struggling learners, English Learners, Low-Income, and Foster students: Educational Partner input in this area indicates that Educational Partners are proud of the efforts made to provide and train credentialed ISTs and Educational Partners want these efforts to continue. This effort is reflected in Goal 1, Actions 1, and 7-17.
2. Increasing parent and community communication and engagement: Educational Partners are very proud of the efforts made to communicate with parents and families during the pandemic but would like to see increased consistent parent communication through multiple methods, including the school website. Goal 2, Action 2 will address this and Goal 2, Action 3 will expand opportunities for parent education through Parent Educational/professional development offerings.
3. Maintaining a safe and positive school climate where students are actively engaged: Educational Partners appreciate the increased effort made over the past year towards engaging students through enrichment opportunities, club offerings, and academic and leadership opportunities such as Academic Decathlon and the National Honors Society. Educational Partners expressed a desire to see increased opportunities for student engagement such as field trip offerings and continued clubs, and academic and leadership opportunities. MRA will focus on this area (Goal 3, Actions 2, and 6).
4. Providing guidance and supports to ensure that all students are college and career ready: Educational Partners would like to see increased college and career-readiness offerings for students including Career Technical Education (CTE) courses and pathways, concurrent enrollment options, dual enrollment options for students, and transition services. Goal 4, Actions 1-3 will focus on this area.

New Aspects of the LCAP Influenced by Specific Educational Partner Input directly related to the effects of the COVID-19 Pandemic:

1. Increased and Improved Technology including Training and Support: Goal 1 Actions 2, 5, 6, and 10 will address the need for more devices, technology support, and professional development that includes training in new technology and online platforms to support students.
2. MRA will continue to follow all state and local guidelines.

Goals and Actions

Goal

Goal #	Description
1	Monarch River Academy will provide a high quality educational program that promotes the academic achievement of all students. (Priorities Addressed:1,2,4,7,8)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 1 is a broad goal focused on improving performance across the wide range of metrics listed below. Fully credentialed teachers who are effectively supported help students achieve educational success. Sufficient access to standards-aligned instructional materials and interventions maximizes student learning. 100% of our students do not currently meet or exceed their grade-level standards in English Language Arts and Mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	100% of teachers are appropriately credentialed and assigned.	100% of teachers were appropriately credentialed and assigned.	100% of teachers were appropriately credentialed and assigned.		Maintain 95% or higher of teachers who are appropriately credentialed or assigned
Facilities maintained in good repair	All facilities are maintained in good repair.	All facilities were maintained in good repair.	All facilities were maintained in good repair.		Maintain all facilities in good repair
Access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials.	100% of students had access to standards aligned instructional materials.	100% of students had access to standards aligned instructional materials.		100% of students have access to standards aligned instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of state standards for all students	100% implementation of state standards.	100% implementation of state standards occurred.	100% implementation of state standards occurred.		100% implementation of state standards
Enable ELs access to CCSS and ELD standards	<p>The 2020 CA School Dashboard did not include an ELPI due to the COVID-19 pandemic.</p> <p>In 2019-20, for the Summative ELPAC: 20% scored a level 1 Beginning to Develop 80% scored an overall level of 3 Moderately Developed</p>	<p>The 2020 CA School Dashboard does not have data available.</p> <p>For the Summative ELPAC of the 2020-21 school year; 20% scored at level 2, 40% scored at level 3, 40% scored at level 4.</p>	<p>The 2022 CA School Dashboard does not have data available.</p> <p>For the Summative ELPAC of the 2021-22 school year: 33% scored at level 1 0% scored at level 2 33% scored at level 3 33% scored at level 4</p>		Increase the percentage of students who are making progress towards English proficiency from prior year's data
<p>ELA CAASPP</p> <p>Note: Local benchmarks will be used until CAASPP Results become available</p>	<p>The 2020 assessment was waived due to the COVID-19 pandemic.</p> <p>STAR 360 Overall Reading Fall 41% Winter 44%</p>	<p>Unavailable CAASPP to be given in the Spring semester.</p> <p>82% of students participated in the reading STAR360. 42% of students tested above Benchmark for the Fall semester of 2021.</p>	<p>47.49% of students met or exceeded standard on the ELA CAASPP in 2022.</p> <p>81% of students participated in the Reading STAR 360. 43% of students tested above Benchmark for the Winter semester or 2022.</p>		Increase the percentage of students who scored met or exceeded standard on from prior year's data
Math CAASPP	The 2020 assessment was waived due to the COVID-19 pandemic.	Unavailable CAASPP to be given in the Spring semester.	29.06% of students met or exceeded		Increase the percentage of students who scored

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Note: Local benchmarks will be used until CAASPP Results become available	STAR 360 Mathematics Fall 31% Winter 35%	97% of students participated in the math STAR360. 35% of students tested above Benchmark for the Fall semester of 2021.	standard on the Math CAASPP in 2022. 83% of students participated in the math Star 360. 79% of students above Benchmark for the Winter semester of 2021.		met or exceeded standard on from prior year's data
AP Passage Rate	100% of students passed the AP exam with a score of 3 or higher.	For 2021, we had 3 students from MRA take AP tests, all were passed with a 3 or higher. MRA had 100% passing with 3 or higher.	Due to the structure of a non-classroom based program, students have the ability to choose between AP Exams and Dual/Concurrent Enrollment opportunities. MRA's concurrent percentage for 2022 was 9.3%.		Increase the percentage of students who passed an AP exam with a 3 or higher from prior year's data
EAP ELA Note: Local benchmarks will be used until CAASPP Results become available	The 2020 assessment was waived due to the COVID-19 pandemic. STAR 360 Overall Reading Winter 11th grade 33%	Unavailable, the EAP is based on the 11th grade CAASPP scores and that is given in the Spring.	43% of high school students nearly met standard on the ELA EAP.		Increase the percentage of students scored met or exceeded standard on from prior year's data
EAP Math	The 2020 assessment was waived due to the COVID-19 pandemic.	Unavailable, the EAP is based on the 11th grade CAASPP	48% of high school students nearly met		Increase the percentage of students cored met or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Note: Local benchmarks will be used until CAASPP Results become available	STAR 360 Mathematics Winter 11th grade 34%	scores and that is given in the Spring.	standard on the Math EAP.		exceeded standard on from prior year's data
Broad Course of Study for all students including unduplicated pupils and pupils with exceptional needs	100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs.	100% of students had access to a broad course of study including unduplicated pupils and pupils with exceptional needs.	100% of students had access to a broad course of study including unduplicated pupils and pupils with exceptional needs.		100% of students will have access to a broad course of study including unduplicated pupils and pupils with exceptional needs
EL Reclassification rate	3 students were reclassified during the 19-20 school year.	As of April 2022, 8 students have been reclassified for the 21-22 school year.	20% of students have been reclassified for the 21-22 school year.		Maintain or increase the number of students who are reclassified from prior year's data

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Qualified Staff, including appropriately credentialed teachers	State and local assessment data, educational partner feedback, and other collected data indicate a need for appropriately credentialed and qualified staff to ensure the academic success of all students. Monarch River Academy (MRA) will utilize recruitment websites and fairs to have access to highly qualified teachers with single-subject expertise, special education expertise, and multiple-subject expertise. A fully credentialed staff increases success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide enough staff to support and increase achievement in our virtual academies as well as support for students, staff, and families. We expect this action will continue to reduce the achievement gap by providing enrichment and	\$3,774,677.00	No

Action #	Title	Description	Total Funds	Contributing
		addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.2	1.2 Regional Coordinators	State and local assessment data, educational partner feedback, and other collected data indicate that Regional Coordinators are necessary to support teachers and monitor the academic progress of unduplicated students. Monarch River Academy will utilize Regional Coordinators to provide facilitation of Professional Learning Communities (PLCs) to support teachers and students in ensuring compliance with state and local requirements and completion of a body of work. All students/learning coaches will have access to these Regional Coordinators to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide regional coordinators for the facilitation of PLCs that include disaggregation of data, progress monitoring on state standard implementation, and student progress. Each team of RCs will be supported by a director who will check in with them weekly. These leaders along with team support will increase the success of students, staff, and families as well as support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement through targeted planning, learning acceleration, and enrichment opportunities. We expect this action will continue to reduce the achievement gap by providing leadership support in the area of academic achievement and enrichment as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these leaders will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	\$466,707.00	

Action #	Title	Description	Total Funds	Contributing
1.3	1.3 Electives and Enrichment opportunities	State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment resources and full access to courses including electives and opportunities through extensive enrichment. Monarch River Academy will utilize vendor, Virtual Academy, and A-G courses to provide courses and enrichment opportunities to support students in their core programs and beyond their core program. Starting the 23-24 school year, community arts educators include a credentialed art teacher who will be providing increased opportunities for electives and enrichment to occur for MRA. All students will have access to these courses and resources, especially for Low Income(LI), Foster Youth(FY), English Learner(EL) students, and students experiencing homelessness(HY) to address equity and access to all courses and resources. By maintaining full access to courses, electives, and enrichment opportunities, MRA will ensure that unduplicated students are given the opportunity to complete academic courses, such as A-G courses, as well as engage in their educational program through electives and enrichment opportunities. Since its inception, this action has resulted in increased academic achievement, A-G completion, and enhanced learning of unduplicated students. These actions are most associated with LI, FY, HY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing enrichment as well as A-G courses in order to address the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment and elective systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	\$958,672.00	No
1.4	1.4 Texts, instructional materials and supplies	State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided with standards-aligned texts, instructional materials, and supplies for	\$1,868,166.00	No

Action #	Title	Description	Total Funds	Contributing
		learning. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Monarch River Academy will utilize its extensive curriculum and enrichment ordering systems as well as its lending library. Teachers and students will have all the needed curriculum to ensure compliance with state and local requirements and the completion of a body of work. All students will have access to these resources to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will include curriculum and instruction experts in ELA and Math to provide teachers/learning coaches with the knowledge to better facilitate helping students and families choose grade-level appropriate curriculum and to utilize data for progress monitoring on state standard implementation, and student progress. Access and support with these resources will increase the success of students, staff, and families by supporting the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. We expect this action will continue to reduce the achievement gap by providing resource support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these resources will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.5	1.5 Technology, including devices and equipment for learning	State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided access to technology and learning platforms for learning. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Monarch River Academy will utilize its extensive technology department and ordering systems as well as its lending library. Teachers and students will have all the needed technology to ensure compliance with state and local requirements and have a completion of a body of work. All students will have access to this technology to ensure equity and access to resources and	\$23,631.00	Yes

Action #	Title	Description	Total Funds	Contributing
		activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide teachers with the knowledge to facilitate helping students and families choose appropriate technology and applications and to utilize data for progress monitoring on state standard implementation, and student progress. Access and support with this technology will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Access to technology improves academic performance and is a key 21st Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.6	1.6 Technology Support	State and local assessment data, educational partner feedback, and other collected data indicate that all students will be provided access to technology and platforms for learning and assessment. This is necessary to support students and teachers who monitor the academic progress of unduplicated students. Monarch River Academy will utilize its extensive technology department, assessment system, and ordering systems as well as its lending library. Teachers and students will have all the needed technology to ensure compliance with state and local requirements and have a completion of a body of work. All students will have access to this technology to ensure equity and access to resources and activities to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide teachers with the knowledge to facilitate helping students and families choose appropriate technology and applications and to utilize data for progress monitoring on state standard implementation, and student	\$73,360.00	Yes

Action #	Title	Description	Total Funds	Contributing
		progress. Access along with support with this tech will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Access to technology improves academic performance and is a key 21st Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.7	1.7 Intervention Program	State and local assessment data, educational partner feedback, and other collected data indicate that students who are provided access to intervention will have greater success. Research indicates that when properly implemented, targeted and individualized support in both English and math will result in greater student access to improving missing skills as well as an increased opportunity to reach standards, especially when provided by credentialed teachers. To meet this need, credentialed teachers will continue to provide specialized, targeted support to students through individualized and small-group remediation and acceleration lessons. All students will have access to this multi-tiered intervention program to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. Access and intervention support will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. As students' reading/math skills are brought closer to grade level through intensive support, associated test scores and reading/math efficacy will improve. The impact of this intervention program will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	\$96,226.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	1.8 Supplemental School Psychologist, and Specialized Support Staff	State and local assessment data, educational partner feedback, and other collected data indicate that mental health is a priority and need for families, a need that was exacerbated by the COVID-19 pandemic. If students are not physically, mentally, and emotionally ready to learn, they may not reach their academic goals. Monarch River Academy(MRA) believes that providing additional school mental health, speech services, and other support/assessments by experts will provide needed services aligned with the MTSS plan. Supporting struggling students will improve mental health and social-emotional outcomes for students, leading to increased achievement. All students, staff, and families will have access to these professionals to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. MRA will provide additional school psychology and other support services for students which will result in increased participation and achievement on state and local assessments. The impact of these professionals will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	\$63,031.00	Yes
1.9	1.9 Special Education Services	State and local assessment data, educational partner feedback, and other collected data indicate that Special Education Services are a priority and a need for families, a need that was exacerbated by learning loss due to the COVID-19 pandemic. Research indicates that when properly implemented, targeted, and individualized support in accordance with a student's Individualized Education Plan(IEP), results in greater student access to improving missing skills and improving the opportunity to reach standards, especially when provided by credentialed teachers who have a special education credential. To meet this need, the special education team will continue to provide specialized and targeted support to students through individualized and small-group lessons. This team is being expanded to include internal specialized staff for IEP services which may include	\$636,924.00	No

Action #	Title	Description	Total Funds	Contributing
		speech, OT, etc. All students with an IEP will have access to this specialized academic instruction and other services as noted in their IEP to ensure equity and access to increase success, especially for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. Monarch River Academy will provide a rigorous special education program for students with an IEP which will result in increased participation and achievement on state and local assessments. The impact of this program will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
1.10	1.10 Professional development for staff	State and local assessment data, educational partner feedback, and other collected data indicate a need for professional development for our teachers, parents, and students in this unique model of a non-classroom-based program. As identified in the metric section, there is a need for support in achievement as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Monarch River Academy(MRA) will utilize contracted professional development and experts in the charter to provide professional development. Research indicates that when properly implemented, the first best instruction from well-trained staff results in students having greater access to improving missing skills and more opportunities to reach standards. MRA believes that providing coordination and implementation of professional development will lead to an increased sense of school connectedness and success among foster and homeless youth, English Learners, and low-income students. This professional development plan will provide several types of support tailored to the needs of each teacher in the charter. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	\$3,714.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	1.11 Supplemental academic support programs	State and local assessment data, educational partner feedback, and other collected data indicate a need for multiple supplemental academic support programs which included subscriptions and software that are needed to support and monitor the academic achievement, reading comprehension, and learning progress of struggling students. As identified in the metric section, there is a need for support in achievement as well as attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Monarch River Academy(MRA) will utilize various subscriptions, software, and professional development to provide greater student access to improving missing skills and more opportunities to reach standards. MRA believes in the coordination and implementation of Multiple Supplemental Academic Support Programs which will result in success among foster and homeless youth, English Learners, and low-income students. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	\$34,209.00	No
1.12	1.12 English Learner Progress and Achievement Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for multiple services for dedicated and integrated English language development(ELD) support programs, including students enrolled in English learner(EL) virtual courses aligned with their needs based on data. As identified in the metric section, there is a need for support in EL coordination and facilitation of services to increase success as well as attendance rate, suspension rate, and behavior that affects these students' learning and academic achievement. Monarch River Academy(MRA) will utilize credentialed and trained teachers to monitor and serve students by having a specific program that provides greater access to improving missing skills and more opportunities to reach standards through a	\$5,300.00	No

Action #	Title	Description	Total Funds	Contributing
		dedicated/integrated model. MRA believes in coordinating and implementing a specific program for English learners at all grade levels. We expect this action will continue to reduce the achievement gap through increased student support and engagement, which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
1.13	1.13 Student Study Teams and Intervention Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, work completion rate, and behavior that affects learning and academic achievement. Monarch River Academy will use a student study team process connected to the 5-Tier MTSS system to determine and provide a course of action for intervention which may include mental health as well as academic support to students, staff, and families to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a method of analysis and intervention for academic and social-emotional support by providing a team to provide differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These resources increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Implementing and coordinating a student study team will lead to intervention in a Multi-Tiered System of Support which will provide appropriately identified academic, social-emotional, and behavioral support for our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This action is expected to benefit all struggling students and will be provided in the school-wide and individualized learning plans. We	\$24,356.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.		
1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	Coordination of intervention, assessment, analysis, and achievement State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects learning and academic achievement. Monarch River Academy will utilize regional coordinators, coordinators, assistant directors, classified staff, and directors to coordinate all systems and data to determine and provide a course of action for intervention or enrichment as well as academic support to students, staff, and families to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a process and systems for charter leaders to analyze data and achievements necessary for all students' academic, behavioral, and social success while using a learning/assessment platform. These leaders will increase the accessibility to the number of resources that students, staff, and families need in order to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness with learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.	\$128,540.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	1.15 Academic achievement assessments, management platform, and support	State and local assessment data, educational partner feedback, and other collected data indicate a need for platforms that include assessments, assessment analysis, data analysis, interactive lesson design and application as well as a resource for courses. These web-based platforms and programs will provide additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects learning and academic achievement. Monarch River Academy will utilize directors, tech department, and professional development to coordinate all systems and data to determine and provide a course of action for intervention or enrichment as well as academic support to students, staff, and families to help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide a process and systems for charter leaders to analyze data and the achievement necessary for all students' academic, behavioral, and social success. These platforms will increase the accessibility to the number of resources that students, staff, and families to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.	\$64,195.00	No
1.16	1.16 Coordination of services and supports for Students with 504s	State and local assessment data, educational partner feedback, and other collected data indicate a need for coordination of services and support for students with 504 plans which include students enrolled in virtual courses aligned with their needs based on data. As identified in	\$3,008.00	No

Action #	Title	Description	Total Funds	Contributing
		the metric section, there is a need for support for 504 students and the coordination and facilitation of services to increase success as well as attendance rate, work completion rate, and behavior that affects the learning and academic achievement of these students. Monarch River Academy will utilize credentialed and trained teachers to monitor and serve students with a 504 by having a specific program that provides greater access to improving missing skills and more opportunities to reach standards as identified by the SST supported by the MTSS system. Monarch River Academy believes in providing coordination and implementation of a specific program for 504 students at all grade levels. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
1.17	1.17 Activities and events to promote family academic success including lending library support	State and local assessment data, educational partner feedback, and other collected data indicate a need for more in-person academic, arts, STEM, math, and literacy activities for families that promote progress and achievement by having events at our lending library and planned locations that will align with their needs based on data. As identified in the metric section, there is a need to support family literacy/math development for all students by providing a plan that provides coordination and facilitation of services to increase in-person events that will lead to academic success as well as increased attendance rate, engagement, and behavior that affects learning and academic achievement of these students. Monarch River Academy(MRA) will utilize credentialed and trained teachers and paraprofessionals to present and provide support to students by having specific events that provide greater access to improving missing skills and more opportunities to reach standards through literacy/math/arts development. MRA believes in providing coordination and implementation of a specific program for students and families at all grade levels. We expect this action will continue to	\$75,306.50	No

Action #	Title	Description	Total Funds	Contributing
		reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions outlined in Goal One supported the progress in meeting the goal to improve student achievement by 10% in ELA and 5% in Math according to STAR 360 data for Low Income, ELD, and Foster and Homeless youth.

Action 1.1 The action of placement of Qualified Staff, including appropriately credentialed teachers was implemented as planned and achievement increased because highly qualified teachers are more effective.

Action 1.2 The actions of the assignment of regional coordinators with regional directors to support teaching and learning was implemented as planned.

Action 1.3 The action of access to electives and enrichment opportunities for students was fully implemented as planned with metrics that showed 100% engagement of students to this action.

Action 1.4 The action of providing texts, instructional materials, and supplies was fully implemented with all students having the materials needed for learning.

Action 1.5 The action of providing technical support for devices and access as well as platforms for learning was implemented for low-income, ELD, and foster/homeless youth. Metrics from assessment results and surveys indicated that student engagement and achievement increased as a result of this action.

Action 1.6 The action of providing technical support for staff, students, and families was fully implemented and according to the metrics more use and engagement occurred.

Action 1.7 The action of providing intervention teachers for students was fully implemented and resulted in 85% of all students increasing their STAR 360 assessment results between the fall and spring testing periods.

Action 1.8 The action of providing a school psychologist and other SEL services was fully implemented and survey results showed an increase in engagement and a decrease in mental health services over time for students, and other educational partners.

Action 1.9 The action of providing special education services was fully implemented with around 13% of our total student population in this group. Achievement results for low-income students in Special Education from STAR 360 indicated a 10% increase in achievement.

Action 1.10 The action of providing professional development for all staff was fully implemented and according to survey results, 100% of the staff found the PD to be successful which had a positive impact on student support and success.

Action 1.11 The action of supplemental academic programs for academic support was fully implemented and connected to the intervention program which showed an increase in student achievement as noted.

Action 1.12 The action of English Learner Progress and Achievement Support was fully implemented and according to the reclassification initial results, EL students increase in achievement by 20%.

Action 1.13 The action of Student study teams and Intervention support was fully implemented and according to metrics 60% of students referred for IEPs were able to be supported through intervention and the SST process.

Action 1.14 The action of coordination of intervention, assessment analysis, and achievement goals was fully implemented, and noted metrics indicate an increase in achievement for Low Income, ELD, and homeless/foster youth.

Action 1.15 The action of a platform to coordinate intervention, assessment analysis, and achievement goals were fully implemented and noted metrics indicate an increase in achievement for Low Income, ELD, and homeless/foster youth.

Action 1.16 The action of coordination of services and supports for students with a 504 was fully implemented and noted metrics indicate an increase in achievement for Low Income, ELD, and homeless/foster youth.

Action 1.17 The action of activities to promote family literacy and expanded learning opportunities including access and support by the lending library was fully implemented and survey results indicated an increase in student and community engagement resulting in increased achievement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1 The action of placement of Qualified Staff, including appropriately credentialed teachers was implemented as planned with no material differences.

Action 1.2 The actions of the assignment of regional coordinators and directors to support teaching and learning was implemented as planned with no material differences.

Action 1.3 The action of access to electives and enrichment opportunities for students was fully implemented as planned with no material differences.

Action 1.4 The action of providing texts, instructional materials, and supplies was fully implemented with a difference of \$240,000 increase to provide resources needed for this action due to learning loss.

Action 1.5 The action of providing technology devices and access as well as platforms for learning was implemented with material differences that demonstrated a \$94,000 increase for this action.

Action 1.6 The action of providing technical support for staff, students, and families was fully implemented with no material differences.

Action 1.7 The action of providing intervention teachers for students was fully implemented with a material difference of a decrease of \$35,000.

Action 1.8 The action of providing a school psychologist and other SEL services was fully implemented with no material difference.

Action 1.9 The action of providing special education services was fully implemented with around 13% of our total student population in this group with a \$400,000 increase for this action.

Action 1.10 The action of providing professional development for all staff was fully implemented with no material difference.

Action 1.11 The action of supplemental academic programs for academic support was fully implemented with no material difference.

Action 1.12 The action of English Learner Progress and Achievement Support was fully implemented with no material difference.

Action 1.13 The action of Student study teams and Intervention support was fully implemented with no material difference.

Action 1.14 The action of coordination of intervention, assessment analysis, and achievement goals was fully implemented with a \$90,000 increase for this action.

Action 1.15 The action of a platform to coordinate intervention, assessment analysis, and achievement goals were fully implemented with no material difference.

Action 1.16 The action of coordination of services and supports for students with a 504 was fully implemented with no material difference.

Action 1.17 The action of activities to promote family literacy and expanded learning opportunities including access and support by the lending library was fully implemented with no material difference.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1.1 The action of placement of Qualified Staff was expected to increase the quality of educational services and according to the survey results, it did.

Action 1.2 The actions of the assignment of regional coordinators and RC directors to support teaching and learning was expected to increase the quality of educational services and according to survey results, they did.

Action 1.3 The action of access to electives and enrichment opportunities for students was expected to increase engagement and high school course completion which it did.

Action 1.4 The action of providing texts, instructional materials, and supplies were expected to increase the quality of educational services and according to survey results, it did.

Action 1.5 The action of providing technology devices and access as well as platforms for learning was expected to increase the quality of educational services and according to survey results, it did.

Action 1.6 The action of providing technical support for staff, students, and families was expected to increase the quality of educational services and according to survey results, it did.

Action 1.7 The action of providing intervention teachers for students was expected to increase achievement and decrease the achievement gap between unduplicated groups and it did.

Action 1.8 The action of providing a school psychologist and other SEL services was expected to increase the quality of educational services and according to survey results, it did.

Action 1.9 The action of providing special education services was expected to increase the quality of educational services and according to survey results, it did.

Action 1.10 The action of providing professional development for all staff was expected to increase the quality of educational services and according to survey results, it was very effective.

Action 1.11 The action of supplemental academic programs for academic support was expected to increase the quality of educational services and according to survey results, it did.

Action 1.12 The action of English Learner Progress and Achievement Support was expected to increase LPAC results and reclassification rates which it did.

Action 1.13 The action of Student study teams and Intervention support was expected to increase achievement with unduplicated students and according to the metrics, it did.

Action 1.14 The action of coordination of intervention, assessment analysis, and achievement goals was expected to increase achievement with unduplicated students and according to the metrics, it did.

Action 1.15 The action of a platform to coordinate intervention, assessment analysis, and achievement goals were expected to increase achievement with unduplicated students and according to the metrics, it did.

Action 1.16 The action of coordination of services and supports for students with a 504 was expected to increase achievement with unduplicated students and according to the metrics, it did.

Action 1.17 The action of activities to promote family literacy and expanded learning opportunities including access and support by the lending library was expected to increase engagement, and according to survey results, it did.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The following actions will be increased for the 2023-2024 school year, all other actions will remain the same:

Action 1.3 The action of electives and enrichment opportunities will be increased by adding community arts/academic educators who will provide virtual and in-person services. resources, academic activities, etc for students and learning coaches which will increase engagement and achievement for unduplicated students and support the LCAP goals as well as assist in the implementation of a schoolwide Title 1 program.

Action 1.4 The action of providing texts, instructional materials, and supplies for students will be expanded to include additional curriculum and instruction experts to support staff, learning coaches, virtual programs, and community-academic opportunities to advise, direct, coach, analyze, monitor, implement, and support resources effectively to increase achievement with a priority focus on our unduplicated/Title 1 population according to our LCAP and schoolwide Title 1 plan.

Action 1.7 The action of intervention teachers will be expanded to an intervention program with support from designated specialists in specific curriculum areas.

Action 1.8 The action of supplemental school psychologists will be increased to include support staff needed to implement the 5-tier MTSS program which will provide added services to all students in both social-emotional learning and mental health services as well as academic programs for targeted areas according to data and goals. This action was requested by our education partners and addresses all four core subjects with priority placement for low-income students according to our schoolwide Title 1 plan.

Action 1.9 The action of special education services will be increased with the addition of internal staff to provide assessments and services for identified students with IEPs and general education students as determined by the 5-tier MTSS system.

Action 1.17 The action of activities and events to promote student and family academic success including lending library support will be increased to address the need for in-person opportunities to increase engagement, parent education, student celebration of progress, enrichment/expanded learning opportunities, and SEL needs. This action was requested by our education partners and addresses all four core subjects with a priority focus on our unduplicated students according to our LCAP, and schoolwide Title 1 plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Monarch River Academy will operate with strong parent and community involvement, including effective communication and opportunities for parent education. (Priorities Addressed: 3)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 2 is a broad goal focused on improving performance across the wide range of metrics listed below. Opportunities for parents and our community to engage and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the MRA community and promote educational success for their children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation according to the Fall 2021 Dashboard	Full Implementation according to the Fall 2022 Dashboard	Full Implementation according to the Fall 2022 Dashboard		Full Implementation and Sustainability according to the Fall 2024 Dashboard
Maintain strong parent communication as measured by Beehively and Website platforms	According to local data, there were 60,828 page views of the school website.	This school year 2021-22, Facebook has reached 20,971 individuals and Instagram reached 621. Data from 08/16/21-04/25/22.	For the school year 2022-23, Facebook has reached 15,768 individuals and Instagram reached 903. Data from 08/15/22-03/20/22.		Increase parent communication as measured by page visits to the Beehively Website platform from prior year's data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data from 04/2021-01/2021 shows that our website had 65,755 page views.	The school website reached 98,477 views.		
Provide parent education opportunities	MRA provided multiple parent engagement opportunities throughout the 20-21 school year.	MRA provided multiple parent engagement opportunities throughout the 21-22 school year.	MRA increased engagement and communication opportunities throughout the 22-23 school year.		Provide parent education opportunities

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 School and community events	State and local assessment data, educational partner feedback, and other collected data indicate a need for parent engagement for all students including our Low Income(LI), Foster Youth(FY), English Learner students(EL), and homeless youth(HY). As identified in the metric section, there is a need for support in attendance rate, and behavior that affects the learning and academic achievement of these students through parent engagement, professional development, in-person events, and other academic activities. Monarch River Academy(MRA) school will utilize teams of teachers, art educators, and paraprofessionals led by the Director of Community Services and their regional coordinators to engage parents. MRA believes that providing coordination and implementation of school and community-academic events will lead to an increased sense of school connectedness among unduplicated students. This plan will provide several types of parent engagement opportunities which will include newsletters, phone calls, monthly meetings, academic field trips, professional development, and other in-person and virtual events. MRA also provides clubs for all students to join throughout the school year for students at all grade levels. The School Site Council meets	\$1,840.00	No

Action #	Title	Description	Total Funds	Contributing
		three times a year and parents fill out a Title 1 survey as well as an LCAP survey at least twice a year. The implementation and coordination of multiple systems are to engage students and parents which will lead to increased participation and academic achievement on state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement in local assessments. MRA parent engagement systems and programs are designed to meet the needs most associated with LI, FY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap through increased parent engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
2.2	2.2 Communication through multiple methods including website and newsletter	State and local assessment data, educational partner feedback, and other collected data indicate that unduplicated students are analyzed annually and stakeholders continue to rate school-to-home communication as a high priority for student success. Monarch River Academy(MRA) will utilize its extensive technology department and marketing department to weekly update all online platforms to make sure that parents and students are informed and have access to needed information. When parents are informed and engaged, students are more likely to be engaged in school and participate in school programs and supports. MRA will continue to provide multiple methods of parent communication for parents including the school website, home letters, and a weekly electronic newsletter. These platforms will be used to facilitate school-to-parent communication which will lead to increased participation in school programs and support. Access and support with this communication and information will increase the success of students, staff, and families and support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. Access to	\$76,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology and information improves academic performance and is a key 21st Century skill. We expect this action will continue to reduce the achievement gap by providing tech support in the area of academic achievement as well as addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these technology resources and support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
2.3	2.3 Parent Support and Professional Development	State and local assessment data, educational partner feedback, and other collected data indicate that high parent/guardian involvement results in increased student achievement. Specifically, in the independent-study homeschool model, the parent/guardian as learning coach role is critical to student progress toward the mastery of grade-level knowledge and skills. As identified in the metric section, there is a need for support in professional development and real-time academic support that will affect attendance rate, suspension rate, and behavior that affects the learning and academic achievement of these students. Monarch River Academy will utilize its teacher trainers, regional coordinators, community educators, and contracted providers to provide a menu of services, professional development, and supports for our learning coaches/parents. The school will increase parent participation and efficacy through training, support, materials, and supplies focused on academic achievement, utilizing formal and informal data collection and analysis to improve student outcomes and development related to instructional techniques for English Learners, struggling students, Low Income and Foster youth. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions in Goal Two continue to support the growth of parent engagement through various opportunities.

Action 2.1 The action of school and community events was fully implemented as planned. Student and parent engagement as well as parent education increased.

Action 2.2 Communication through multiple methods including the website, newsletters, virtual meetings, in-person meetings, and community events has continuously increased to ensure clear

communication. Communication was reached through our websites, social media pages, and weekly newsletters sent directly to their email.

Action 2.3 Parent University was fully implemented through a rich and expanded event and meeting schedule.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 School and community events were implemented as planned with no material differences.

Action 2.2 Communication through multiple methods including the website and newsletter was implemented as planned with no material differences.

Action 2.3 Parent University was implemented as planned with no material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 2.1 The action of the School and community events were expected to increase the quality of the sense of school connectedness and student/parent engagement and according to the survey results, it did.

Action 2.2 The action of communication through multiple methods including the website and newsletter was expected to lead to increased participation in school programs and support and according to survey results, it did.

Action 2.3 The action of Parent University was expected to increase parents/learning coaches' knowledge of teaching and learning as well as provide support opportunities, and according to survey results, it did.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The following actions will be increased for the 2023-24 school year, all other actions will remain the same:

Action 2.1 The action of School and Community events will increase with the addition of arts/academic educators including paraprofessionals supported by resources. The addition of community arts/academic educators will provide virtual and in-person services. resources, academic activities, etc for students and learning coaches which will increase engagement and achievement for unduplicated students and support the LCAP goals as well as assist in the implementation of a schoolwide Title 1 program.

Action 2.3 The action of Parent University will be expanded to parent support and professional development which will increase with the addition of curriculum and instruction experts and other educators providing targeted support in ELA and math. This expansion will include virtual and in-person services/PD for all students in all areas. Supporting in-person professional development and engagement to increase student success by targeting our unduplicated population.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Monarch River Academy will maintain a safe and positive school climate where all students are actively engaged in learning. (Priorities Addressed: 5,6)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 3 is a broad goal focused on improving performance across the wide range of metrics listed below. Currently, 100% of students do not attend school on a daily basis. Students need to be actively engaged in school daily in order to become college and career-ready graduates. The number of students suspended and/or expelled needs to continue to decline in order to provide all students a safe and positive school climate conducive to learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	The attendance rate is at 99% according to local data.	98.06% (as of the last full Learning Period ending on 4/8/2022).	The attendance rate was at 99.20% for the 2021-2022 school year.		Maintain the school attendance rate at or above 95%.
Chronic Absenteeism rate	The Chronic Absenteeism rate remains less than 1% in 2020-21 according to local data.	The Chronic Absenteeism rate remains less than 1% in 2020-21 and 2021-22 according to local data.	The Chronic Absenteeism rate increased by 1% according to the 2022 CA School Dashboard.		Decrease Chronic Absenteeism rate from the prior year according to the California School Dashboard.
Suspension rate	There were 0 suspensions in 2020-21.	There were 0 suspensions in 2020-21 and 2021-22.	There were 0 suspensions in 2021-22 and 2022-23.		Decrease suspension rate from the prior year according to the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion rate	There were 0 expulsions in 2020-21.	There were 0 expulsions in 2020-21 and 2021-22.	There were 0 expulsions in 2021-22 and 2022-23.		Decrease expulsion rate from the prior year according to the California School Dashboard.
High school dropout rate	Local data shows 1 high school dropout in 2020.	There were 0 high school dropouts per CALPADS certification data.	There were 6 high school dropouts per CALPADS certification data with a rate of 0.54%.		Decrease number of high school dropouts from the prior year according to the Four Year Adjusted Cohort Outcome report in Dataquest.
Middle school dropout rate	Local data shows 1 middle school dropout in 2020.	According to CALPADS certification data there were 3 middle school drop outs in 2021-22.	According to CALPADS certification data there were 11 middle school drop outs in 2021-22, with the rate of 0.99%		Decrease number of middle school dropouts from the prior year according to the Four Year Adjusted Cohort Outcome report in Dataquest.
Sense of safety and school connectedness	76% of students reported feeling safe and connected at school according to a local survey.	100% of our students who surveyed feel safe and connected to Monarch River Academy according to a local survey.	88% of students feel safe and connected to their school.		The percentage of students who reported feeling safe at school is at or above 85%, according to the local survey.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 MTSS Program implementation and coordination	State and local assessment data, educational partner feedback, and other collected data indicate a need for additional support for our Low Income, Foster Youth, English Learner students, and homeless youth. As identified in the metric section, there is a need for support in attendance rate, and behavior that affects learning and academic achievement. Monarch River Academy will utilize internal and other expert services to provide targeted services, support, and resources to students, staff, and families based on multiple data points. The MTSS plan and support team will help reduce the achievement gap for Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This plan will provide targeted services, academic supports, and social-emotional tools by providing a plan to provide differentiated learning, student-centered learning, that is individualized to student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These resources increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement. The implementation and coordination of the Multi-Tiered System of Support will provide appropriately identified academic, social-emotional, and behavioral support for our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. This action is expected to benefit all students who are struggling academically and will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing support in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.	\$40,673.00	Yes
3.2	3.2 Enrichment Coordination and Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment resources and opportunities through an extensive enrichment ordering system and a lending library which will provide additional enrichment opportunities	\$293,440.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>for our Low Income(LI), Foster Youth(FY), English Learner students(EL), and homeless youth(HY). Monarch River Academy will utilize vendors and other services to provide enrichment activities, resources, and supplies to support students beyond their core program. All students will have access to these resources and activities especially Low Income, Foster Youth, English Learner students, and students experiencing homelessness to address equity and access to all courses and resources. This plan will provide training to parents and students as well as an on-boarding partnership to introduce new and returning students to the many vendors who provide enrichment services and products, as well as the lending library which is equipped with K-12 resources and is located in the Fresno area; however, a mobile van takes materials to parents when they order on-line. Teachers create a student-centered learning plan with individualized student needs identified. These systems along with team support increase the accessibility to the number of resources that students, staff, and families have to support the growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement through enrichment opportunities. The implementation and coordination of the enrichment ordering systems, lending library, and the support team have been designed to meet the needs most associated with LI, FY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing enrichment and addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>		
3.3	3.3 Coordination of school and community events	State and local assessment data, educational partner feedback, and other collected data indicate a need for parent engagement for all students including our Low Income(LI), Foster Youth(FY), English		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Learner students(EL), and homeless youth(HY). As identified in the metric section, there is a need for support in attendance rate, and behavior that affects the learning and academic achievement of these students when parent engagement and participation increase.</p> <p>Monarch River Academy(MRA) will utilize teams of teachers/paraprofessionals led by the Director of Community Services and their regional coordinators to engage parents. MRA believes that providing coordination and implementation of school and community events will lead to an increased sense of school connectedness among unduplicated students. This plan will provide several types of parent engagement which include newsletters, phone calls, monthly meetings, academic field trips, and other events. MRA also provides clubs for all students to join throughout the school year for students at all grade levels The school site council meets three times a year and parents fill out a Title 1 survey as well as an LCAP survey at least twice a year. The implementation and coordination of multiple systems are to engage students and parents which will lead to increased participation and academic achievement on state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement in local assessments. MRA parent engagement systems and programs are designed to meet the needs most associated with LI, FY, and EL students. However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap through increased parent engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.</p>		
3.4	3.4 Supplies and services for Homeless Youth	State and local assessment data, educational partner feedback, and other collected data indicate a need for supplies and services to be provided to foster youth and students experiencing homelessness. As identified in the metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects the		No

Action #	Title	Description	Total Funds	Contributing
		learning and academic achievement of these students. Monarch River Academy(MRA) will utilize its transition teams with the local county office led by the Director of Student Services. MRA believes that providing coordination and implementation of supplies and services will lead to an increased sense of school connectedness among foster and homeless youth. This plan will provide several types of supplies, resources, and enrichment opportunities. The implementation and coordination of multiple support systems to meet the needs of homeless and foster youth. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
3.5	3.5 Increase student participation in clubs, leadership and academic programs	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for clubs, leadership development, and other academic competitions as a high priority for student success. Monarch River Academy (MRA) believes that providing opportunities for students to develop leadership and collaboration skills through clubs, academic competitions, and events, will lead to an increased student engagement and an increase in academic achievement. MRA will provide a team of teachers and paraprofessionals led by the Director of Community Engagement to increase opportunities for students to participate in clubs, leadership development, and other academic competitions to develop confidence and leadership skills which will lead to increased participation and academic achievement in state and local assessments for unduplicated students. Since its inception, this action has led to increased participation and achievement in local assessments. The implementation and coordination of multiple support systems are to meet the needs of increased connectedness and school engagement. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and		

Action #	Title	Description	Total Funds	Contributing
		the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
3.6	3.6 Student transition program and supports	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved in a transition program that will create a sense of safety, connectedness, and college and career readiness is a key motivator for attendance resulting in higher academic achievement. Monarch River Academy (MRA) believes that providing opportunities for students to develop leadership and collaboration skills through a transition program will lead to increased student engagement and an increase in academic achievement. MRA will provide a team of trained educators led by the Director of Transition and Student Support to increase opportunities for students to participate in clubs, leadership development, and other academic competitions/events to develop confidence and leadership. Through partnership and collaboration, the team will 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. MRA will provide transition programs and support that help prepare students to transition between middle school and high school and between high school and college or career as well as provide agency linkage opportunities to ensure success post-graduation. By preparing students for transitions through training and support, students will be more likely to engage in school. Since its inception, this action has led to increased participation and achievement in local assessments. The implementation and coordination of multiple support systems are to meet the needs of increased connectedness, school engagement, and college and career readiness. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and	\$59,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
		local assessment data, educational partner feedback, and other collected data.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions in Goal Three continue are to maintain a safe and positive school climate where all students are actively engaged in learning.

Action 3.1 The action of MTSS Program implementation and coordination increased the sense of safety and school connectedness as well as SEL health and services were fully implemented.

Action 3.2 The action of enrichment coordination and support was fully implemented and continues to improve the areas of attendance rates, suspension rates, and behavior as shown in the metrics above.

Action 3.3 The action of coordination of school and community events was fully implemented and continues to improve the areas of attendance rates, suspension rates, and behavior as shown in the metrics above.

Action 3.4 The action of providing supplies and services for Homeless Youth was fully implemented with support from the county office and provides several types of supplies, resources, and enrichment opportunities along with the implementation and coordination of multiple support systems to meet the needs of homeless and foster youth.

Action 3.5 The action of increased student participation in clubs, leadership, and academic programs was fully implemented as planned. connectedness by 24% and the metrics above show improvement in the areas of attendance rates, suspension rates, and behavior.

Action 3.6 The action of an enriched student transition program and support program was fully implemented.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1 The action of MTSS Program implementation and coordination was implemented as planned with no material differences.

Action 3.2 The action of Enrichment Coordination and Support was implemented as planned with no material differences.

Action 3.3 The action of coordination of school and community events was implemented and continues with no material differences.

Action 3.4 The action of supplies and services for Homeless Youth was implemented as planned with no material differences.

Action 3.5 The action of increasing student participation in clubs, leadership, and academic programs was implemented as planned with no material differences.

Action 3.6 The extensive student transition program and support were implemented as planned with no material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 3.1 MTSS Program implementation and coordination resulted in a sense of safety and school connectedness of 88% according to survey results.

Action 3.2 Enrichment Coordination and Support continues to improve the areas of attendance rates, suspension rates, and behavior as shown in the metrics above.

Action 3.3 Coordination of school and community events continues to improve the areas of attendance rates, suspension rates, and behavior as shown in the metrics above.

Action 3.4 Supplies and services for Homeless Youth provides several types of supplies, resources, and enrichment opportunities along with the implementation and coordination of multiple support systems to meet the needs of homeless and foster youth as noted by survey results.

Action 3.5 Increase student participation in clubs, leadership, and academic programs has increased the sense of safety and school connectedness according to the metrics above which showed improvement in the areas of attendance rates, suspension rates, and behavior as well as school engagement according to survey results.

Action 3.6 Student transition program and support increased to meet the planned action of safety, SEL wellness, and school connectedness according to the metrics. Survey results showed improvement in the areas of attendance rates, SEL, connectedness, suspension rates, and behavior interaction.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 3.1 The action of the MTSS model will be increased in the upcoming school year to a 5-tier model to meet the needs of all students in social-emotional learning and academic achievement with a focus on our unduplicated population.

Action 3.3 The action of community events will be expanded to add arts/STEM/Advanced Program enrichment and learning loss academic activities supported by teachers and paraprofessionals to increase interaction and recover learning loss with a focus on our Title 1 students as well as our unduplicated population which include; ELD students, homeless, and students of poverty.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Monarch River Academy will guide and prepare all students for college and career readiness. (Priorities Addressed: 4,7,5)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 4 is a broad goal focused on improving performance across the wide range of metrics listed below. Currently, 100% of our students are not prepared or approaching prepared as measured by the Dashboard's College and Career Indicator (CCI). Also, the school's graduation rate is below 100%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school graduation rate	MRA did not have 12th graders during the 19-20 school year. 20-21 data will become the baseline.	As of 2021, according to the SARC, the graduation rate for MRA is 86.8%.	As of 2022, according to the CA Dashboard, the graduation rate for MRA is 84.2%.		Increase high school graduation rate to meet or exceed state average.
CTE pathway completion rate	In 2020, 0 students completed a CTE pathway. We are building our CTE program to include a full pathway starting in the 2022-23 school year. 2023 data will become the baseline.	In 2021, 0 students completed a CTE pathway. We are building our CTE program to include a full pathway starting in the 2022-23 school year. 2023 data will become the baseline.	Monarch River has 31 students enrolled in CTE courses for the current 2023 Spring year.		Increase the CTE pathway completion rate from the prior year's data.
A-G completion rate	MRA did not have 12th graders during the 19-20 school year.	The A-G completion rate for 2021 was at 16% (1 out of 6 students).	In 2022, the A-G completion rate was 38%.		Increase the A-G completion rate from the prior year's data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20-21 data will become the baseline.				
Advanced Placement passage rate	In 2020, the percentage of students scoring 3 or higher on AP exams was 100%	For 2021, we had 3 students from MRA take AP tests, all were passed with a 3 or higher. MRA had 100% passing with 3 or higher.	Due to the structure of a non-classroom based program, students have the ability to choose between AP Exams and Concurrent/ Dual Enrollment. MRA's concurrent percentage for 2022 was 9.3%		Increase the AP pass rate from the prior year's data.
College and Career Indicator (CCI) Rate	MRA did not have 12th graders during the 19-20 school year. 20-21 data will become the baseline.	Data is not available from the state for 2021.	In 2022, 55% of students were prepared or approaching prepared.		Increase the percentage of students who are prepared or approaching prepared according to the College and Career Indicator on the Dashboard.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 College and Career Indicators (CCI) for readiness and success	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved in expanding College and Career opportunities for post-secondary success. The new requirements for CCI will be addressed including CTE Pathways, A-G courses, and other CCI indicators. This will ensure that unduplicated students are given the opportunity to complete CCI and A-G college requirements and be provided with academic support to ensure college and career readiness is a key motivator for attendance resulting in higher	\$37,022.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic achievement. Monarch River Academy (MRA) believes that providing opportunities for expanded CTE and A-G courses will allow students to develop leadership and collaboration skills that will lead to increased student engagement and an increase in academic achievement as well as course completion for college and career readiness. Monarch River Academy will provide a team of trained high school support specialists and counselors led by the Highschool Director to increase opportunities for students to participate in CCI, CTE, and A-G courses and opportunities. Since its inception, this action has led to increased participation and achievement in CCI readiness, CTE, and A-G course enrollment, and increased achievement on local assessments. The implementation and coordination of multiple support systems in CCI, CTE, and A-G courses will lead to increased connectedness, school engagement, and college and career readiness. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
4.2	4.2 Secondary student success team & Virtual Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for students to be involved by providing a secondary student success team and an online virtual specialist to improve outcomes for middle and high school students through support and progress monitoring. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in several areas, including drop-out rates, graduation rates, CCI indicators, concurrent enrollment, AP pass rates, and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The secondary student success team and leadership team will implement a program to ensure all students meet their academic goals, including, but not limited to weekly progress monitoring, the assignment of appropriate student support, and	\$113,197.00	Yes

Action #	Title	Description	Total Funds	Contributing
		meeting with students and families. By providing the secondary student success team, Monarch River Academy believes there will be student improvement outcomes for middle and high school students, including course completion rates, graduation rates, and achievement state and local assessments. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.		
4.3	4.3 High School counseling support	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities to provide High school counseling support to students to ensure academic guidance and support for students to meet A-G requirements to ensure College and Career readiness by providing support and monitoring the academic achievement and learning progress of the Monarch River Academy's unduplicated students. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in several areas, including drop-out rates, graduation rates, CCI indicators, concurrent enrollment, AP pass rates, and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The counseling team will implement a program to ensure all students meet their academic goals, including meeting with students and families. By providing the counseling team, Monarch River Academy believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement state and local assessments will improve. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	\$20,943.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	4.4 Expand Dual/concurrent enrollment opportunities	State and local assessment data, educational partner feedback, and other collected data indicate a need for increased opportunities for an expansion of dual enrollment options for high school students in a high priority for student success. The high school success team, directors, and counseling team will plan and collaborate to support students to meet A-G requirements to ensure College and Career readiness by providing dual and concurrent enrollment opportunities in order to increase the academic achievement and learning progress of the Monarch River Academy's unduplicated students. Our Low Income, Foster Youth, and English Learner middle and high school students have the opportunity for continued growth in dual enrollment options and meeting or exceeding standards using the CAASPP (formerly EAP) according to the most current state and local data. The high school support team will implement a program to ensure all students meet their academic goals and expansion of dual/concurrent enrollment as needed when they meet with students and families. By providing the expanded dual/concurrent enrollment opportunities, Monarch River Academy believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement state and local assessments will improve. We expect this action will continue to reduce the achievement gap through increased student support and engagement which will result in more success in the areas of attendance rates, suspension rates, and the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data, educational partner feedback, and other collected data.	\$20,249.00	

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions outlined in goal four supported Monarch River Academy to guide and prepare all students for college and career readiness.

Action 4.1 The action of CTE pathway expansion and implementation was not fully implemented due to the lack of completion opportunities for a CTE certification which is not easily available for a non-classroom-based program.

Action 4.2 The action of a Secondary student success team for progress monitoring and coordination of support services was fully implemented and provided a secondary student success in the areas of attendance, credit recovery, course completion, A-G completion, and an increased graduation rate according to metrics and survey data.

outcomes for middle and high school students through support and progress monitoring.

Action 4.3 The action of the High School counseling support team was fully implemented and provided support to ensure all students meet their academic goals, A-G completion, graduation rate, and college and career readiness according to the metrics.

Action 4.4 The action of expanding dual enrollment opportunities was not implemented as planned due to a lack of enrollment in the program.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1 The action of CTE pathway expansion and implementation was partially implemented with no material differences.

Action 4.2 The action of Secondary student success was fully implemented with no material differences.

Action 4.3 The action of the High School counseling support team was fully implemented with no material changes.

Action 4.4 The expansion of Dual Enrollment opportunities was not implemented with a material difference of a \$20,000 decrease in expected expenses due to the lack of enrollment which collapsed the program.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 4.1 The action of CTE pathway expansion and implementation was not fully implemented and enrollment/completion results reflect the challenge of CTE certificate completion in a non-classroom-based program. Results demonstrate limited enrollment and completion with the exception of CTE programs that are connected to community college programs and through contracted vendors.

Action 4.2 The action of the secondary student success team in the areas of progress monitoring and coordination has improved outcomes for middle and high school students through support and progress monitoring as shown in the metrics above.

Action 4.3 The action of a High School counseling team that supports has improved outcomes for middle and high school students through support and progress monitoring as shown in the metrics above in the success points of high school graduation rate and college and career readiness.

Action 4.4 The action of Expand Dual Enrollment opportunities was not implemented and therefore, there are no results towards the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The following actions will be increased for the 2023-2024 school year, all other actions will remain the same:

Action 4.1 The action of CTE pathway expansion will be increased with the addition of an expansion of opportunities for college and career readiness (CCI) based on the new indicators and the unique format of a non-classroom-based program. this expansion should increase the readiness and dashboard indicators for all students with a focus on our unduplicated students.

Action 4.2 The action of high school success coordinators will be increased to include an HSVA coordinator to support success in our online programs and A-G grant goals as well as graduation and CCI success for unduplicated students which will result in increased completion rate, learning loss, and expansion of the A-G enrollment and completion.

Action 4.4 The action of expanding dual enrollment will be redirected to an expansion of concurrent enrollment in our community college system according to the personal needs of each student. Due to the geographic regions where our students reside, dual enrollment is a challenge because there are not enough students in the CC district to hold a dual enrollment course, therefore; concurrent enrollment will be expanded to meet the college and career readiness requirements for all students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
790,651	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.35%	0.00%	\$0.00	8.35%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

<p>Using the calculation tool provided by the state, Monarch River Academy has calculated that it will receive \$588,630 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the school is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services section of this plan. The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds:</p> <p>Goal 1:</p> <p>Regional Coordinators (Goal 1, Action 2)</p> <p>Technology (Goal 1, Action 5)</p> <p>Technology Support (Goal 1, Action 6)</p> <p>Speech Pathologist (Goal 1, Action 8)</p> <p>Student Study Teams and Intervention Support (Goal 1, Action 13)</p>
--

Coordination of Intervention, Assessment, Analysis, and Achievement (Goal 1, Action 14)

Goal 2:

Communication (Goal 2, Action 2)

Goal 3:

MTSS Program Implementation and Coordination (Goal 1, Action 3)

Student Transition Program and Crisis Support (Goal 3, Action 6)

Goal 4:

CTE Pathway Expansion (Goal 4, Action 1)

Secondary Student Success Progress Monitoring and Coordination (Goal 4, Action 2)

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help MRA to be effective in meeting the school's LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action serves the unduplicated student population by helping to close equity and performance gaps and meet the goals of our school. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique school-wide action. Many of these actions and services are being performed on a schoolwide basis in order to increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, our school has calculated that it will receive \$588,630 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been

calculated at 7.89%. Our LEA has demonstrated that it has met the 7.89% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that help provide equity and access for the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,566,124.00	\$1,406,244.00		\$991,643.50	\$8,964,011.50	\$4,791,549.00	\$4,172,462.50

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Qualified Staff, including appropriately credentialed teachers	All	\$2,632,142.00	\$694,767.00		\$447,768.00	\$3,774,677.00
1	1.2	1.2 Regional Coordinators	English Learners Foster Youth Low Income	\$466,707.00				\$466,707.00
1	1.3	1.3 Electives and Enrichment opportunities	All	\$863,156.00			\$95,516.00	\$958,672.00
1	1.4	1.4 Texts, instructional materials and supplies	All	\$1,853,053.00	\$15,113.00			\$1,868,166.00
1	1.5	1.5 Technology, including devices and equipment for learning	English Learners Foster Youth Low Income	\$11,753.00			\$11,878.00	\$23,631.00
1	1.6	1.6 Technology Support	English Learners Foster Youth Low Income	\$8,230.00			\$65,130.00	\$73,360.00
1	1.7	1.7 Intervention Program	Title I				\$96,226.00	\$96,226.00
1	1.8	1.8 Supplemental School Psychologist, and Specialized Support Staff	English Learners Foster Youth Low Income	\$63,031.00				\$63,031.00
1	1.9	1.9 Special Education Services	Students with Disabilities	\$325.00	\$636,599.00			\$636,924.00
1	1.10	1.10 Professional development for staff	English Learners Foster Youth				\$3,714.00	\$3,714.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.11	1.11 Supplemental academic support programs	Title I Eligible Students	\$14,118.00			\$20,091.00	\$34,209.00
1	1.12	1.12 English Learner Progress and Achievement Support	English Learners	\$5,300.00				\$5,300.00
1	1.13	1.13 Student Study Teams and Intervention Support	English Learners Foster Youth Low Income	\$24,356.00				\$24,356.00
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	English Learners Foster Youth Low Income	\$88,923.00			\$39,617.00	\$128,540.00
1	1.15	1.15 Academic achievement assessments, management platform, and support	All	\$7,100.00			\$57,095.00	\$64,195.00
1	1.16	1.16 Coordination of services and supports for Students with 504s	Students with 504s	\$3,008.00				\$3,008.00
1	1.17	1.17 Activities and events to promote family academic success including lending library support	Title I Eligible Students				\$75,306.50	\$75,306.50
2	2.1	2.1 School and community events	Title I Eligible students	\$1,840.00				\$1,840.00
2	2.2	2.2 Communication through multiple methods including website and newsletter	English Learners Foster Youth Low Income	\$11,730.00			\$65,130.00	\$76,860.00
2	2.3	2.3 Parent Support and Professional Development	Title I Eligible Students					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	3.1 MTSS Program implementation and coordination	English Learners Foster Youth Low Income	\$40,673.00				\$40,673.00
3	3.2	3.2 Enrichment Coordination and Support	All	\$293,440.00				\$293,440.00
3	3.3	3.3 Coordination of school and community events	English Learners Foster Youth Low Income					
3	3.4	3.4 Supplies and services for Homeless Youth	Homeless and Foster Youth					
3	3.5	3.5 Increase student participation in clubs, leadership and academic programs						
3	3.6	3.6 Student transition program and supports	English Learners Foster Youth Low Income		\$59,765.00			\$59,765.00
4	4.1	4.1 College and Career Indicators (CCI) for readiness and success	English Learners Foster Youth Low Income	\$22,850.00			\$14,172.00	\$37,022.00
4	4.2	4.2 Secondary student success team & Virtual Support	English Learners Foster Youth Low Income	\$113,197.00				\$113,197.00
4	4.3	4.3 High School counseling support	All	\$20,943.00				\$20,943.00
4	4.4	4.4 Expand Dual/concurrent enrollment opportunities		\$20,249.00				\$20,249.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,464,344	790,651	8.35%	0.00%	8.35%	\$384,743.00	0.00%	4.07 %	Total:	\$384,743.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$384,743.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	1.2 Regional Coordinators			English Learners Foster Youth Low Income	All Schools	\$466,707.00	
1	1.5	1.5 Technology, including devices and equipment for learning	Yes	Schoolwide	English Learners Foster Youth Low Income		\$11,753.00	
1	1.6	1.6 Technology Support	Yes	Schoolwide	English Learners Foster Youth Low Income		\$8,230.00	
1	1.8	1.8 Supplemental School Psychologist, and Specialized Support Staff	Yes	Schoolwide	English Learners Foster Youth Low Income		\$63,031.00	
1	1.10	1.10 Professional development for staff	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.13	1.13 Student Study Teams and Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income		\$24,356.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	Yes	Schoolwide	English Learners Foster Youth Low Income		\$88,923.00	
2	2.2	2.2 Communication through multiple methods including website and newsletter	Yes	Schoolwide	English Learners Foster Youth Low Income		\$11,730.00	
3	3.1	3.1 MTSS Program implementation and coordination	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$40,673.00	
3	3.3	3.3 Coordination of school and community events	Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.6	3.6 Student transition program and supports	Yes	Schoolwide	English Learners Foster Youth Low Income			
4	4.1	4.1 College and Career Indicators (CCI) for readiness and success	Yes	Schoolwide	English Learners Foster Youth Low Income		\$22,850.00	
4	4.2	4.2 Secondary student success team & Virtual Support	Yes	Schoolwide	English Learners Foster Youth Low Income		\$113,197.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,964,011.50	\$9,662,021.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Qualified Staff, including appropriately credentialed teachers	No	\$3,774,677.00	3,620,917
1	1.2	1.2 Regional Coordinators		\$466,707.00	472,131
1	1.3	1.3 Electives and Enrichment opportunities	No	\$958,672.00	988,752
1	1.4	1.4 Texts, instructional materials and supplies	No	\$1,868,166.00	2,108,166
1	1.5	1.5 Technology, including devices and equipment for learning	Yes	\$23,631.00	117,631
1	1.6	1.6 Technology Support	Yes	\$73,360.00	73,360
1	1.7	1.7 Intervention Teachers	No	\$96,226.00	61,226
1	1.8	1.8 Supplemental School Psychologist	Yes	\$63,031.00	64,512
1	1.9	1.9 Special Education Services	No	\$636,924.00	1,036,924
1	1.10	1.10 Professional development for staff	Yes	\$3,714.00	3,814

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	1.11 Supplemental academic support programs	No	\$34,209.00	34,209
1	1.12	1.12 English Learner Progress and Achievement Support	No	\$5,300.00	5,482
1	1.13	1.13 Student Study Teams and Intervention Support	Yes	\$24,356.00	24,356
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	Yes	\$128,540.00	218,595
1	1.15	1.15 Academic achievement assessments, management platform, and support	No	\$64,195.00	64,195
1	1.16	1.16 Coordination of services and supports for Students with 504s	No	\$3,008.00	3,752
1	1.17	1.17 Activities to promote family literacy including lending library support	No	\$75,306.50	75,307
2	2.1	2.1 School and community events	No	\$1,840.00	1,954
2	2.2	2.2 Communication through multiple methods including website and newsletter	Yes	\$76,860.00	76,860
2	2.3	2.3 Parent University	No		47,250
3	3.1	3.1 MTSS Program implementation and coordination	Yes	\$40,673.00	42,535
3	3.2	3.2 Enrichment Coordination and Support	No	\$293,440.00	293,440
3	3.3	3.3 Coordination of school and community events	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	3.4 Supplies and services for Homeless Youth	No		
3	3.5	3.5 Increase student participation in clubs, leadership and academic programs			
3	3.6	3.6 Student transition program and supports	Yes	\$59,765.00	59,765
4	4.1	4.1 CTE pathway expansion	Yes	\$37,022.00	50,840
4	4.2	4.2 Secondary student success team	Yes	\$113,197.00	85,748
4	4.3	4.3 High School counseling support	No	\$20,943.00	30,000
4	4.4	Expand Dual Enrollment Opportunities		\$20,249.00	300

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$384,743.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	1.5 Technology, including devices and equipment for learning	Yes	\$11,753.00			
1	1.6	1.6 Technology Support	Yes	\$8,230.00			
1	1.8	1.8 Supplemental School Psychologist	Yes	\$63,031.00			
1	1.10	1.10 Professional development for staff	Yes				
1	1.13	1.13 Student Study Teams and Intervention Support	Yes	\$24,356.00			
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	Yes	\$88,923.00			
2	2.2	2.2 Communication through multiple methods including website and newsletter	Yes	\$11,730.00			
3	3.1	3.1 MTSS Program implementation and coordination	Yes	\$40,673.00			
3	3.3	3.3 Coordination of school and community events	Yes				
3	3.6	3.6 Student transition program and supports	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	4.1 CTE pathway expansion	Yes	\$22,850.00			
4	4.2	4.2 Secondary student success team	Yes	\$113,197.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0.00	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Cover Sheet

Public Hearing of the Arts, Music, & Instructional Materials Block Grant Plan

Section:	III. Academic Excellence
Item:	B. Public Hearing of the Arts, Music, & Instructional Materials Block Grant Plan
Purpose:	Public Hearing & Discussion

BACKGROUND:

- On June 30, 2022, Governor Gavin Newsom approved AB 181. Among other things, the bill established the Arts, Music, and Instructional Materials (AMIM) Discretionary Block Grant.
- Arts, Music, & Instructional Funding for schools will be used to obtain standards-aligned professional development and instructional materials in specified areas, improve school culture, develop diverse and culturally relevant book collections, and other specified uses.
- A public hearing is required to gather input from stakeholders.

Arts, Music, and Instructional Materials Discretionary Block Grant 2022 Expenditure Plan

LEA Name:	Monarch River Academy
Contact Name:	Damien Phillips
Email Address:	damien.phillips@centralvcs.org
Phone Number:	(559) 258-1109

Total Amount of funds received by the LEA:	\$536,447
---	-----------

Date of adoption at a public meeting:	
--	--

[AB 181 Sec. 134](#)

[AB 185 Sec. 56](#)

(a) For the 2022–23 fiscal year, the sum of three billion five hundred sixty million eight hundred eighty-five thousand dollars (\$3,560,885,000) is hereby appropriated from the General Fund to the State Department of Education to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for allocation to county offices of education, school districts, charter schools, and the state special schools to:

(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:

- (A) Visual and performing arts.
- (B) World languages.
- (C) Mathematics.
- (D) Science, including environmental literacy.
- (E) English language arts, including early literacy.
- (F) Ethnic studies.
- (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
- (H) Media literacy.
- (I) Computer science.
- (J) History-social science.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Development - County Office		25,000	25,000	25,000	75,000.00
Professional Development - Other Educational Partners		10,000	10,000	10,000	30,000.00
Subtotal		35,000.00	35,000.00	35,000.00	105,000.00

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Materials and resources for in-person academic best practices		80,000	80,000	80,000	240,000.00
Subtotal		80,000.00	80,000.00	80,000.00	240,000.00

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Culturally Relevant Resources		10,000	10,000	10,000	30,000.00
Subtotal		10,000.00	10,000.00	10,000.00	30,000.00

(4) Operational costs, including but not limited, to retirement and health care cost increases.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Operational Costs, Retirement		101,447	30,000	30,000	161,447.00
Subtotal		101,447.00	30,000.00	30,000.00	161,447.00

(5) As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

(6)

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal					

Summary of Expenditures

Total Planned Expenditures by the LEA:	536,447.00
---	------------

(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)		35,000.00	35,000.00	35,000.00	105,000.00
Subtotal Section (2)		80,000.00	80,000.00	80,000.00	240,000.00
Subtotal Section (3)		10,000.00	10,000.00	10,000.00	30,000.00
Subtotal Section (4)		101,447.00	30,000.00	30,000.00	161,447.00
Totals by year	0.00	226,447.00	155,000.00	155,000.00	536,447.00

Total planned expenditures by the LEA:
536,447.00

General Instructions

This example template is provided as a resource as one way to develop an expenditure plan for the Arts, Music, and Instructional Materials Discretionary Block Grant of 2022. LEAs are cautioned to refer to AB 181, Sec. 134, (amended by AB 185, Sec. 56) for all program requirements. Please verify all calculations/formulas before finalizing the plan.

Cover Sheet

Prop 28 Arts Plan

Section: III. Academic Excellence
Item: C. Prop 28 Arts Plan
Purpose: Discussion - Informational

BACKGROUND:

- On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools Funding Guarantee and Accountability Act. The measure requires the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24.
- This is the school's drafted plan for Prop 28 Funds and includes:
 - An Overview
 - Statement of Need/Needs Assessment
 - Program Description
 - Budget & Budget Allocation
 - Annual Reporting Requirements

RECOMMENDATION:

Provide input and guidance to the school leadership to help develop the Plan.

MONARCH RIVER ACADEMY

PROP 28

GRANT PLAN

2023



Prop 28 Grant Plan

LEA Name:	Monarch River Academy
Contact Name:	Damien Phillips
Email Address:	damien.phillips@centralvcs.org
Phone Number:	(559) 258-1109

Total Amount of anticipated funds:	2023-2024 SY	\$164,670
	2024-2025 SY	
	2025-2026 SY	

Anticipated Date of Adoption at a Public Meeting:	June 2023
--	-----------

1. Overview

BACKGROUND:

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools Funding Guarantee and Accountability Act. The measure requires the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24.

OBJECTIVE:

Arts education is essential for every student. When students participate in the arts, they are presented with challenges that allow them to think, feel, and express themselves in creative ways unique to the varied and diverse genres of the discipline.

Every student at Monarch River Academy (School) will have access to a high-quality, standards based arts education programming in Transitional Kindergarten through 12th grade.

GOALS/FOCUS AREAS:

Over the next 3 years, and first 3-year phase of the new Prop 28 funding, the School will strive to:

1. **SCHOOL CULTURE:** Continue to foster and sustain a school culture that values arts education
2. **CURRICULUM & INSTRUCTION:** Ensure all TK-12 students have access to standards-based art education that includes authentic and integrated learning

<p>experiences</p> <ol style="list-style-type: none"> 3. INSTRUCTIONAL MATERIALS, SUPPLIES, EQUIPMENT, & TECHNOLOGY: Ensure materials, equipment, and partnerships are maintained to provide creative spaces and resources for all arts programming 4. PROFESSIONAL DEVELOPMENT & STAFFING: Provide ongoing professional development and additional staffing to support and provide arts education 5. COLLEGE & CAREER: Establish visual, performing, and media arts College and Career Readiness Pathways 6. COMMUNICATION: Disseminate effective communication, collaboration, and outreach with all stakeholders
<p>2. Statement of Need/Need Assessment:</p> <p>Monarch River Academy's personalized learning model allows teachers, parents, and students to design a learning plan around the interests and needs of each student. As such, the arts are encouraged and used as innovative ways to access learning in all content areas. The school is able to provide curriculum, learning materials, and opportunities for engaging in learning through modalities and methods that best connect with the learner. The Prop 28 funding will supplement existing programs and opportunities for all students to experience learning through the arts.</p> <p>Thus far in the 2022-2023 school year, students utilized more than 75 Community Partners (vendors) specializing in the arts. Students experienced over 4000 learning experiences focused on the arts including fine and multi-media arts, music, dance, and theater.</p> <p>An Arts & Music Grant Staff Survey conducted earlier this school year, found that there are at least twenty-two school staff members who have interest in arts instruction. Experiences and skills varied, however, the passion and interest levels were evident and consistent among interested staff.</p>
<p>3. Program(s) Description:</p> <p>Focus Area 1: School Culture <i>Continue to foster and sustain a school culture that values arts education</i></p> <p>As part of the school's Personalized Learning Model, teachers are able to incorporate innovative teaching strategies, unique, experiential experiences, and leverage student personal interests and hobbies. As such, the arts, in all its forms, are in some way incorporated into each student's Education (Ed) Plan.</p> <p>Focus Area 2: Curriculum & Instruction</p>

The school's art program will provide students with a comprehensive art education that develops their creativity, critical thinking, and technical skills. School staff will strive to foster a love of art and appreciation for its role in learning and our shared community.

The school will develop a system to assess students' progress and achievement through the grant funds and will include an analysis in participating students' internal benchmark and state test scores.

Focus Area 3: Instructional Materials, Supplies, Equipment, & Technology

Students will have access to a range of resources to support student learning. This may include art supplies, technology, and equipment. The school will identify opportunities to highlight student achievement in the arts and ensure the display of student work.

Focus Area 4: Professional Development & Staffing

School staff will receive training and professional development on how arts education can be incorporated into students' Educational Plans.

Focus Area 5: College & Career

Students that have arts education are five times less likely to drop out of high school, are four times more likely to earn a bachelor's degree, and are 30% more inclined to pursue a professional career¹. The school will provide additional opportunities for students to explore career opportunities in the arts and related fields. In addition, increased opportunities for arts education should impact student achievement as demonstrated through school benchmark assessments, state assessments, and graduation rates.

Focus Area 6: Communication

The school will continue to use multiple methods of school-stakeholder communication. Families will receive updates and information related to arts education through digital weekly communication, periodic social media, and consistent Teacher correspondence.

4. Budget & Budget Allocation:

Anticipated Budget

Anticipated Funding for 2023-2024	Enrollment	Low Income	Enrollment Funding	Low Income Funding	Total Funding
	1108	463	\$125,707	\$38,962	\$164,670

* SSC estimates are based on 2021-2022 Free & Reduced Priced Meals data and are subject to change.

¹ [NEA 2012](#)

Expenditure Plan

Proposed Allocation of Funds	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26
	\$164,670		
2023-2024 STAFFING & SALARIES 80% = \$131,736			
Paraprofessional Personnel Costs	\$15,000		
Community Arts Educator Personnel Costs	\$70,000		
Single Subject Arts Teacher (MSVA & HSVA)*	30% of \$120,000 = \$36,000		
Subtotal	\$121,000		
2023-2024 Arts Education Support 20% = \$32,934			
Training	\$5,000		
Supplies & Materials	\$25,000		
Arts Educational Partnership Programs	\$1,000		
Subtotal	\$31,000		
TOTALS	●Y1	●Y2 ●Y1	●Y3 ●Y2 ●Y1
	\$152,000	Any Remaining 2023-24 Funds + 2024-25 Allocations	Any Remaining 2023-24 & 2024-25 Funds + 2025-26 Allocations

* Position is included in the Shared MOU between Yosemite Valley Charter School & Monarch River Academy.

5. Annual Reporting Requirements

Reporting Metric	2023-24	2024-25	2025-26
Arts Education Programs			
Academic Arts Adventure Days	Y	Y	Y
GATE Program(s)	Y	Y	Y
Full-Time Equivalent Teachers			
Community Arts Educators	4	4	5
Single Subject Arts Teacher (MSVA & HSVA)*	1	1	2
Classified Personnel			
Paraprofessionals	2	2	3

Number of Students Served	General Student Enrollment	Low Income Students	General Student Enrollment	Low Income Students	General Student Enrollment	Low Income Students
Transitional Kindergarten	33	66				
Kindergarten	140					
1st Grade	122	39				
2nd Grade	137	44				
3rd Grade	115	41				
4th Grade	111	37				
5th Grade	106	33				
6th Grade	89	30				
7th Grade	95	25				
8th Grade	77	20				
9th Grade	37	13				
10th Grade	49	18				
11th Grade	24	13				
12th Grade	25	8				
STUDENT TOTALS						
Subtotal	1160	387				

Cover Sheet

WASC Accreditation Status

Section: III. Academic Excellence
Item: D. WASC Accreditation Status
Purpose: Discussion - Informational

BACKGROUND:

- The recent WASC visit has resulted in the school being granted a six-year accreditation status through June 30, 2029 with a mid-cycle visit during the 2025-2026 school year.



Accrediting Commission for Schools Western Association of Schools and Colleges

COMMISSION MEMBERS

R. DAVID GAUDI JR., Ed.D.
Chairperson
Hawaii Association of Independent
Schools

ODIE J. DOUGLAS
Vice Chairperson
Association of California School
Administrators

MICHAEL ALVAREZ
Western Catholic Educational Association

CUAHTEMOC AVILA, Ed.D.
Association of California School
Administrators

KEVIN BAKER, Ph.D.
East Asia Regional Council of Schools

GRANT BENNETT
Association of California School
Administrators

JANICE BLABER
Hawaii State Department of Education

DANNY BLAS
California Teachers Association

KEVIN COLLINS, Ed.D.
Association of California School
Administrators

MICHAEL COLLINS
California Association of Private School
Organizations

GREGORY DHUYVETTER
Western Catholic Educational Association

LEE DUNCAN, Ed.D.
Association of Christian Schools
International

TOBY ELMORE
California Association of Private School
Organizations

JUAN A. FLECHA
Association of California School
Administrators

KRISTIE FLOHRA
National Lutheran School Accreditation

ANDREA FUKUMOTO
Hawaii State Department of Education

CAROL GREEN
California Congress of Parents and
Teachers, Inc. (PTA)

ESTHER KANEHAILUA
Hawaii State Department of Education

CINDY KAZANIS
California Department of Education

KAWENA MARTINEZ
Hawaii State Teachers Association

MONIQUE MCWAYNE
California Department of Education

LINDA NORMAN, Ed.D.
Western Catholic Educational Association

CHRISTOPHER OASE, D.A.
California School Boards Association

DOREEN OLESON, Ed.D.
California Association of Independent
Schools

ANDREW RODRIGUEZ
California Federation of Teachers

MATTHEW RUSSO, Ed.D.
Postsecondary Education

JASON SAMPLE
Charter Schools

JONATHAN SCHILD, Ed.D.
Western Catholic Educational Association

DAVID SCIARRETTA, Ed.D.
Charter Schools

LAURA STEFANSKI
Public Member, California

KATHERINE THOROSSIAN, Ed.D.
Association of California School
Administrators

BERIT VON POHLE, Ed.D.
Pacific Union Conference of Seventh-day
Adventists

DIANA WALSH-REUSS, Ed.D.
Association of California School
Administrators

LIVINGSTON (JACK) WONG
Public Member, Hawaii

April 28, 2023

Laurie Goodman, Deputy Director
Monarch River Academy
3610 E. Ashlan Ave.
Fresno, California 93726

Dear Laurie Goodman:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2023 Commission Meeting. The ACS WASC Commissioners have determined Monarch River Academy (TK-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status through June 30, 2029 with a mid-cycle visit during the 2025-2026 school year.

Monarch River Academy is required to prepare an in-depth progress report for the mid-cycle visit. The report and visit should demonstrate that the school has: 1) addressed the growth areas for continuous improvement through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Monarch River Academy's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Monarch River Academy's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

R. David Gaudi Jr., Ed.D.
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent

Cover Sheet

2023-2024 Vendor Agreement

Section: IV. Operations
Item: A. 2023-2024 Vendor Agreement
Purpose: Discussion & Potential Action - Vote

BACKGROUND:

- Minor revisions to the current agreement include:
 - Updating COVID 19 language to “Health & Safety”
 - Removal of “employee” under prohibited conflicts

RECOMMENDATION:

- Consider approving the 2023-2024 Vendor Agreement.

VENDOR AGREEMENT

This Vendor Agreement ("Agreement") is made between **Monarch**

River Academy ("School"), a California nonprofit public corporation that operates a public charter school and

[INSERT
VENDOR] ("Vendor").



RECITALS

WHEREAS, School fosters successful student achievement through a quality, personalized, and standards-based education program featuring unique and hands-on experiential learning experiences;

WHEREAS, Vendor is engaged in the businesses of providing experienced and qualified educational services as set forth in **Exhibit A**; and

WHEREAS, School desires to retain Vendor for the purpose of providing the services described herein for the benefit of the School, families, and students.

NOW, THEREFORE, in consideration of the foregoing recitals, the promises and the mutual covenants contained herein, and for other good, valuable and sufficient consideration, the parties agree as follows:

SECTION 1. TERM and TERMINATION.

- a. Term: This Agreement shall be effective as of **[DATE]**.
- b. Termination: Vendor may terminate this Agreement for cause after providing sixty (60) days advance written notice to School. School may terminate this Agreement at any time, with or without cause in its sole discretion with same-day written notice. Upon termination, School shall pay Vendor for all necessary and approved Services rendered pursuant to this Agreement and relevant "Enrichment Certificate(s)" (defined below) up to the effective date of termination. School has no obligation to pay Vendor for any Services provided after the effective date of termination. The termination of this Agreement constitutes a termination of any active invoices and Enrichment Certificates.

SECTION 2. SERVICES.

- a. Scope of Services: Vendor is hereby engaged by School to perform the student enrichment services specified in **Exhibit A**, incorporated herein by reference ("Services"), subject to the terms and conditions contained herein. Vendor assumes full responsibility for the performance of the Services provided under the terms of this Agreement. School does not guarantee any minimum amount of work by this Agreement.
- b. No Authority to Bind School: Vendor understands and agrees that Vendor lacks the authority to bind School contractually, conduct business on School's behalf, or incur any obligations on behalf of School. Specifically, Vendor agrees not to represent himself/herself or any Vendor employees, agents, or contractors as an employee of School in any capacity, including, but not limited to, when interacting with School students, parents, vendors, or employees.

- c. Responsibility for Performance: Vendor assumes full responsibility for the performance of Vendor's duties under the terms of this Agreement and warrants that Vendor and its employees, contractors, and other agents are fully qualified in Vendor's specialized skill or expertise to perform such duties. Vendor will not enter into any contract or engagement that conflicts or interferes with Vendor's duties under this Agreement.
- d. Compliance with Charter Petition and Law: Except when otherwise expressly required by applicable law, School shall not be responsible for monitoring Vendor's compliance with the law, charter petition, and Agreement. Vendor acknowledges that School must comply with Education Code § 220's prohibitions against discrimination, obligations to provide a free appropriate education to students with exceptional needs pursuant to the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act, and be non-sectarian in its programs. Vendor must be non-sectarian in any Services provided to School students. Vendor shall ensure its performance of its Services complies with these legal and charter petition requirements. If Vendor performs any Services in a manner that is contrary to law, Vendor shall bear all claims, costs, losses and damages (including, but not limited to, reasonable attorneys' fees and costs) arising therefrom.
- e. Service Limitations: Vendor shall not serve a School student for more than twelve (12) core academic hours including math, language arts, social studies, science and world language during the school week (Monday to Friday from 8:00 am to 2:30 pm) under this Agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); excepting visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by the supervising teacher.
- f. No Private School Affiliation: Vendor certifies that it is not, nor is it affiliated with, a private school that submitted an affidavit to register with the California Department of Education and is listed on the state's Private School Directory ("Private School"). Vendor affirms the Services shall not be provided at a Private School. Vendor affirms that it will not confer any compensation received for performing Services under this Agreement to a Private School.
- g. Prohibited Conflicts: Vendor is prohibited from providing Services under this Agreement to a relative (e.g., child, grandchild, niece/nephew, sibling, etc.) of the Vendor. ~~(or its employees).~~ **Vendor must comply with Education Code § 56042 which generally prohibits an attorney or advocate for a student with exceptional needs from recommending services from an entity that employs or contracts with the attorney or advocate or otherwise presents conflicts concerns. The School may prohibit a Vendor from providing Services if there are other conflicts concerns as determined by School in School's sole discretion.** School shall not be responsible for paying Vendor for the prohibited services described herein.

SECTION 3. PAYMENT.

- a. Enrichment Certificate: School requests Services from Vendor through School's issuance of an Enrichment Certificate. School is not responsible to pay for any costs of Services without issuance of an Enrichment Certificate. The Enrichment Certificate will detail requested Services, dates of Services, fees for Services, and other relevant information. Vendors must first receive an Enrichment Certificate before providing Services to students. School does not pay for Services in advance. Services should only be rendered for the dates listed on the Certificate. If the Enrichment Certificate dates have past/expired, the Vendor must cease providing Services until it receives another Enrichment Certificate with current dates.
- b. Vendor Invoice: School shall pay Vendor for Services performed through invoices. Vendor will

remit one (1) itemized invoice within 90-days after completing the Services pursuant to an Enrichment Certificate. Vendors should submit invoices to **billing@monarchriver.org**. School will endeavor to pay undisputed invoice amounts within thirty (30) days of receipt. Certificates not invoiced within 90-days will be canceled and noted as Services not rendered.

- c. Termination of Enrichment Certificate: School may terminate an Enrichment Certificate at any time, with or without cause in its sole discretion with same-day written notice. School shall pay Vendor the undisputed amounts for Services already performed under the Enrichment Certificate.
- d. Incurred Costs: Any damages or costs incurred by School, including replacement costs, as a result of Vendor's failure to competently perform under this Agreement may be deducted by School from any amounts owed to Vendor.
- e. Use of School's Name: Vendor shall not use the name, insignia, mark, or any facsimile of the School for any purpose, including but not limited to advertising, client lists, or references, without the advance written authorization of the School.

SECTION 4. GENERAL CONDITIONS FOR VENDOR PERFORMANCE.

- a. Vendor Qualifications: Vendor represents it has the qualifications, skills and, if applicable, the certification and licenses necessary to perform the Services in a competent, and professional manner, without the advice or direction of School. Upon School's request, Vendor shall provide copies of certification or licensure. Subject to the terms of this Agreement, Vendor shall render all Services hereunder in accordance with this Agreement and **Exhibit A**, Vendor's independent and professional judgment and in compliance with all applicable laws and with the generally accepted practices and principles of Vendor's trade. Vendor is customarily engaged in the independently established trade, occupation, or business of the same nature as the Services performed.
- b. Relationship: The School is not an employer of Vendor or its employees, contractors, or agents and shall not supervise individuals as such in carrying out the Services to be performed by Vendor under the terms of this Agreement. It is expressly understood between the parties that Vendor and its employees, contractors, and agents are not employee(s) of School.
- c. Licenses: Vendor warrants that Vendor is engaged in an independent and bona fide business operation, markets him/her/itself as such, is in possession of a valid business license/insurance when required, and is providing or capable of providing similar services as set forth in **Exhibit A** to others.
- d. No Training or Instruction: Although School may at times provide information concerning its business and students to Vendor, School will not provide any training or instruction to Vendor concerning the manner and means of providing the Services that are subject to this Agreement because Vendor warrants that Vendor is highly skilled in its industry.

SECTION 5. TAXES. Because Vendor is not an employee of School, all compensation called for under this Agreement shall be paid without deductions or withholdings, and will be accompanied by an IRS Form 1099, as applicable, at year end. Vendor is responsible for the reporting and payment of any state and/or federal income tax or other withholdings on the compensation provided under this Agreement or any related assessments. In addition, Vendor shall fill out and execute a Form W-9. In the event that the Internal Revenue Service or the State of California should determine that Vendor or its employee(s) is/are an employee of School subject to withholding and social security contributions, Vendor acknowledges consistent with this Agreement that all payments due to Vendor under this Agreement are gross payments, and the Vendor is solely responsible for all income taxes, social security payments, or other applicable

deductions thereon.

SECTION 6. BENEFITS. Vendor and its employees, contractors, and agents are not entitled to the rights or benefits that may be afforded to School employees including, but not limited to, disability, workers' compensation, unemployment benefits, sick leave, vacation leave, medical insurance and retirement benefits. Vendor is solely responsible for providing at Vendor's own expense, disability, unemployment, workers' compensation and other insurance for Vendor and any of its employees, contractors, and agents.

SECTION 7. MATERIALS. Vendor will furnish at its own expense all materials, equipment and supplies used to provide the Services.

SECTION 8. BACKGROUND CHECK AND SAFETY REQUIREMENTS.

- a. Background Check: Vendor shall ensure its employees, agents, and contractors working directly with School students complete a criminal background check through the Department of Justice ("DOJ") in accordance with Education Code section 45125.1. Vendor certifies to School that no one working on behalf of Vendor (e.g., Vendor employees, agents, or contractors) working with School students have been convicted or have pending charges of a violent or serious felony as defined in Penal Code sections 667.5(c) and 1192.7(c). The cost of the background check is the Vendor's responsibility.
- b. First Aid & CPR Certification: Upon School's request, Vendor shall ensure its employees, agents, or contractors obtain First-Aid and CPR Certification. Vendors shall implement safety policies and procedures related to emergency response and accident reporting reasonable for the Services.
- c. Supervision: Vendor is responsible for supervising and ensuring students have a safe environment from the time they are dropped off to receive Services and until the responsible party picks them up. Students may not be left unattended during Vendor's provision of Services. Students shall not interact in one-on-one settings with Vendor (or its employees) without the School's express written permission. Vendor may not transport students without School's express written permission.
- d. Student Discipline: Vendor acknowledges that School is responsible for managing and overseeing the education program, which incorporates the Vendor's enrichment services. Vendor must immediately notify School when students act inappropriately and may require discipline. School is responsible for issuing discipline to students. If Vendor wishes to remove a participant from their Services, the Vendor shall notify School and the parties will discuss appropriate measures.
- e. Reporting Bullying and Harassment Incidents to School: To the fullest extent allowed by law, Vendor shall immediately notify School if it becomes aware of any incident of bullying, discrimination, harassment, or sexual harassment at Vendor's place of business, during Vendor's provision of Services, or otherwise involving School students, Vendor, or Vendor's employees, contractors, or agents in any way. If Vendor learns a student may pose a health or safety threat to himself/herself or to other individuals, Vendor must immediately notify the School.
- f. Training: Vendor shall ensure its employees, contractors, or agents who interact with School students participate in sexual harassment prevention training before providing Services under this Agreement. Upon School's request, Vendor shall provide proof of compliance with this training requirement.
- g. Health and Safety-~~COVID-19~~: Vendor certifies they will remain in compliance with local, county, and state laws and regulations concerning health safety. ~~and reducing the spread of COVID-19. Vendor will implement and visibly post the 5 strategies that reduce the spread of COVID-19 at their service facility to include staying at home when appropriate, practicing good hand hygiene~~

~~and respiratory etiquette, using masks when feasible, having adequate supplies (includes soap, water, hand sanitizer, paper towels, disinfectant wipes and sprays, masks, and no touch trash cans), and posting signs and safety messaging in highly visible locations.~~

SECTION 9. INDEMNIFICATION AND INSURANCE.

- a. Indemnification: To the maximum extent allowable by law, Vendor will indemnify, defend, and hold harmless School, its officers, directors, employees, agents and volunteers from and against all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, attorneys' fees, and costs that such entities or persons may incur that arise out of or relate to this Agreement or the alleged negligence, recklessness or willful misconduct of Vendor, including of Vendor's officers, directors, employees, subcontractors, agents, representatives, volunteers, successors, assigns or anyone for whom Vendor is legally responsible. Vendor's indemnity, defense and hold harmless obligations shall survive the termination of this Agreement. To the maximum extent allowable by law, Vendor also agrees to hold harmless, indemnify, and defend School from any and all liability, damages, or losses (including reasonable attorneys' fees, costs, penalties, and fines) School suffers as a result of (a) Vendor's failure to meet its obligations under Sections 4-6, or (b) a third party's designation of Vendor or Vendor's employees, agents, or contractors as an employee of School regardless of any actual or alleged negligence by School.
- b. General Liability Insurance Limits: Vendor agrees to maintain general liability insurance coverage, including both bodily injury and property damage, with at least the following coverage limits:
- i. \$1,000,000 per occurrence
 - ii. \$2,000,000 general aggregate
 - iii. \$500,000 personal & advertising injury
- c. Additional Insurance Requirements: Vendor's insurance shall constitute primary coverage for any loss or liability arising from or relating to this Agreement and any insurance held by School shall constitute secondary, excess coverage. School may require additional insurance coverage depending on the Services and shall communicate these insurance requirements to the Vendor in conjunction with the provision of an Enrichment Certificate. Vendor's insurance policies required under this Agreement shall name School as additionally insured.

SECTION 10. CONFIDENTIALITY.

- a. Confidential Information: Vendor acknowledges that during the course of performing Services, Vendor may become privy to confidential, privileged and/or proprietary information important to the School. Vendor further acknowledges its obligations under the Family Educational Rights and Privacy Act ("FERPA") and California Uniform Trade Secrets Act. Vendor shall ensure that all of its employees, agents and contractors agree to the requirements of this section prior to receiving any Confidential Information (defined below). Vendor shall not use or disclose during or after the term of this Agreement, without the prior written consent of School, any information relating to School's employees, directors, agents, students or families, or any information regarding the affairs or operations of School, including School's confidential/proprietary information and trade secrets ("Confidential Information"). Confidential Information, whether prepared by or for the School, includes, without limitation, all of the following: education records, student rosters, medical records, personnel records, information technology systems, financial and accounting information, business or marketing plans or strategies, methods of doing business, curriculum, lists, email addresses and other information concerning actual and potential students or vendors and/or any other information Vendor reasonably should know is treated as confidential by the School. The only allowed disclosures of Confidential Information

are (i) with prior written consent of School; (ii) after the information is generally available to the public other than by reason of a breach by Vendor of this agreement to maintain confidentiality; (iii) after the information has been acquired by Vendor through independent means and without a breach of Vendor's duties to School under this Agreement or otherwise; or (iv) pursuant to the order of a court or other tribunal with jurisdiction if Vendor has given School adequate notice so that School may contest any such process. Personally identifiable student information may only be used as necessary to meet Vendor's obligations under this Agreement. Vendor shall not use any Confidential Information (e.g., student or parent contact information) to market any products or services to School parents or students without School's express written permission. Vendor must take all necessary and appropriate steps to protect and safeguard all of School's Confidential Information and proprietary information from unauthorized disclosure.

- b. Disclosure of Records: School will provide Vendor with those records requested by Vendor that are reasonably necessary to allow Vendor to perform the Services. Vendor shall use any such records only for the purpose provided and not for the benefit of any other person or entity. Upon termination of this Agreement or School's request, Vendor will immediately surrender to School or destroy all Confidential Information and other materials provided to Vendor by School, including all physical copies, drafts, digital or computer versions.

SECTION 11. ENTIRE AGREEMENT. This Agreement and its incorporated exhibits constitute the entire agreement between the parties with respect to the subject matter contained herein and supersede all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.

SECTION 12. DISPUTE RESOLUTION.

- a. Informal Dispute Resolution: If there is any dispute or controversy between the parties arising out of or relating to this Agreement, the parties shall first meet and confer informally in an attempt to resolve the issue.
- b. Mediation: If reasonable efforts at informal resolution are unsuccessful, the parties shall participate in a mediation with a mutually-agreed upon mediator. Any costs and fees, other than attorneys' fees, associated the mediation shall be shared equally by the parties.
- c. Arbitration: If School has paid more than \$25,000 to Vendor for Services since the start of the previous fiscal year, and efforts to resolve the dispute at mediation are unsuccessful, the parties agree that such dispute will be submitted to private and confidential arbitration by a single neutral arbitrator through Judicial Arbitration and Mediation Services, Inc. ("JAMS") at the nearest JAMS location, or other service agreed upon by both parties, and that such arbitration will be the exclusive final dispute resolution method under this Agreement. The JAMS Streamlined Arbitration Rules & Procedures in effect at the time the claim or dispute is arbitrated will govern the procedure for the arbitration proceedings between the parties. The arbitrator shall not have the power to modify any of the provisions of this Agreement. The decision of the arbitrator shall be final, conclusive and binding upon the parties hereto, and shall be enforceable in any court of competent jurisdiction. The party initiating the arbitration shall advance the arbitrator's initial fee. Otherwise and thereafter, each party shall bear their own costs of the arbitration proceeding or litigation to enforce this Agreement, including attorneys' fees and costs. Except where clearly prevented by the area in dispute, both parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved, subject to the right to terminate this Agreement. Nothing in this Agreement is intended to prevent either party from obtaining injunctive or equitable relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

SECTION 13. MODIFYING THE AGREEMENT. No supplement, modification, or amendment of this Agreement shall be binding unless in writing and executed by both parties.

SECTION 14. NO WAIVER. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

SECTION 15. NO ASSIGNMENT. No party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other party. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns.

SECTION 16. SEVERABILITY. If any provision of this Agreement is invalid or contravenes applicable law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

SECTION 17. GOVERNING LAW. This Agreement shall be governed by and interpreted under the laws of the State of California.

SECTION 18. AUTHORITY TO CONTRACT. Each party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said party, and that the undersigned has been duly authorized to execute this Agreement.

SECTION 19. NOTICES. All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

(a) When delivered personally to the recipient's address as stated on this Agreement; (b) three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement; (c) via email address as stated on this Agreement. Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

If to Vendor: If to School:

(Please fill in with your information)

Business:

Name:

Title:

Address:

Email:

Phone:

SECTION 20. COUNTERPARTS. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed or emailed .pdf or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date above.

Monarch River Academy VENDOR

By: By:

Name: Name:

Title: Title:

Date: Date:

EXHIBIT A

Detailed List of Vendor Services and Prices

*Anything not listed will not be approved

Services Offered:

Title	Description	Grade Level	Price	Duration

Cover Sheet

Updated Uniform Complaint Procedure (UCP)

Board Policy No. 1312

Section:	IV. Operations
Item:	B. Updated Uniform Complaint Procedure (UCP)
Purpose:	Discussion & Potential Action - Vote

BACKGROUND:

- Every school's governing board is required to have established local complaint policies that describe the procedures that must be followed to resolve complaints and is consistent with the *California Code of Regulations*, Title 5 sections 4600–4694.
- The school must designate a staff member to be responsible for receiving, investigating and resolving complaints and making sure the staff member is knowledgeable about the laws/programs they are assigned.
- The school is revising its UPC to update outdated address information and terminology/titles and to appoint Dr. Damien Phillips as the new designated staff member responsible for concerns and or complaints filed through the UCP.

RECOMMENDATION:

- Consider approving the updated UCP.



Monarch River Academy

Community Relations Uniform Complaint Procedures

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

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

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

Damien Phillips
 3610 E Ashlan Ave. Fresno, CA 93726
 (559) 258-1109
damien.phillips@centralvcs.org

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

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

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

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

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

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

The notice shall:

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

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the Charter School will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

- A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the Charter School's educational program, including curricular and extracurricular activities.
- The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
- A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as

well as the responsibilities of the Charter School liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the Charter School and another district.

- A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into a district high school or between district high schools as applicable shall be notified of the Charter School's responsibility to:
 - Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed
 - Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency
 - If the student has completed his/her second year of high school before the transfer, provide the student information about the Charter School- adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1
- The complainant has a right to appeal the Charter School's decision to CDE by filing a written appeal within 15 calendar days of receiving the Charter School's decision.

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

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

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

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

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

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

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

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

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

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

All complainants shall be protected from retaliation.

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

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

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

- A complaint alleging violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to the UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
- Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A

complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the ~~Superintendent~~~~Executive Director~~ or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)

- A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the ~~Superintendent~~~~Executive Director~~ or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
- When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
- When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the Charter School's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the Charter School shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

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

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

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

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of

time. If mediation is successful and the complaint is withdrawn, then the Charter School shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the Charter School shall then continue with subsequent steps specified in this administrative regulation.

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

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

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

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

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

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

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

8. Report of Findings:

- **OPTION 1:** Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, and respondent if there is one, a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the Charter School's receipt of the complaint. (5 CCR 4631)
- **OPTION 2:** Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the Charter School's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

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

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

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

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

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

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single

primary language other than English, then the decision shall also be translated into that language. In all other instances, the Charter School shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

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

- The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - Statements made by any witnesses
 - The relative credibility of the individuals involved
 - How the complaining individual reacted to the incident
 - Any documentary or other evidence relating to the alleged conduct
 - Past instances of similar conduct by any alleged offenders
 - Past false allegations made by the complainant
- The conclusion(s) of law
- Disposition of the complaint
- Rationale for such disposition

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the Charter

School's final written decision, he/she, in the same manner as the complainant, may file an appeal with CDE.

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

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

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

Adopted: June 8, 2019
Revised: May 9, 2023

Cover Sheet

Back Office Provider Bids

Section: IV. Operations
Item: C. Back Office Provider Bids
Purpose: Discussion & Potential Action - Vote

BACKGROUND:

- It is a best practice to routinely go out to bid for outside services to ensure the school is working with vendors who best meet the current needs of the school at the best pricing available.
- Prioritizing the financial needs of the school is integral to successful operations and sustainability.
- The school has vetted three new vendors in conjunction with the current provider and done a comprehensive analysis on how best to meet the financial needs of the school

RECOMMENDATION:

- Consider approving the school's recommendation for a Back Office Financial Service Provider

PROPOSAL FOR CHIEF FINANCIAL OFFICER SERVICES

PRESENTED TO THE BOARD OF YOSEMITE VALLEY CHARTER SCHOOL



The Proposal's Content

1 Overview and Goals

2 Scope

3 Financial Services

4 Payroll

5 Compliance

6 Why Absolute?

7 Leadership

8 Giving Back

9 Project Organization

10 Pricing

11 Appendix A

12 Appendix B

Overview and Goals

Our mission is to connect the world of finance to the world of education in a seamless and understandable way to promote a focus on an organization's mission, not their finances.

In trying times we at Absolute Charter Group have specialized in creating low risk options that are thoroughly planned and objectively presented. The purpose of “finance” and “accounting” is to provide your school leaders and educational partners with complete information to make an informed decision for the good of the school and students.

The expert team at Absolute has shown consistent concern about the longevity of the charters we work with daily. Your financial health, your special education programs, your test scores and your vendor and authorizer relationships are always on our priority list. It's not just about the numbers.





Scope

Finance Services

Budgeting and Forecasting

Is your school financially sustainable over the next few years? Can you afford that building you've been thinking about? Can you invest in a marketing plan for growth? Can you assure your Board of Trustees that you can reduce the dependence on borrowing/factoring because of cash flow needs? Your budgets and financial forecasts tell the story. We believe the numbers talk for themselves and are fully capable of answering the questions you have. We don't focus on the past. We focus on the future, while considering the past.

Cash Flow Management

Are you aware that 67% of charter schools that are forced to close their doors do so because of financial mismanagement? Did you also know that all those schools had a top financial management company helping them, but their services only included the basics, bookkeeping. They prepared financials, completed the required budgets, and provided cash reports, but never became personally involved. We do. Your school becomes our school.

Accounts Payable (AP)

If the suppliers of your books and materials aren't happy then your parents and students are the people that eventually suffer because of a lack of supplies, services, and goods that are needed to fulfill their educational goals. The team at Absolute will work with your vendors to keep the lines of communication open so that they are aware when specific payment obligations will be met.

Other Financial Services

- Charter Start-up Services
- Board and Governance Training
- Risk Management Assistance
- Debt and Factoring Management
- Board Support
- Vendor Management
- Facility Consultations
- Audit Support
- Charter Renewal

Payroll

Payroll Processing

We provide top-notch services for you through our partnership with ADP. Your team members are provided with an employee profile that allows them to manage their residential addresses, withholdings, paystubs, leave balances, and so much more, without waiting "up to 24-48 hours" for a report from the back-office.

Compliance

Federal and State Compliance

All charter schools are required to meet specific reporting requirements related to how they manage their funding. Reporting includes financial data used for special education and restricted funds connected to federal and state grants, such as all Title funding, as well as covid funding, learning loss grants and early education progress. We also provide unlimited support with the LCAP, unaudited and audited financials, annual budgets, and 1st and 2nd interims. We work closely with you as we prepare these on your behalf.

Stimulus Reporting and Other One Time Funds

The federal and state governments provided more than two dozen sources of one-time funds, and we have become experts in the management of those funds to avoid the penalties that are associated with their misuse, and lack of use. The team at Absolute does extra work to ensure the best use of these funds as well as developing a long-term plan for sustainability for programs. This service is uncommon in many similar financial firms, because they often do not see the financial benefit in doing the extra work.





Financial Services



- Budgets

- Hyper-detailed budgets that provide employee level data for all earnings types, including stipends, payroll taxes, retirement benefits, personal time off accrual balances, health care costs, and overtime.
- We're the only group that provides sub-budgets to track your department expenses while coding all costs to the state required SACS system.
- The team at Absolute is the only group that provides monthly tracking of your maintenance of efforts requirements for special education.
- For nonclassroom-based schools that are required to meet specific requirements, we budget your pupil-to-teacher ratios and your 40/80 mandates to verify that your school will meet them and remain in legal compliance required by Ed Code.

- Forecasts

- On a monthly basis, we track the actual costs that we budget to make sure that the trending results are in line with what is projected.
- We do more than bookkeeping and reporting the numbers. We provide detailed analysis and recommendations as if we were in the boardroom of a Fortune 500 company. The team at Absolute Charter Group makes sure that you are continuously informed about the school's requirements and fiscal health for board reporting.



Financial Services



- Accounts Payable
 - Accuracy is our top priority. We understand that if mistakes are made that this could upset your vendors and damage the relationship; therefore, we provide the following:
 - Invoice processing within one week with a four-step review of the invoice data for accuracy.
 - Multiple payment options that include checks, ACH, Pay Pal, and virtual cards.
 - The team at Absolute is the only provider that gives your vendors control of their payments by providing them with a vendor account that allows them to make changes to their account information, which may include: payment address, upload IRS documents, determine how they would like to be paid, and to check on the payment status of an invoice. They can even review past invoices and payment methods.
- Accounts Receivable
 - We track all your funding awards from their source of origin, and we follow up with the proper authority in case there are any funding delays.
 - There are more than two dozen one-time funding awards that were granted, and we track the award amount, amount used, how they were used, the remaining amount of the award, the cash award that has been received, and the cash amount remaining to receive.
 - We include any future receipts in your cash forecasts so that you have a more accurate picture of your cash outlook and avoid unnecessarily factoring your receivables or using other sources of financing.

Payroll

- Payroll

- There are no excuses for errors when working with payroll, and we pride ourselves in checking and double checking for accuracy with employee earnings, voluntary deductions, retirement payments (STRS, PERS, 403B, 401K), paid time off (PTO) balances and other payroll items. When errors occur, employees lose trust in their Charter's leadership.
- All back-office providers offer payroll services because it is easier for them to account for the activity, and they have the advantage of charging for another service which is not included as a part of your fiscal services contract. We partner with the experts in payroll, like ADP, because we care more about the service your employees receive. Your employees will have access to their own online profile that allows them to change their address, update withholdings, review paystubs, download their W2's, and update their health benefits.
- The team at Absolute will offer access to an HR firm to help answer all of your human resource questions. This service is offered free of charge to your school whenever it's needed. They can assist with questions related to HR compliant policies, automated staff training and development and annual comprehensive HR audits.
- Another aspect of ADP is the time and attendance system which is available for your hourly employees to clock in and out from any assigned location using ADP's world-renowned software. They are also able to review their hours for any time period currently or previously worked.

Compliance

- Annual Compliance Reports

- The team at Absolute provides a complete Google calendar with financial, operations, attendance, and special education compliance requirements. The calendar can be shared with any member of your staff and provides a description of the task, date due, who is responsible for its completion, if it needs board approval or a signature, and the completion date.
- We do more than prepare the report. We provide you with detailed information about the benefits of the report and any potential pitfalls if the data isn't completed accurately. This type of detail is essential for the yearly audit requirement.

- LCAP Compliance

- We use codes within the accounting chart of accounts that correspond to the state's SACS code structure that align directly to your LCAP. This helps us to track your expenses to assure you that those LCAP goals are being met and this ensures an earlier analysis and completion of the LCAP reporting requirements to all educational partners.

- Stimulus Reporting

- Schools received various sources of funding from the Coronavirus Response and Relief Supplemental Appropriations Act and the American Rescue Plan and there are quarterly and annual reporting requirements that we complete on your behalf. In addition, we provide recommendations for the use of the funds to stay within the guidelines.

Why Absolute Charter Group?

1. We don't provide back-office services, we provide Chief Financial Officer services, which means it's our duty to analyze your financial past and predict your financial future.
2. We focus on the details. Your accounting team members will be dedicated to work on only three schools at any one time, while other firms typically work on as many as 10 schools. With a large workload, they will struggle to provide the level of detail and care that a thriving school needs.
3. We become the CFO that you need. We take the responsibility for understanding the details of your financial data and report to you in a timely manner to avert a costly disaster. We do the research necessary to answer your questions.
4. We've been here the whole time, and here are some examples of our success.
 - a. We've helped the school save millions of dollars in maintenance of effort special education spending that would have been required if the 21-22 report had been submitted prior to us finding the corrections that were needed.
 - b. We spotted millions of dollars in errors in the cash flow forecast that would have been misreported. We identified the true cash flow balance.
 - c. We helped the school to avoid a non-compliance issue with the 40/80 requirement for nonclassroom-based schools that would have led to a 15% reduction in LCFF funding.
 - d. We analyzed the restricted one-time funds and reported the potential hardship the school faced with meeting the September 2023 deadline to encumber some of that funding.
5. The team at Absolute Charter has never had an audit finding for any charter school that we've served.
6. We have best-in-class customer service, and we take that very personally.
7. Through careful analysis and forecasting, the team at Absolute has been able to increase cashflow to the extent that the dependency of factoring for short term borrowing has been extremely diminished or terminated or extinguished. This fact has saved hundreds of thousands of dollars in interest costs.

Leadership

Christopher S. Williams, CEO

With over 25 years of accounting experience in multiple industries, Christopher Williams has led the way with the restructure of accounting departments of all sizes. He has worked with companies as small as \$5M in annual revenue to the largest record distributor in the world. He is a Certified Public Accountant, with a degree in accounting, a master's in business administration and is currently sitting for the Certified Fraud Exam. Chris has spent the last seven years helping charters schools concentrate less on finances and more on academic achievement. He has worked with charter schools throughout the state and was the accountant that helped to guide the growth of the largest charter school organization in the state at one time. When others said that it would be impossible, Mr. Williams took the financial plan of a startup charter school that was prepared by one of the larger back-office providers, and rejected by the local school district, repaired it and had it approved by the Riverside County Office of Education. That performing arts school is still thriving and supporting its community five years later. Chris is dedicated to finding a way to best serve charters in order for them to meet their mission of serving staff, students, families, and all educational partners.

ABSOLUTE
CHARTER
GROUP



Giving Back

Scholarships

The team at Absolute Charter enjoy partnering with our clients on multiple levels and one of the proudest opportunities we have is providing scholarships to students at your school. Our scholarships are not awarded for academics or athletics, but to those who work the hardest and make progress towards their goals as nominated by your teachers. We believe that some students work just as hard as those who receive the best grades, but they don't always have the same results. This could be because of health reasons, familial challenges or the difficulty retaining information. We want to encourage **ALL** students, including those with an IEP or if they're learning English, to keep trying and to never give up. We award three scholarships per year for each school we partner with.



Donations

We are always looking for ways that we can contribute our time or our resources to help the less fortunate. If you have a cause, give us a call to see how we can help.



Volunteering

The most precious gift that we can give anyone is the gift of our time, the one thing we can't buy more of. We take pride with volunteering in the schools to help with food drives, toy drives, library donations, financial literacy, or any other opportunities to lift our communities. One example occurred in March 2023, when we provided in-person sessions on financial literacy to 6th, 7th, and 8th graders. The team at Absolute believes in leadership through service, and volunteering to benefit our communities.



Project Organization

This Proposal assumes a shared implementation approach. A shared implementation is a cooperative, hands-on project, jointly managed by the School staff and the Absolute team.

The charts below set forth the baseline responsibilities for Absolute and Yosemite Valley Charter that are necessary to support the Project. Each party agrees to dedicate at least the type and level of resources set forth below. Each role may be filled by one or more individuals as needed.

Absolute Charter's Role	Summary of Responsibilities
CEO	<ul style="list-style-type: none"> * Work with school to design implementation plan * Train with the authorizer to meet compliance requirements * Manages Absolute resources * Other responsibilities in Appendix A
Accounts Payable	<ul style="list-style-type: none"> * Review vendor list and verify receipt of W9's * Work directly with vendors to set up their AP system profile * Other responsibilities in Appendix A
Accounts Receivable	<ul style="list-style-type: none"> * Review customer list and verify receipt schedule * Verify that future receipts are included in the cash flow forecast * Other responsibilities in Appendix A
Payroll	<ul style="list-style-type: none"> * Review employee list and verify earnings, deductions and taxes * Train employees on the payroll requirements * Other responsibilities in Appendix A
Attendance & Data	<ul style="list-style-type: none"> * Prepare and analyze all CALPADS reports prior to submission * SIS maintenance * Other responsibilities in Appendix B
School's Role	Summary of Responsibilities
Superintendent	<ul style="list-style-type: none"> * Makes decisions on behalf of the School * Approves each milestone in the project * Main point of contact for areas of implementation
Office Staff	<ul style="list-style-type: none"> * Provide documents and information requested by Absolute * Participates in meetings and working sessions as required

PRICING

As a part of our partnership approach, we request a 2% fee of revenues so when you grow, we grow. If you experience a setback in revenue, we decrease our fee to help, but never decrease our customer service. As you grow, we assign additional resources to service you without adding additional charges and we will never assess an inflation-based or COLA up-charge. If the fee is 2% in 2023, then it'll be 2% in 2093.

Services That Aren’t Assessed A Fee

- A. Consulting Services. We are available at a moment’s notice to help answer any question related to school finances and operations that are outside of the scope of this proposal, and we won’t send you a bill for our time. We’re not a law firm, and we won’t bill you like one.
- B. Implementation/Set-up Fee. There is a lot of time that is devoted to bringing you on as a client, and our staff is dedicated to making sure that the transition is seamless for you, your team members, your students, and your vendors. We appreciate your trust in Absolute, and we don’t believe that you should be rewarded with a bill for allowing US to serve YOU.
- C. Extra payroll runs. Whether you have an off-cycle check or ACH payment, these are usually rushed and unintentional, but we understand that life happens, and we can be flexible in order to accommodate you without taking advantage.
- D. Any Additional Financial Resources Needed. If the school or Absolute believes that additional resources are needed to provide you with the level of service that you need, we’ll add them at no extra cost. We want you to feel like you’re receiving a “wow” factor from our team.

Fee Example

The below represents an example of a school that started operations modestly in 2023 then increased in total revenue going into 2024, but then experienced a setback in 2025 and lost half of its overall revenue. The fee increases with the expectation that additional work will be required as academic programs grow, special education services are increased to accommodate the additional students in the program and additional financial objectives are initiated. As revenue is lost, we make the same assumptions as above and reduce our fee, but we don’t decrease the service level that is needed. We work together to decide what service level is appropriate.

	2023	2024	2025
Revenue	\$500,000	\$5,000,000	\$2,500,000
Percentage Fee	2%	2%	2%
Fee	\$10,000	\$100,000	\$50,000

ACCOUNTING AND FINANCE

Accounting

- review chart of accounts
- review contracts
- review sub-budget reports
- review policies and procedures
- review internal controls
- board training
- review vendor onboarding
- review personnel docs

Sub-accounting – accounting related to departments, projects, one-time funds

Accounts Payable

- collect vendor W9
- file receipt of invoice from vendor or school
- review invoice specifications
- submit invoice through AP system for approval
- add invoices to the Sage **Intacct** accounting system
- verify that all invoices are on the AP aging
- review AP aging with school staff
- obtain payment requests
- request vendor payments
- verify that payments were made
- file payment with invoice
- provide reports as needed

Accts receivable

- record all federal, state and local receipts in Intacct
- follow up with agencies for missing receipts

General ledger

- record all monthly recurring and nonrecurring transactions
- use proper coding

Cash management

- prepare weekly cash flow forecast
- reconcile bank activity

Financial reporting

- provide monthly financial statements
- ad hoc analysis

Budget

- provide and adjust budget

Payroll

- process hourly and salaried payroll
- process deductions and other earnings

Special Education Financial Monitoring

- Cost containment through maintenance of effort management and purposeful planning
- Reimbursement program assistance with Low Incidence and Dispute Resolution applications

ATTENDANCE AND DATA

Attendance

prepare P1, P2 and Annual attendance reports

Compliance

prepare and analyze all CALPADS reports prior to submission

verify the sync of CALPADS and SIS monthly

report CALPADS anomalies to administration

California Assessment of Student Performance and Progress (CAASPP)

English Language Proficiency Assessments for California (ELPAC)

School Accountability Report Card (SARC)

California Basic Education Data System (CBEDS)-ORA

Civil Rights Data

Federal Program Monitoring (FPM)

SIS Maintenance

upload California Assessment of Student Performance and Progress (CAASPP) scores

upload English Language Proficiency Assessments for California (ELPAC) scores

reconcile attendance data monthly

assist with end of year processes and data integrity

Cover Sheet

Board Metrics Report - May

Section: V. Governance
Item: A. Board Metrics Report - May
Purpose: Presentation & Potential Discussion - Informational

BACKGROUND:

- Monthly Board Report
- This month's report includes:
 - School Enrollment
 - High School Events
 - High School A-G Report
 - Virtual Academy Programs Report - ESVA, MSVA, & HSVA

RECOMMENDATION:

- Consider providing school leadership with input and guidance.
- Request additional information and or formal presentations for the next Board meeting.



Board Metrics

Monarch River Academy
May 2023

School Enrollment

Current Enrollment by Grade: As of 5/05/2023

Grade	Totals
TK	28
KN	120
1	113
2	125
3	101
4	92
5	91
6	78
7	87
8	67
9	32
10	48
11	23
12	21
Totals	1026

- 342 withdrawals were processed since 8/1, 2 pending
- 36 SPED students have withdrawn, 1 pending

High School Events

Denise Voth & Shelly Elrod

Progress Report

In the 2021-2022 school year, we were unable to hold in-person high school events until April of 2022 due to COVID regulations. We were able to hold a high school prom outdoors where we had 83 in attendance. We also held a senior sunrise in the Spring and had 5 in attendance.

For the 2022-2023 school year, we were excited to bring back in-person high school events. Below are the numbers of students who attended:

Event	Registrants	Month
Senior Sunrise	13	August
Fresno State campus tour	11	Sept
Fresno State ropes course	29	Oct
Community Service-healing garden	3	November
Roller Skating- United Skates of America	47	Jan
Bowling @ FSU	33	Feb
Blackbeards-Mini Golf	28	May
Prom	100	April
High School Hangouts	Attendance	Month
	33	September
	26	October
	13	December
	36	January
	35	March



High School A-G Report

Denise Voth, Carmen Marroquin, & Yessenia Medina

Brief Progress Report

Each year our A-G prepared students' percentages are improving. Next year will be our 4th consecutive school year where we only offer A-G courses. We are projecting around a 30% increase in our A-G prepared students for the 2023-2024 school year.

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

- Converted all core classes to AG (Social Studies, English, Science, Math)
- Increased AG core offerings including through High School Virtual Academy and updated UCOP AG course lists.
- Tracked and monitored AG students with a tag in Pathways and on the IGP.
- **Scheduled Students for Success!** Changed the way we talk about AG by promoting college/career readiness for all students and having options.

- Updated [Individual Graduation Plan](#) (IGP) encourages scheduling classes in a way in which all students are meeting AG requirements while fulfilling high school graduation requirements as 9th and 10th graders.
- All students on the diploma path are AG unless they choose to switch paths in Grade 11. All college-bound students (2 or 4 year) should complete AG requirements. Non-AG students must meet with their counselor and sign an AG waiver.
- Encouraged meeting AG requirements through dual/concurrent enrollment.
- Require a meeting with a Counselor in the Spring of 10th grade when a family is choosing NOT to be A-G prepared to go over [these slides](#). A signed acknowledgment is also required.
- Hired an additional counselor to target AG monitoring at 11th and 12th-grade level, expand dual/concurrent enrollment programs, increase graduate support for FAFSA/CADAA completion and post-secondary planning, and hold small group/individual student meetings.
- Supported professional development and ASCA membership for the counseling department to keep abreast of updates and best practices.
- Expanded Secondary Education Specialist team to help monitor IGP and Yearly Plans
- Continued high school progress monitoring to target students in danger of failing

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

- Continue to **Schedule Students for Success!** All 9th and 10th graders are AG.
- Continue to monitor and track AG completion
 - Use CaliforniaColleges.edu OR use a different College Career Readiness platform that uses *transcript-informed* reports and supports CTE
 - Purchase [TES](#) UC Transcript Evaluation Service to streamline AG summary reports that can:
 - Identify students who can complete 11 AG courses by 12th grade and need to retake D's earned in AG courses
- Continue to promote Dual Enrollment options for students
- Increase knowledge and level of importance of AG completion and CCI Preparedness among staff
- Develop and promote CTE Pathways **completion**
- Review and update interventions available for D and F students through high school progress monitoring
- Monitor and update UCOP AG Course List
- Increase course offerings for meeting AG requirements in English and math
- Implement a required College/Career exploration/readiness course
- Hire additional counselors to develop a middle school counseling program.

Virtual Academies – Student Support

Maria Thoeni | Denise Voth & Megan Dorais



Brief Progress Report

Elementary School and Middle School Virtual Academy (ESVA & MSVA) are an all inclusive curriculum option for families in our school. Courses that are offered include Math, English Language Arts (ELA), Science, Social Studies, Social Emotional Learning (SEL), and Writer's Workshop. The Virtual Academy programs seek to grow and develop each year in response to data analysis, which includes not only student academic performance but also feedback from students, parents, and staff. Below, you can read some of the data collected this year as well as some of the plans to improve student experience for next year.

Current 22/23 School Year (ESVA & MSVA)

- 631 students enrolled in classes from grades TK-8th
- Trainings provided to teachers
 - Concept Development
 - Curriculum
 - Checking for Understanding
 - Formative Assessment
 - School Culture
 - Inclusion
 - Kinesthetic Aids for Learning
 - Online Resources to Improve Engagement
- Successful park days - 3 in at the beginning of the school year and 3 more the last week of school
- Grades as of 04/24/2023- the grading policy for the ESVA and MSVA states that overall course grades are comprised of: 70% Standards Mastery, and 30% Participation

Percentage of students in each grading band for ELA

	KN	1st	2nd	3rd	4th	5th	6th	7th	8th
90%-100%	33%	67.5%	62.5%	23.5%	22.5%	19%	29%	48%	30.5%
80%-89%	38%	23.5%	24.5%	27%	30%	27%	31%	22%	34%
70%-79%	12.5%	3%	9%	25%	20%	25.5%	27.5%	17%	23%
60%-69%	4%	3%	2%	15%	15%	13.5%	9%	9%	9%
0%-59%	12.5%	3%	2%	9.5%	12.5%	15%	3.5%	4%	3.5%

Percentage of students in each grading band for Math

	KN	1st	2nd	3rd	4th	5th	6th	7th	8th
90%-100%	45%	67%	57%	58%	31%	11%	29%	34%	26%
80%-89%	25%	8%	35%	17%	24%	34%	35%	47%	21%
70%-79%	15%	12.5%	8%	21%	24%	30%	12%	2%	13%
60%-69%	5%	12.5%	0%	4%	13%	16%	8%	2%	17%
0%-59%	10%	0%	0%	0%	8%	9%	16%	15.5%	23%

Percentage of students in each grading band for Science

	KN	1st	2nd	3rd	4th	5th	6th	7th	8th
90%-100%	40%	56%	42%	37.5%	7%	9%	38%	48%	65%
80%-89%	50%	11%	25%	37.5%	40%	41%	38%	28%	20%
70%-79%	10%	22%	25%	13%	40%	18%	9.5%	4%	10%

60%-69%	0%	0%	0%	6%	6.5%	14%	5%	4%	5%
0%-59%	0%	11%	8%	6%	6.5%	18%	9.5%	16%	0%

Percentage of students in each grading band for Social Studies

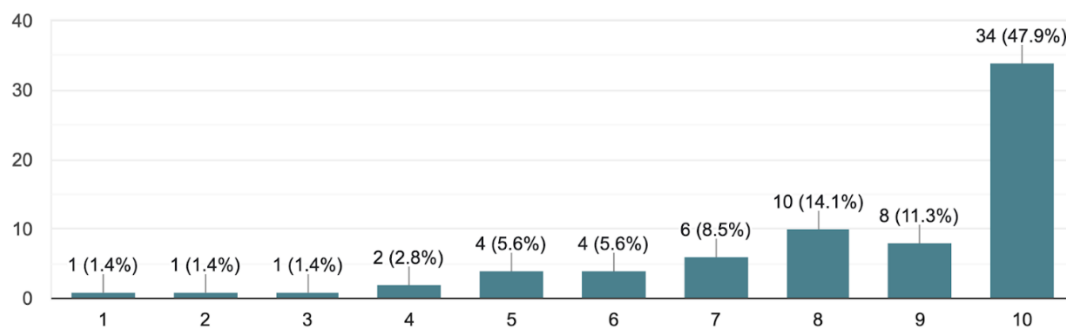
	KN	1st	2nd	3rd	4th	5th	6th	7th	8th
90%-100%	57%	57%	43%	60%	27%	21%	18%	23%	29%
80%-89%	29%	14%	29%	27%	47%	37.5%	35%	44%	21%
70%-79%	14%	29%	0%	6.5%	13%	26%	35%	11%	43%
60%-69%	0%	0%	14%	0%	13%	10.5%	6%	11%	7%
0%-59%	0%	0%	14%	6.5%	0%	5%	6%	11%	0%

Results from parent survey - Spring '23

- 81.4% of parents that have a student with an IEP believe that the VA is supportive of their child's IEP goals.
- 91.6% of parents feel that their VA teacher communicates frequently.
- 70.5% of parents feel that the VA helped take educational planning off their plate.
- 73.2% of parents stated that one of the benefits of VA is that their child received quality instruction from a credentialed teacher.

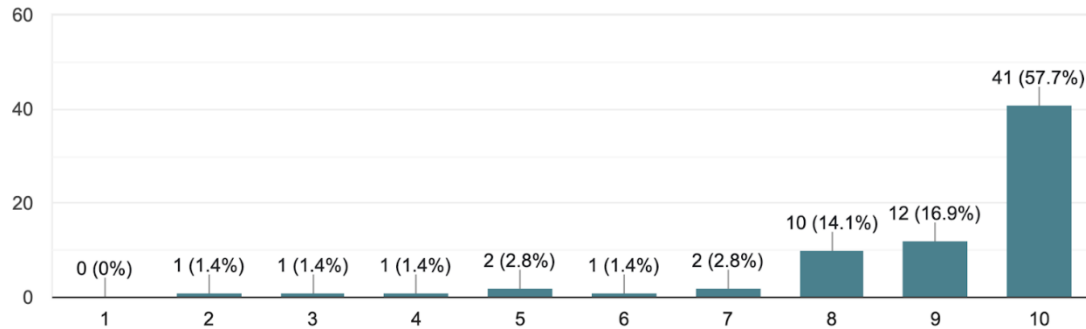
How much do you agree with the following statement: I believe that the virtual academy has enriched the education of my child.

71 responses



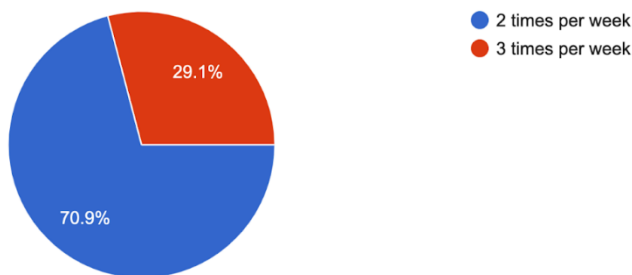
How much do you agree with the following statement: I feel that my teacher communicates frequently.

71 responses



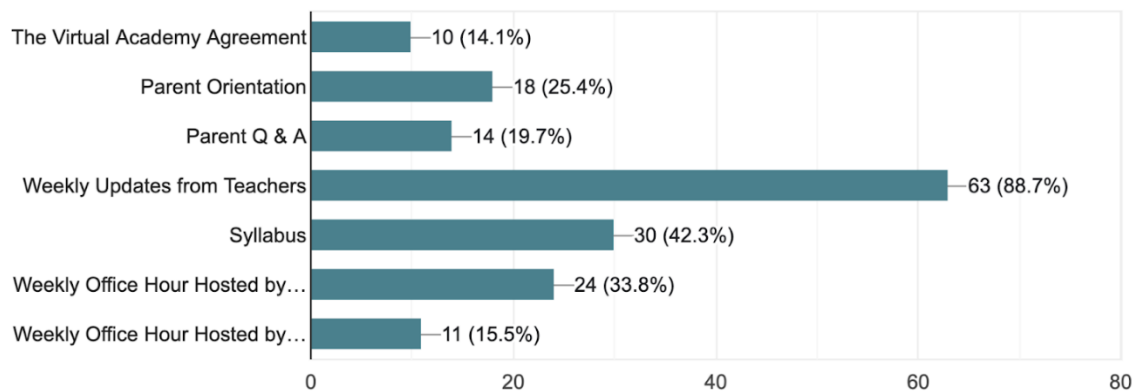
If you plan to enroll your students in ESVA math and/or ELA classes, do you prefer classes that meet 2 or 3 times per week?

55 responses



Which supports did you find helpful this year? Check all that apply.

71 responses



- When asked, "What do you like about ESVA and MSVA?" parents responded with the following:

- Great teachers and quality curriculum
- The help from teachers!!
- I can add fun activities that go with what they are learning.
- The teachers were great, and having a schedule helped us.
- I like how it enables my student to work with their peers. I also appreciate having the perspective of a credentialed teacher teaching my child.
- I like that it covers all the standards, and it's engaging. The teachers are excellent.
- Less behavioral/discipline issues than we had in public school.
- No filler activities (crosswords, make-up days, days spent watching movies, time spent waiting for a bell to ring, etc.) which we experienced in public schools.
- Every time my daughter signed into a class it was focused and purposeful.
- Loved having the IEP case manager in the class.
- The teachers plan a schedule for my student and he enjoys learning
- That my children get to learn from a real teacher, socialize with other kids, & public speaking.
- We were able to do school at home but I didn't have all the pressure of teaching on me.
- I like that my child has someone other than myself to assign work and set deadlines.
- We have access to everything we need on the web sight.
- The teachers! I also like that it gives us structure in our homeschooling routine and we enjoy that we can do class time on our own time on M,W, F. As a working parent, this program has helped make it possible for me to homeschool.
- Ms. Berney made sure that Noah has felt included in every class, and has helped us so much in helping him succeed.
- We loved both of Emma's teachers. Loved the ability to discuss in a group setting. Loved the interactions with students and adults
- When asked, "What could be done differently in ESVA and MSVA to improve the program?" parents responded with the following:
 - More meet-ups for the kids
 - Smaller class sizes, my child complained that she wasn't called on enough.
 - More live lessons
 - Not have the clubs during the Virtual Academy class times or days so they do class and are able to do clubs.
 - All classes are scheduled only on Tuesday and Thursday, which makes these 2 days too busy. If a student with other classes, like ELD, and IEP classes, there's a schedule conflict.
 - It did not work for us because of the lack of flexibility in turning items in. I work full-time, and my daughter needed my help. I couldn't help in the time frame required to submit assignments.
 - Not to pay 250 for each class. There isn't money left for activities.
 - It's very parent intensive. Often I spent several hours a day between two kids on math. With children with special needs, the amount of parent involvement was very intense and really not doable for a parent that also works. I would only recommend the VA program to parents who are able to be learning coaches full-time, with no other commitments. If they can do that, the program is great! My kids wanted to meet the other kids in their classes, but we live far from the Fresno area.
 - More of in class work to test understanding of kids learning.
 - Keep it at 2 days a week
 - The emails are overwhelming. It would be nice to have a VA grade-specific HUB to find ALL grade level and program information.
 - Don't assume the child knows the topic or how to do the work just because they are in a certain grade. Kids are in many different learning levels & struggle in different subjects.
 - Give the option for cameras on / off
 - The workload was too much. By the time we were done with the work required for class, we had no energy or time left for any other subjects. VA work really started to make homeschooling not fun, due to the amount of work that was expected of the kids to do.

- I would like for there to be more peer involvement, so students can really get to know each other. I think more park days could help with that. The incorporation of vocabulary, since it is supposed to be a full curriculum class, all standards should be met.
- It would be nice if teachers don't assign homework on the same day as live classes because it's already a full day of learning, and kids could get overwhelmed.
- I also think that kids of the same grade level should be taught together, and not a combination of 2-grade levels being instructed together. That way, each grade can go at its 'grade specific' pace.



Highlights for 23/24 School Year (ESVA)

- MSVA will be grouped together with HSVA and be part of the “Secondary” team
- More opportunities for for community building
 - Grade level field trips
 - Park days
 - Virtual subject specific events
- Additional time for Kindergarten - 2nd grade students for support in foundational reading
- Choice between 2 or 3 days per week classes for Kindergarten-6th grade math students
- Choice between 2 or 3 days per week classes for 3rd-6th grade language arts students
- Homework club offered 2 times per week for math and language arts classes
- Inclusion support in 2 out of 3 classes in 2nd-6th grade in math and language arts
- Developed video library for parents to support with technology needs
- All ESVA & MSVA teachers are returning and are excited to continue serving in our virtual academies
- Trainings will be provided to teachers in the following areas:
 - Differentiating instruction for all students
 - Gathering assessment data and using it to inform instruction
 - Project Based Learning
 - Additional trainings will be provided as needed through coaching



Brief Progress Report

We are a virtual academy serving two charter schools, dedicated to providing quality instruction to students throughout Central California. Central Valley Charter Schools (CVCSS) serve Yosemite Valley & Monarch River. HSVA Live! courses use the McGraw Hill textbooks or students can learn asynchronously through Edgenuity. We offer inclusion in all core courses for our students on Individualized Educational Plans (IEPs). All of our courses are A-G and are taught by single-subject teachers.

Data Points

- 307 total students enrolled in HSVA
- 61% of High School students enrolled in 1 or more HSVA class
- The average number of courses taken by an HSVA student is 2.5

Training provided for teachers:

- Curriculum
- Pear Deck
- Inclusion

- Online resources
- Engagement

Edgenuity

- 82 students
- 208 classes
- 11 Fs - 95% pass rate
- 9 Ds
- Average of 2.5 classes taken per student

HSVA Live!

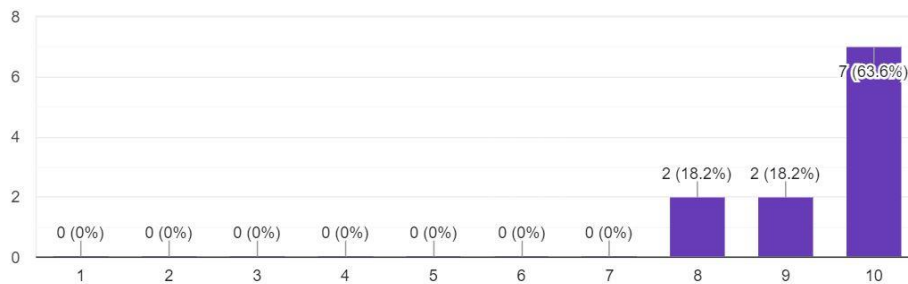
- 225 students
- 581 classes
- 42 Fs - 93% pass rate
- 33 Ds- still passing
- Average of 2.5 classes taken per student

HSVA Teacher Professional Development Data 11/3 PD

How useful did you find our 10-11 SPED collaboration and accommodations discussion?

[Copy](#)

11 responses

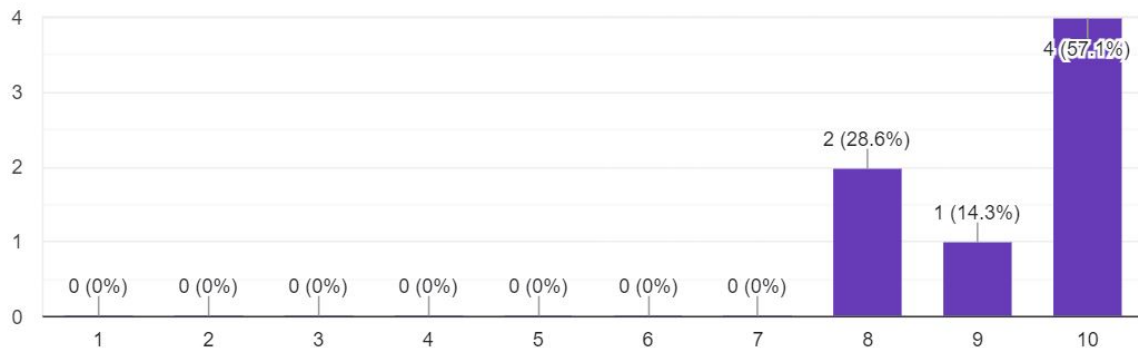


2/6 PD

How useful did you find our afternoon brainstorming session on student support for next year (i.e. checks for understanding, videos, SEL, etc.)

[Copy](#)

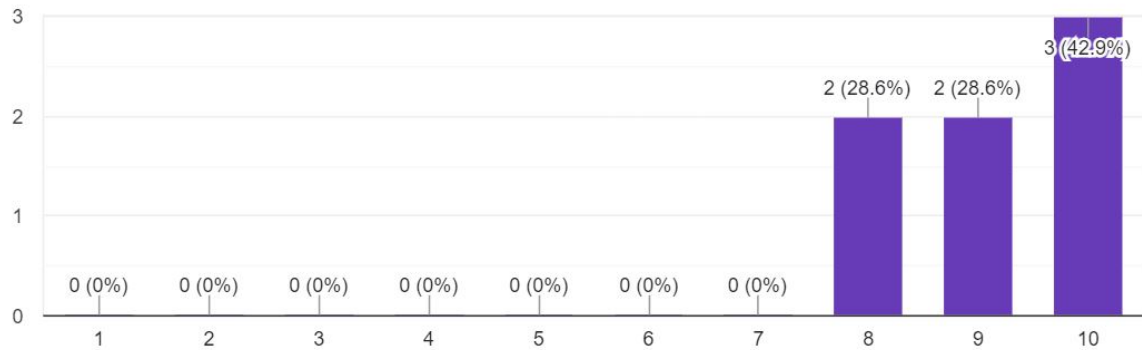
7 responses



How useful did you find our 3-3:45 SPED collaboration and accommodations discussion?

 Copy

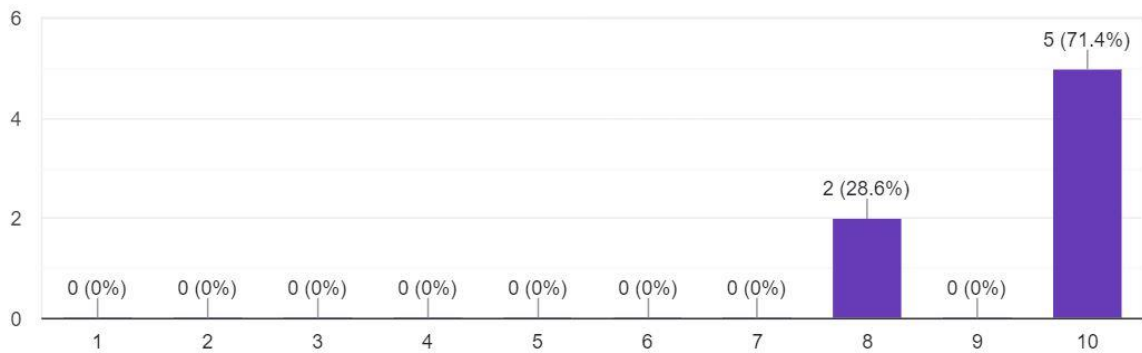
7 responses



How useful did you find our morning DOK activity (paper version and Pear Deck)?

 Copy

7 responses

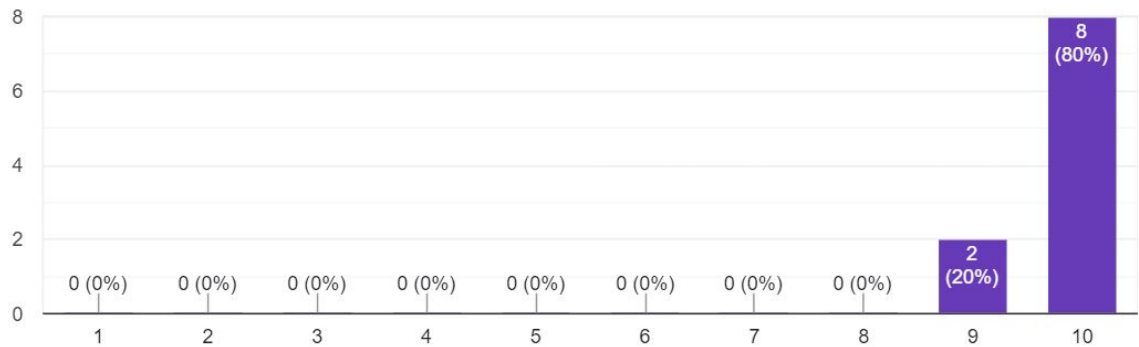


4/3 PD

How useful did you find our time sharing things we are good at or using well in our classes (i.e. exit tickets, Kami, student notebooks, etc.)

 Copy

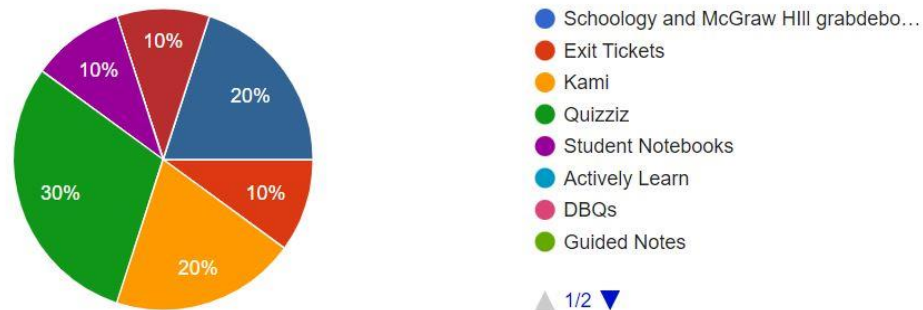
10 responses



Which topic did you enjoy learning about the most?

 Copy

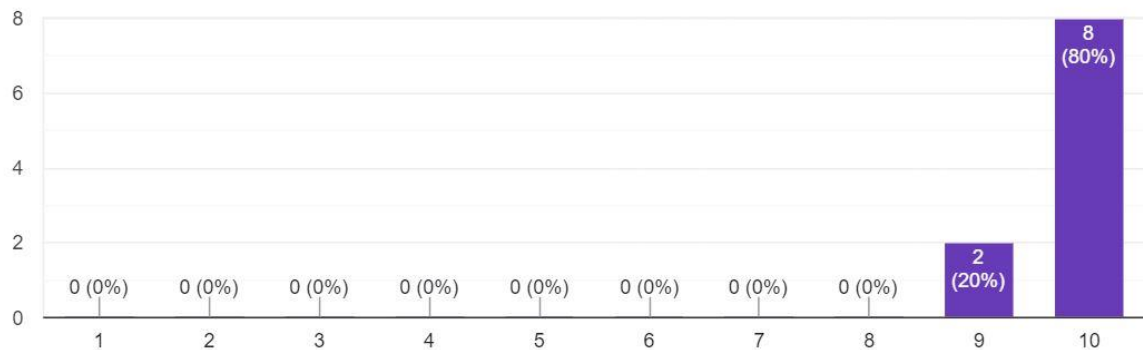
10 responses



How useful did you find our 11-11:45 PLC Time?

 Copy

10 responses



Parent Feedback- Comments

What do you like about HSVA?

- My student is able to take high school level circulation that challenges my student and from a teacher that teaches it very well. It's also has matured my student to be more organized and responsible for their own work.
- The ability to have my children getting an good education, but still being at home.
- It offers a [*Highly Qualified Teacher*] (HQT) for a subject I am not comfortable teaching and my son enjoys class
- My teen is much more motivated when having a credential teacher set the deadlines and standards, she then willingly fulfills her obligations. If it's our own deadlines, she is not as motivated.
- I like the flexibility of online learning. Also, the teachers have been organized, knowledgeable, and accessible.
- Teachers are supportive in helping students reach their academic goals
- That as a parent I am able to have contact with my child's teacher and they are all willing to give support and help.
- Teachers are awesome

- I appreciated that my student was taking accredited courses in a similar setting and manner as virtual college courses. This will certainly help prepare my student for future education.
- Interaction with another adult and students
- The pace and choice of curriculum
- Compassionate teachers

What could be done differently in HSVA to improve the program?

- I believe a streamlined, or single method to get online for courses would be much easier.
- A required office time at least once per quarter with each teacher so that this my the student has a relationship individually with the teacher and then is not afraid to approach him or her when there is an issue.
- The teachers could carve out a little time at the beginning and a few points in the year for the students to meet in groups to socialize.
- So far we have been pleased with the classes.
- More opportunities/field trips for high schoolers
- Zooming in as optional or recording to watch later
- My daughters only complaint are other students in the class that don't follow rules (not keeping video on/not responding when called upon) or are disruptive to the teacher
- More class interaction and make it mandatory to participate in a live chat, to communicate at one big group.

Highlights for 2022-2023

- Onboarded 8 new teachers
 - Educated teachers on how to use Schoology, Edgenuity, Pear Deck and Pathways
 - Supported teachers in learning Yosemite Valley Charter (YVC) and Monarch River Academy (MRA) school culture
- Axia Feedback
 - Despite being a new program, Axia said this was our smoothest roll-out ever
 - Credit goes to michelene.fitzgerald@centralvcs.org our 11 teachers that worked to learn our systems quickly
- Expanded Inclusion program
 - Inclusion Case Managers (CMs) participated in HSVA staff meetings
 - Effectively planned for 23-24 school year factoring in early Virtual Academy (VA) enrollment for students with an IEP to care for Special Education (SPED) to general education ratios, built teacher and CM collaboration time into teachers schedule, and plan to continue training on best practices for the inclusion model.
 - Inclusion CMs became part of the HSVA family attending events such as prom and staff dinners.
- Building out Professional Learning Communities (PLCs)
 - Built subject-specific PLCs and have expanded to grades 7-12
 - Upgraded McGraw Hill textbooks to current versions that offer more online learning opportunities integrated with the textbook and Schoology
 - Evaluated subject-specific tools:
 - Pear Deck
 - My Access
 - Turnitin.com
 - Gizmos
 - Working to build vertical and cross-curricular alignment
 - Examples:

- Annotation strategies
 - Elements of lab report
 - Data Based Questions (DBQs) for social sciences
- Plagiarism and Artificial Intelligence (AI)
 - Restructure the plagiarism policy and developed consistent accountability
 - Adapted to the new issue of AI generated content by students
- Award Program at the End of the Year
- Teacher observations
 - Observations and check-ins held to provide feedback and evaluate program needs

Intervention, TK & Early Literacy Coach Report

Maria Thoeni, Jenny Plumb & Natalie Douty

Intervention 2023/24: Renaming “Accelerated Launchpad”

Goal: To increase our synchronous learning opportunities for students struggling in reading or math, and students who have specific instructional needs.

- Expanding our offerings for 2023/24 School Year (SY):
 - Offering 52 intervention courses focusing on targeted reading, math and writing skills (as compared to 20 in the 2022/23 SY)
 - Offered of more days per week (M/W or T/Th rather than just T/Th)
- Classes will run in 7 week cycles instead of 6 weeks
- Pre-assessments and Post-assessments will be given to track student growth
- Incorporating Writer’s Workshop into our intervention offerings to support more students in the area of writing and speaking and listening skills.
- New program will allow us to support triple the number of students for 23/24
- Our Early Literacy Coach will be overseeing the Launchpad virtual program
- Our Curriculum and Instructional Leads will provide ongoing curriculum and instruction support
- Dedicated collaboration opportunities and training will be provided for teachers. They will work together in teams to plan and deliver dynamic instruction to our students
- We are excited to grow the program and offer more live teaching opportunities to all of our students.

Transitional Kindergarten (TK) Program

Goal: To create a Transitional Kindergarten (TK) program that supports students in learning the foundational learning blocks of reading and math as well as social and emotional skills in order to prepare them for a successful Kindergarten and elementary experience.

Current Program 22/23:

- *5 TK teachers supporting our TK students*
- *TK Full Day Academy Students (20) and TK Half Day Enrichment Students (80)*
 - *TK Academy (full day program, standards based curriculum)*
- [TK Welcome Video](#) & [TK FAQ Newsletter](#)
- *Great 1st year success*
 - *Focused on targeted support for TK students*
 - *Provided Monthly Newsletter: [April Newsletter](#)*
 - *Held TK Park days to build community*
- *Changes for next year*
 - *Implementing a K readiness assessment 3 times of year to track student growth and progress.*

- [Standard Aligned Curriculum List](#) for full day academy students
- Creating TK Ed plans to clearly identify TK standards to be met
- Focusing on targeted support for TK students by using the standards and K readiness assessment
- Providing Monthly Newsletter with resources, learning activities, and development readiness information
- Holding regular TK Park days to build community among the TKers
- Creating DRDP (Desired Results Developmental Profile) to gather data to help support student learning.

Early Literacy Coach

Goal: To increase literacy and language development among our independent study students by providing curricular resources, instructional support, schoolwide initiatives and teacher coaching.

Current Plan 22/23:

- Provide ISTs with training and foundational reading support
 - Held office hours and provided training throughout the year on how to give the TK-2 CBM universal screener and other early literacy questions
 - Created the [TK-2 Universal Screener FAQ](#) page for parents
 - Created helpful reading skills information resources and activities for ISTs and parents. [Sight Word Practice Activities](#)
 - Created [Writing Rubric and Grade Level Resources](#)
 - Schoolwide sight word lists and literacy resources: [Sight Word List](#)
 - Schoolwide early literacy incentivization programs
- Provided coaching to K-2 ELA Virtual Academy Teachers
 - Observed and provided feedback to VA teachers (ELA & Math classes K-2)
 - Partnered with VA teachers to improve instructional practices within the classes
 - Partnered with VA teachers to develop a scope and sequence for each course
 - Performed curriculum reviews and training
 - Provided professional development
 - Supported PLC groupings

Cover Sheet

PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent - Closed Session

Section:	V. Governance
Item:	B. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent - Closed Session
Purpose:	Discussion & Potential Action

BACKGROUND:

- The Board will meet in Closed Session to discuss the Superintendent Evaluation Survey results and next steps to provide guidance to Steph Johnson, Superintendent.
- Any action taken in Closed Session will be reported out in Open Session.