MONARCH RIVER ACADEMY

Regular Board Meeting Agenda

Jun 20th, 2023   6:00pm - 8:00pm PDT

3610 E. Ashlan Avenue, Fresno, CA 93726

I. **Opening Items**   6:00pm

    A. **Record Attendance**

    B. **Call the Meeting to Order**   Dr. Sam Nofziger

    C. **Flag Salute**   Dr. Sam Nofziger

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

    E. **Public Comment**

    F. **Discussion & Potential Action to Approve the May 9, 2023 Board Meeting Minutes**

        📄 5-08-2023 - Board Meeting Minutes - Draft - MR.pdf

II. **Finance**   6:10pm

    A. **Discussion & Potential Action on the 2023-2024 School Budget**   Christopher Williams

        📄 Cover Sheet - Budget.pdf

        📄 2024 Monarch River Budget Packet.pdf

    B. **Discussion & Potential Action on the Education Protection Account (EPA)**   Christopher Williams

        📄 Cover Sheet - EPA.pdf

        📄 MRA Education_Protection_Account Usage.pdf

        📄 FY23-MRA-Education Protection Account (EPA) Resolution.pdf

    C. **Discussion & Potential Action on the Superintendent & Deputy Director Divvy Expenses**   Steph Johnson

        📄 Cover Sheet - Divvy.pdf   📄 MRA Divvy LG and SJ.pdf

    D. **Discussion & Potential Action on the Proposed Addition to the Fiscal Policies & Procedures Manual: Divvy Reward Points & Appreciation Program**   Jenny Plumb

📄 Cover Sheet - Fiscal Manual + Divvy + Appreciation Program.pdf

📄 Proposed Addition to the Fiscal Policies & Procedures Manual Divvy Rewards Points & Appreciation Program - MR.pdf

III. **Academic Excellence**   6:25pm

A. **Presentation & Potential Discussion on the Board Metrics High School A-G Report**   Denise Voth

📄 Cover Sheet - HS A-G Report.pdf

📄 A-G College Ready Slides Presentation.pdf

B. **Discussion & Potential Action on the Local Control and Accountability Plan (LCAP)**   Dr. Damien Phillips

📄 Cover Sheet - LCAP.pdf   📄 LCAP - Monarch River.pdf

C. **Discussion & Potential Action on the Local Indicator Review**   Dr. Damien Phillips

📄 Cover Sheet - Local Indicator Review.pdf

📄 2023 LCAP Local Performance Indicator Self-Reflection - MR.pdf

D. **Discussion & Potential Action on the 2023-2024 Parent Student Handbook**   Maria Thoeni
   Informational

📄 Cover Sheet - P-S Handbook.pdf

📄 Parent Student Handbook 2023-2024 - Monarch River.pdf

E. **Discussion & Potential Action on Changing from a Targeted to a School-Wide Title 1 School**   Jenny Plumb

📄 Cover Sheet - Title 1.pdf   📄 Title 1 - Targeted to School-Wide.pdf

F. **Discussion & Potential Action on Grant Plans**   Dr. Damien Phillips

📄 Cover Sheet - Grant Plans.pdf

1. **Revised Educator Effectiveness Grant Plan**

📄 2022 Educator Effectiveness Block Grant Plan - MR.pdf

2. **Arts, Music, & Instructional Materials Block Grant Plan**

📄 2022_Art_and_Music_Discretionary_Block_Grant_Plan_Monarch_River_Academy_20230504.pdf

3. **Prop 28 Arts Grant Plan**

📄 Prop 28 Grant Plan - MR.pdf

IV. **Operations**

  A. **Discussion & Potential Action on the Updated Sick Leave, Personal Necessity Leave (PNL), & Paid Time Off (PTO)**

Dr. Damien Phillips

📄 Cover Sheet - Leave.pdf

📄 Sick Leave, Personal Necessity Leave, & Paid Time Off - MR.pdf

  B. **Discussion & Potential Action on the Compensation Policy**

Dr. Damien Phillips

📄 Cover Sheet - Comp Policy.pdf

📄 4151 - Compensation Policy - MR.pdf

  C. **Discussion & Potential Action on the Revised Salary Schedules**

Dr. Damien Phillips

📄 Cover Sheet - Salary Schedules.pdf

    1. **Counselors, Coordinators, & Directors**

📄 Counselor Salary Schedule - MR - June 2023.pdf

📄 Coordinator Salary Schedule - MR - June 2023.pdf

📄 Administrative Salary Schedule - MR - June 2023.pdf

    2. **Teacher & SPED Support**

📄 Independent Study Teacher & Virtual Independent Study Teacher Salary Schedule - MR - June 2023.pdf

📄 Specialized Independent Study Teacher Salary Schedule - MR - June 2023.pdf

📄 SPED Case Manager Salary Schedule - MR - June 2023.pdf

📄 SPED Support Team Salary Schedule - MR - June 2023.pdf

  D. **Discussion and Potential Action on the Field Trip Policy**
Board Policy No. 6153

Steph Johnson

📄 Cover Sheet - Field Trip.pdf   📄 6153 - Field Trip Policy - MR.pdf

V. **Governance**

  A. **Presentation & Discussion of the Board Metrics Report - June 2023**

Steph Johnson
Maria Thoeni
Jenny Plumb

📄 Cover Sheet - Board Metrics Report.pdf

📄 Board Metrics Report - June - MR.pdf

  B. **Discussion & Potential Action on the 2023-2024 Board Meeting Calendar**

📄 Cover Sheet - Board Meeting Calendar.pdf   📄 2023-2024 Board Meeting Calendar - MR.pdf

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C. Discussion on Annual Brown Act Training for 2023-2024

📄 Cover Sheet - Brown Act.pdf   📄 Brown Act & Board Training - MR.pdf

D. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent - Closed Session

📄 Cover Sheet - Closed Session Eval.pdf

E. PUBLIC EMPLOYMENT APPOINTMENT: Superintendent - Closed Session

📄 Cover Sheet - Closed Session Appointment.pdf

F. Report Out of any Action Taken During Closed Session

📄 Cover Sheet - Report Out.pdf

VI. School Administration   7:50pm

A. Discussion & Potential Action on the Superintendent Contract, Compensation Package, & Fringe Benefits (Medical Insurance, Mileage Stipend, & Utility Stipend)

📄 Cover Sheet - Contract & Compensation.pdf   📄 Johnson S. - MRA Contract 2023-2024.pdf

VII. Closing Items   7:55pm

A. Board of Director Comments & Request

B. Announcement of the Next Scheduled Board Meeting

1. Regular: ___, ___, 2023 at 6:00 PM

C. Adjourn Meeting

/III. Meeting Notes

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

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

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

END
8:00pm

I. Opening Items

    A. Record Attendance

      Directors Present (In-Person):

      Dr. Sam Nofziger, Elizabeth Wagner, Dr. Craig Wheaton, & Sarah Sanchez

      Director(s) Absent:

      Dr. Monique Ouwinga-DeRuiter

      Guests Present:

      In Person - Steph Johnson, Dr. Laurie Goodman

      Remote - Joanna Fung, Anna Wilkinson, Dr. Steven James, Jenny Plumb, Maria Thoeni, Lorraine Sewell, Denise Voth, Michelene Fitzgerald, Natalie Douty, Barbara Bolanos, Rhonda Duerksen, Jim Surmeian, & Kimmi Buzzard

    B. Call the Meeting to Order

      Dr. Sam Nofziger called the meeting of the Board of Directors of Monarch River Academy to order on Tuesday May 9, 2023 at 6:01 PM.

    C. Flag Salute

      Dr. Sam Nofziger led the Flag Salute.

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

      Sarah Sanchez made a motion to approve the agenda.

      Elizabeth Wagner seconded the motion.

      The Board VOTED unanimously to approve the motion.

    E. Public Comment

      No public comments were made.

    F. Discussion & Potential Action to Approve the February 28, 2023 Board Meeting Minutes

      Elizabeth Wagner made a motion to approve the February 28, 2023 Board Meeting minutes.

      Sarah Sanchez seconded the motion.

      The Board VOTED unanimously to approve the motion.

II. Finance

A. Discussion & Potential Action on the March 2023 Financial Report
Jim Surmeian from Charter Impact presented the school's March 2023 Financial Report. Highlights included a 100% Funding Determination for three years, enrollment, both current and future, and current school surplus status (9.2%)

Elizabeth Wagner asked about student withdrawal rates. Steph Johnson shared that the rates are not abnormal in this school model. The school has put forth efforts to retain families, increase communication, and clarity of program description.

Sarah Sanchez inquired for examples of what non-instructional expenses. Jim Surmeian shared that Liability insurance and office space count as non-instructional expenses.

Dr. Craig Wheaton made a motion to approve the March 2023 Financial Report.
Sarah Sanchez seconded the motion.
The Board VOTED unanimously to approve the motion.

B. Discussion & Potential Action on the Superintendent & Deputy Director Divvy Expenses
There were no Divvy transactions to report.

C. Discussion & Potential Action on the Classified Hourly Rate & Number of Work Days
Dr. Damien Phillips presented the two Classified Calendars. One calendar is for Classified Staff that work 215 days and the other for 230 work days. The need for two calendars was prompted by legal guidance.

Elizabeth Wagner asked if the school considered the increased cost of living. Steph Johnson shared that Classified Staff does have PTO to utilize, noted that the Classified scale already have pay that is higher than other local, comparable districts, and everyone will receive a step and column advancement per normal annual practice. The Governor's May Revise to the state budget will impact future decision making.

Sarah Sanchez made a motion to approve the Classified Hourly Rate & Number of Work Days.
Elizabeth Wagner seconded the motion.
The Board VOTED unanimously to approve the motion.

D. Discussion & Potential Action on the Gifts, Grants, & Bequests/Donations Policy
Board Policy No. 3290

Steph Johnson presented the new school policy.

Dr. Sam Nofizger noted that donations to schools is a common practice and could lead to other possibilities for donations via a foundation or other method.

Dr. Craig Wheaton made a motion to approve the Gifts, Grants, & Bequests/Donations Policy.
Sarah Sanchez seconded the motion.
The Board VOTED unanimously to approve the motion.

III. Academic Excellence

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

Dr. Laurie Goodman provided an overview of the school's LCAP and BOP.

Dr. Craig Wheaton motioned to open the Public Hearing at 6:32 pm.
Sarah Sanchez seconded the motion.
The Board VOTED unanimously to approve the motion.

Elizabeth Wagner cited Page 9 of the LCAP/College Career Readiness and inquired what is changing or increasing? Steph Johnson shared that the efforts to make sure all students are informed about opportunities and help support decision making will continue. Mrs. Johnson also highlighted the Transition and Alumni Team's work and that they will continue to expand their reach to more students. Additional support for Middle School to High School transition and more Secondary Education Specialists are being added to the staff.

Elizabeth Wagner shared an idea for the school to host an instructional student event could be a STEM/Science day for Middle School and High School.

Elizabeth Wagner asked why the goals are already mirrored in the baseline. For example, why are the goals already met in some instances such as qualified and credentialed teachers. Are these goals helping the schools advance and develop? Dr. Goodman shared that these metrics are required. Dr. Craig Wheaton and Dr. Sam Nofziger added that this helps hold all public schools accountable to the same levels.

Elizabeth Wagner inquired what the participation rates of school events and clubs are. Steph shared this is connected to community connectedness and why funding and staffing is being focused on student events.

Sarah Sanchez inquired when the club schedule will be published for the 2023-2024. Michelene Fitzgerald anticipates this will occur in August.

Sarah Sanchez asked about successful online clubs like cooking and if there is a possibility to host them in person. Michelene Fitzgerald shared that staff interest is a factor.

Elizabeth Wagner asked if the club times will conflict with Virtual Academy or other instructional event.

Elizabeth Wagner proposed a Pokemon Club. She knows of a location that would offer space to the school at no cost.

Sarah Sanchez supports the practice of utilizing staff interests to staff

Sarah Sanchez motioned to close the Public Hearing at 7:00 pm.
Elizabeth Wagner seconded the motion.
The Board VOTED unanimously to approve the motion.

B. Public Hearing of the Arts, Music, & Instructional Materials Block Grant Plan
Dr. Craig Wheaton made a motion to open the Public Hearing at 7:01 pm.
Sarah Sanchez seconded the motion.
The Board VOTED unanimously to approve the motion.

Dr. Damien Phillips provided information on the Arts, Music, & Instructional Materials Block Grant Plan and how it is different from the Prop 28 Arts Plan.

Elizabeth Wagner asked if there are plans to incorporate more specificity to the expenditures. Steph Johnson shared that the Community Arts Educators are the bulk of the funding for staffing. Dr. Laurie Goodman pointed out the funds are discretionary.

Dr. Craig Wheaton motioned to close the Public Hearing at 7:08 pm.
Sarah Sanchez seconded the motion.
The Board VOTED unanimously to approve the motion.

C. Discussion of the Prop 28 Arts Plan
Informational

Dr. Damien Phillips presented the draft of the Prop 28 Arts Plan. Michelene Fitzgerald shared that there will be Adventure Days, Middle School & High School Hangouts, Clubs, & monthly parent meetings (coffee chat).

Elizabeth Wagner inquired about the GATE program. Maria Thoeni shared about the school's early plans to provide opportunities to advanced learners.

Elizabeth Wagner asked how the school plans for safety, inclusion, accessibility for all students, but particularly those with Special Needs. Steph Johnson shared that Dr. Damien Phillip's Para Professional Team does include providing these items to all students.

D. Discussion on the WASC Accreditation Status

Dr. Laurie Goodman shared the good news about the school's WASC Accreditation.

IV. Operations

A. Discussion & Potential Action on the 2023-2024 Vendor Agreement

Steph Johnson shared that the COVID language has been removed and removed the term "employee."

Sarah Sanchez made a motion to approve the 2023-2024 Vendor Agreement.
Elizabeth Wagner seconded the motion.
The Board VOTED unanimously to approve the motion.

B. Discussion & Potential Action on the Updated Uniform Complaint Procedure (UCP)

Board Policy No. 1312

Dr. Damien Phillips shared the revised UPC.

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

C. Discussion & Potential Action on Back Office Provider Bids

Steph Johnson explained the financial service needs of the leadership team.
Absolute Charter Group is the bid being recommended by Mrs. Johnson.

The Board is supportive of the company school leadership wants to work with.

Dr. Craig Wheaton made a motion to approve the bid for Absolute Charter Group.
Sarah Sanchez seconded the motion.
The Board VOTED unanimously to approve the motion.

V. Governance

A. Presentation & Discussion of the Board Metrics Report - May 2023

Dr. Craig Wheaton commented that this has been an effective change to how information is shared.

Dr. Sam Nofziger is requesting a high school presentation focused on College & Career Readiness including: Credit requirements, concurrent enrollment vs dual enrollment, and A-G requirements/expectations.

Sarah Sanchez noted some scheduling conflicts with Virtual Academies and other live instructional/enrichment sessions.

B. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent - Closed Session
Sarah Sanchez motioned to open Closed Session at 7:32 pm.
Elizabeth Wagner seconded the motion.
The Board VOTED unanimously to approve the motion.

Sarah Sanchez motioned to end Closed Session at 7:50 pm.
Dr. Craig Wheaton seconded the motion.
The Board VOTED unanimously to approve the motion.

Elizabeth Wagner motioned to re-open Open Session at 7:51 pm.
Sarah Sanchez seconded the motion.
The Board VOTED unanimously to approve the motion.

C. Report Out of any Action Taken During Closed Session
The Board did not take action during closed session, but did share that they would be continuing the Administrative Evaluation with a goal to complete the process at the June Board Meeting.

VI. Closing Items

A. Board of Director Comments & Request
1. Elizabeth Wagner requested what the participation rates of school events and clubs are to be reported at the June Meeting.
2. Dr. Sam Nofziger would like a report on the Arts, Music, & Instructional Materials Block Grant expenditures to show alignment with projected spending categories and amounts when available.
3. Board Metrics Follow Up Presentation on College & Career Readiness including: Credit requirements, concurrent enrollment vs dual enrollment, and A-G requirements/expectations.

B. Announcement of the Next Scheduled Board Meeting

1. Regular: June 20, 2023 at 6:00 PM
Dr. Sam Nofziger announce the next Regular Board Meeting date and time.

C. Adjourn Meeting

Sarah Sanchez made a motion to adjourn the Board Meeting at 7:52 pm.
Elizabeth Wagner seconded the motion.
The Board VOTED unanimously to approve the motion.

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.

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Cover Sheet
2023-2024 School Budget

Section: **II. Finance**

Item: **A. 2023-2024 School Budget**

Purpose: **Discussion & Potential Action - Vote**

BACKGROUND:

- Absolute Charter Group has worked with School Administrators to develop the 2023-2024 School Budget
- All public schools are required to adopt a budget by July 1 of each year.
- Budget is designed for compliance with state-adopted criteria and standards and to allow the school to meet budget year and multiyear financial commitments.

RECOMMENDATION:

- Consider the approval of the 2023-2024 School Budget.

MONARCH RIVER ACADEMY

Budget Update for Public Hearing

June 20, 2023

2023-24 Budget

Presentation

- State Budget Development Process – pages 3-4
- State Budget Risks and Highlights – pages 5-6
- Budget Assumptions – page 7-9
- Proposed Budget – pages 10-12
- Multi-year Projection – page 13
- Budget Reminders – page 14
- Question Session – page 15
- Multi-year Projection detail – page 16-19
- Monthly Budgets – page 20-34
- Revenue Assumptions – page 35
- Expense Detail – page 36-50

2023-24 Budget Development Process

- On May 15, 2023, the Governor released the May Revision to his 2023-24 January State Budget Proposal

- Due to timing, and in the absence of a Final State Adopted Budget, Charter Schools build Budgets based on the Governor's May Revision

- The School's Budget is updated throughout the year

  - First Interim – December

  - Second Interim – March

- Budget assumptions are developed with guidance from:

  - The Fresno County Office of Education (FCOE)

  - School Services of California (SSC)

  - The California School Development Center (CSDC)

  - A variety of other sources….

From May Revision to Budget Enactment

Budget Conference Committee Hearings

Governor Releases Revised Budget

Big Three Negotiations

Governor Acts on Budget

May Revision

By June 15

By June 30

Budget Subcommittee Hearings and Recommendations

Legislature Passes Budget
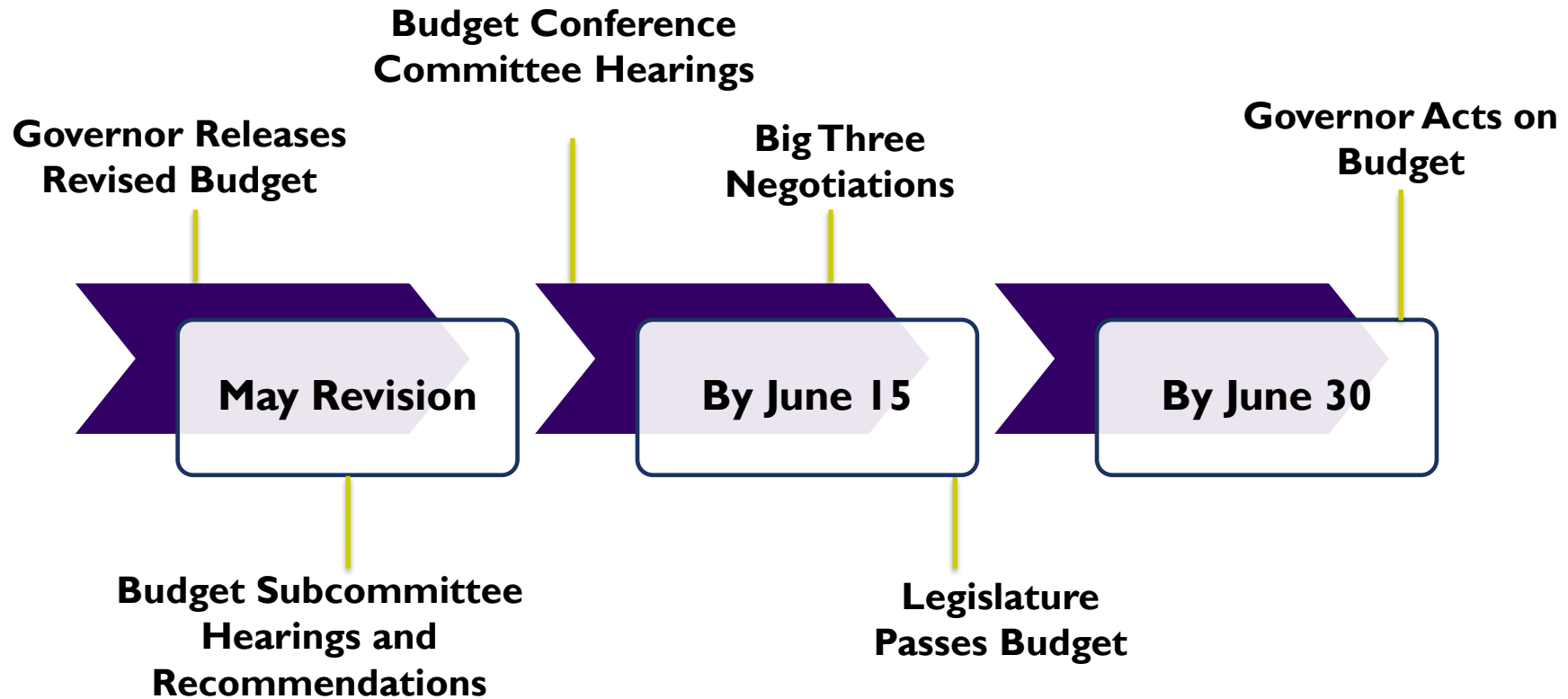
Risks to the State Budget
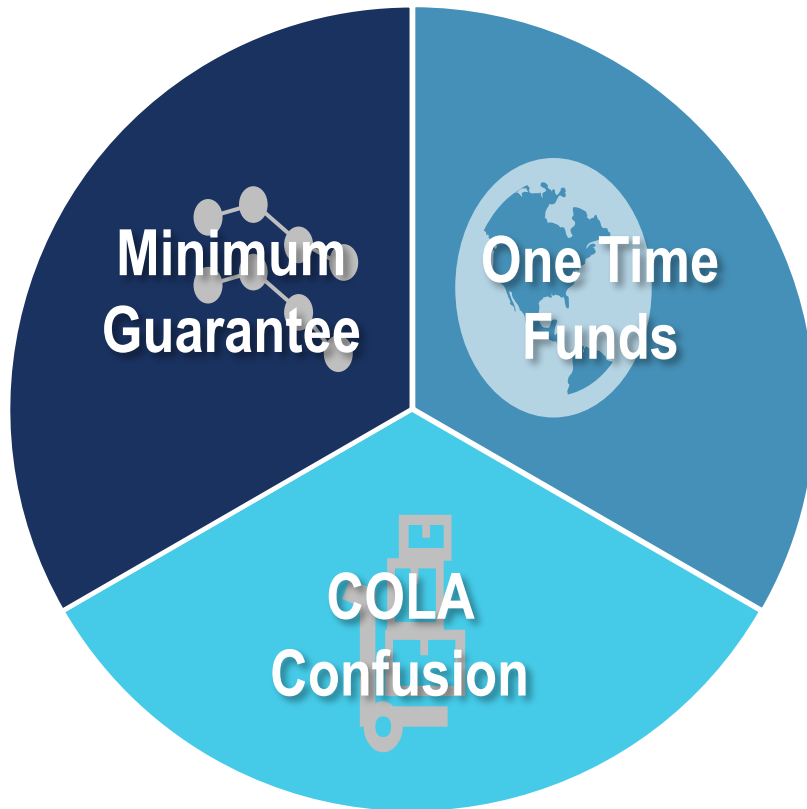
- The national economy is sending mixed signals—strong wage growth and low unemployment still point to strength, but slumps in certain key sectors (such as housing, manufacturing, and trade) and regional bank failures point to weakness.

- Estimates of the Minimum Guarantee Revised Down $2.0 Billion Between 22-23 and 23-24

  - The LAO has revenue estimates that are $10B below the budget

  - The May Revision Reduces K-12 Spending by $4 Billion Over a Three-Year Period

  - The Learning Recovery Emergency Block Grant would be reduced by $2.5 billion (from $7.9 billion to $5.4 billion).

  - The Arts, Music, and Instructional Materials Discretionary Block Grant would be reduced by a total of $1.8 billion.

Minimum Guarantee

One Time Funds

COLA Confusion

2023-24 May Revise Highlights

- The LAO is recommending rejecting May Revision spending framework and starting with a Baseline Budget and a 5.1% COLA

- Most concerningly, the May Revision relies on nearly $2.8 billion in one-time funds to cover the 8.22 percent COLA for the Local Control Funding Formula (LCFF). This approach creates an ongoing deficit because the costs of the COLA continue but the one-time funding does not.

- Special Education base funding receives updated 8.22% COLA

- **Prop 28** – Slight decrease in funding based on smaller Prop 98 Guarantee in 2023-24. There is some policy clarifications while we wait for the definition for "supplement not supplant" language.

Budget Assumptions

◊ 2023-2024 LCFF Funding: ***$13,410,506***

◊ 2022-2023: LCFF $12,005,878

◊ COLA 8.22% ˜ budget projects 5.00%

◊ Additional years have a 3% COLA through 2027-2028

◊ Unduplicated Pupil Percentage 43.44% (-0.73%-each point represents $24k)

◊ Supplemental Funds $1,063,727

◊ Concentration Funds $0

◊ 2023-2024 Funded Average Daily Attendance (ADA) 1,168.85

◊ 2022-2023 P2 ADA 1073.43

Budget Assumptions

◊ Lottery: $237 per ADA

    ◊ <u>unrestricted $167</u>

    ◊ <u>restricted $70</u>

◊ Step Increase

    ◊ Certificated Staff – 7.6% on average

        ◊ *STRS rate remains the same <u>19.20%</u>*

    ◊ Classified Staff – 6.6% on average

◊ 2023-2024 Staffing Levels

    ◊ Certificated positions <u>81</u>;

    ◊ Classified positions <u>13</u>;

Budget Assumptions

◊ Health Care
  ◊ <u>Rate</u>: 9.61% increase (includes employee increase)
  ◊ School will cover the employee increase: ~ $13K
◊ Transitional Kinder Program
  ◊ <u>Class size</u>: 24:1
  ◊ <u>Teacher to Student ratio</u>: 12:1

◊ All Assumptions are subject to change based on new information.

Enrollment Growth

Average Daily Attendance

Year	Average Daily Attendance
21-22	1069.93
22-23	1073.43
23-24	1168.35
24-25	1168.35
25-26	1168.35
26-27	1168.35
27-28	1168.35
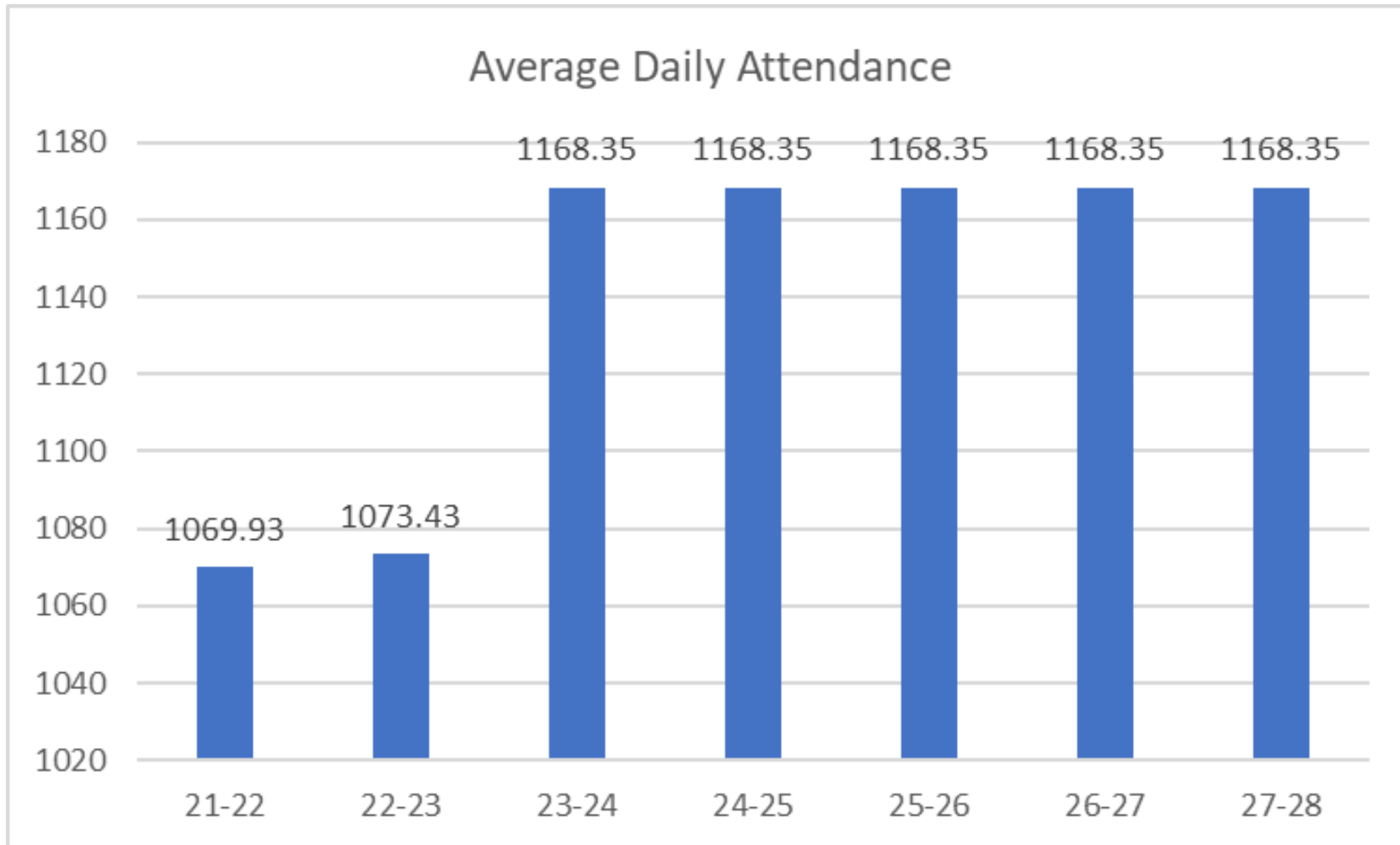
Breakdown of Available Funding

Growth $780K

+

COLA $634K

=

LCFF Increase $1.414M
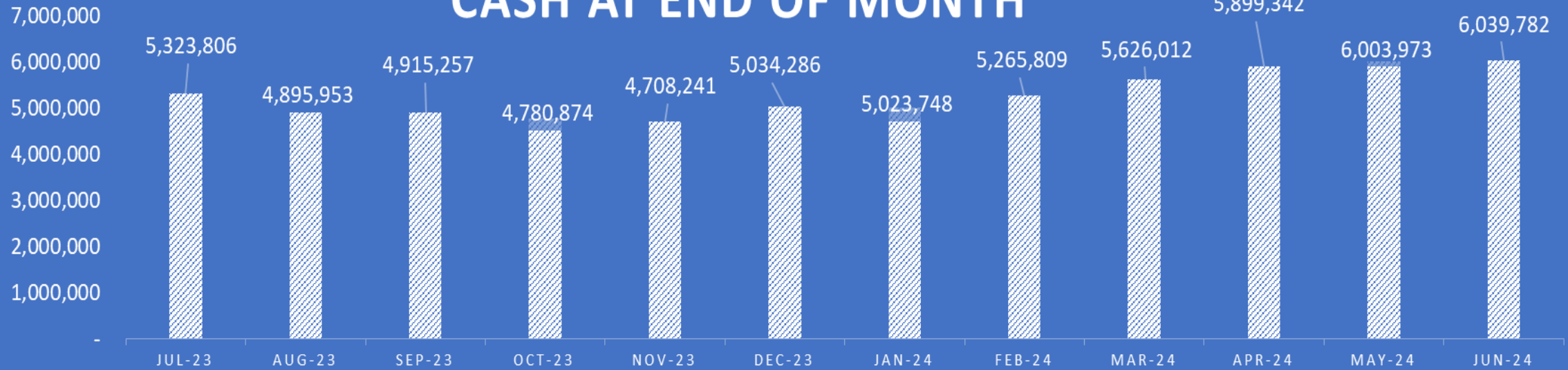
2023-24 CASH FLOW BALANCE

2023-24 Budget & Multiyear Projections

	FY 22-23 %	FY 23-24 %	FY 24-25 %	FY 25-26 %	FY 26-27 %
Revenue	$ 14,208,222	$ 19,795,257	$ 21,021,152	$ 20,731,571	$ 21,407,294
Classroom-based expenses					
Certificated Salaries	6,365,052	7,366,240	7,563,919	7,730,606	7,896,218
Classified Salaries	202,888	504,393	493,772	504,553	523,783
Benefits	1,974,841	2,516,139	2,603,944	2,682,308	2,760,965
Books and Supplies	1,275,639	1,513,236	1,594,035	1,594,035	1,594,035
Subagreement Services	2,439,795	6,166,956	6,369,803	6,515,314	6,668,102
Facilities, Repairs and Other Leases	-	77,713	77,713	77,713	77,713
Non-Classroom-based expenses					
Operations and Housekeeping	188,350	206,648	206,648	206,648	206,648
Professional/Consulting Services	742,513	851,095	883,468	884,821	906,300
Interest	-	-	-	-	-
Total Expenses	$ 13,189,078	$ 19,202,419	$ 19,793,301	$ 20,195,999	$ 20,633,764
Non-cash Expenses					
Depreciation	48,323	48,324	48,324	48,324	48,324
Net Surplus	$ 970,822	$ 544,514	$ 1,179,526	$ 487,248	$ 725,207

Budget Reminders

1. The Budget is based on the May Revised State Budget

2. Multi-year projections are not predictions of the future or a forecast. They are assumptions based on what we know today and are "expected" to change.

3. By the 2024-25 school year we expect all one-time funds to be completed encumbered.

4. The 2023-2034 budget is based on unknown information
   a. Final state budget
   b. Final c.o.l.a.
   c. Status of one-time funding
   d. Education Protection Account funding
   e. Unduplicated Pupil Percentage

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MONARCH RIVER ACADEMY
AND
ABSOLUTE CHARTER GROUP

Questions?

Monarch River Academy

Multi-Year Budget

Absolute!
Charter Group

		2023-24	2024-25	2025-26	2026-27	2027-28
		Budget	**Budget**	**Budget**	**Budget**	**Budget**
Assumptions						
	LCFF COLA	*5.00%*	*3.00%*	*3.00%*	*3.00%*	*0.00%*
	Attendance Rate	*97.0%*	*97.0%*	*97.0%*	*97.0%*	*97.0%*
	Enrollment	*1,205.00*	*1,205.00*	*1,205.00*	*1,205.00*	*1,205.00*
	Average Daily Attendance	*1,168.85*	*1,168.85*	*1,168.85*	*1,168.85*	*1,168.85*
Revenues						
State Aid - Revenue Limit						
8011	LCFF State Aid	$ 13,005,383	$ 13,415,717	$ 13,809,770	$ 14,238,960	$ 14,238,960
8012	Education Protection Account	233,770	233,770	233,770	233,770	233,770
8019	State Aid - Prior Years	-	-	-	-	-
8096	In Lieu of Property Taxes	171,353	171,353	171,353	171,353	171,353
		13,410,506	13,820,841	14,214,893	14,644,083	14,644,083
Federal Revenue						
8181	Special Education - Entitlement	146,106	146,106	146,106	146,106	146,106
8290	Title I, Part A - Basic Low Income	150,000	150,000	150,000	150,000	150,000
8296	Other Federal Revenue	-	-	-	-	-
8299	Prior Year Federal Revenue	29,248	29,248	29,248	29,248	29,248
		325,354	325,354	325,354	325,354	325,354
Other State Revenue						
8311	State Special Education	920,119	920,119	920,119	920,119	920,119
8550	Mandated Cost	26,323	29,030	29,991	30,964	30,964
8560	State Lottery	277,017	277,017	277,017	277,017	277,017
8598	Prior Year Revenue	-	-	-	-	-
8599	Other State Revenue	381,337	971,461	53,000	53,000	53,000
		1,604,796	2,197,627	1,280,127	1,281,100	1,281,100
Other Local Revenue						
8689	Other Fees and Contracts	4,454,600	4,677,330	4,911,197	5,156,756	5,414,594
		4,454,600	4,677,330	4,911,197	5,156,756	5,414,594
Total Revenue		**$ 19,795,257**	**$ 21,021,152**	**$ 20,731,571**	**$ 21,407,294**	**$ 21,665,132**

Monarch River Academy

Multi-Year Budget

Absolute!
Charter Group

		2023-24	2024-25	2025-26	2026-27	2027-28
		Budget	**Budget**	**Budget**	**Budget**	**Budget**
Expenses						
Certificated Salaries						
1100	Teachers' Salaries	4,742,781	4,698,572	4,816,328	4,939,926	5,051,332
1140	Teachers' Extra Duty/Stipends	581,500	549,800	549,800	549,800	549,800
1150	Teachers' Extra Duty/Stipends	39,300	71,000	71,000	71,000	71,000
1200	Pupil Support Salaries	939,890	965,126	985,781	999,063	1,013,287
1300	Administrators' Salaries	761,250	774,375	787,500	800,625	811,125
1900	Other Certificated Salaries	301,519	505,046	520,197	535,803	551,877
		7,366,240	7,563,919	7,730,606	7,896,218	8,048,421
Classified Salaries						
2100	Instructional Salaries	344,896	389,369	397,346	414,991	416,045
2200	Support Salaries	-	-	-	-	-
2300	Classified Administrators' Salaries	-	-	-	-	-
2340	Classified Stipends	5,300	5,300	5,300	5,300	5,300
2400	Clerical and Office Staff Salaries	54,082	50,019	51,507	51,507	51,507
2900	Other Classified Salaries	100,115	49,083	50,400	51,985	53,549
		504,393	493,772	504,553	523,783	526,402
Benefits						
3101	STRS	1,406,952	1,454,491	1,486,613	1,518,245	1,547,316
3301	OASDI	31,272	27,438	28,014	29,207	29,369
3311	Medicare	114,124	116,837	119,410	122,090	124,335
3401	Health and Welfare	844,582	886,397	928,213	970,028	1,011,843
3501	State Unemployment	25,802	25,748	25,748	25,717	25,684
3601	Workers' Compensation	38,000	38,000	38,000	38,000	38,000
3760	Accrued Leave	55,406	55,032	56,311	57,679	58,731
		2,516,139	2,603,944	2,682,308	2,760,965	2,835,277
Books and Supplies						
4302	School Supplies	1,258,236	1,339,035	1,339,035	1,339,035	1,339,035
4305	Software	140,000	140,000	140,000	140,000	140,000
4311	Office Expense	40,000	40,000	40,000	40,000	40,000
4310	Noncapitalized Equipment	75,000	75,000	75,000	75,000	75,000
		1,513,236	1,594,035	1,594,035	1,594,035	1,594,035

Monarch River Academy

Multi-Year Budget

Absolute!
Charter Group

	2023-24	2024-25	2025-26	2026-27	2027-28
	Budget	**Budget**	**Budget**	**Budget**	**Budget**
Subagreement Services					
5102 Special Education	654,403	666,408	679,014	692,249	706,147
5107 Security	-	-	-	-	-
5106 Other Educational Consultants	3,903,863	4,118,091	4,275,553	4,440,889	4,614,491
5108 Instructional Services	1,608,690	1,585,303	1,560,747	1,534,964	1,507,891
	6,166,956	6,369,803	6,515,314	6,668,102	6,828,529
Operations and Housekeeping					
5200 Auto and Travel	33,000	33,000	33,000	33,000	33,000
5300 Dues & Memberships	10,840	10,840	10,840	10,840	10,840
5400 Insurance	145,278	145,278	145,278	145,278	145,278
5520 Utilities	-	-	-	-	-
5502 Janitorial Services	2,400	2,400	2,400	2,400	2,400
5900 Communications	12,130	12,130	12,130	12,130	12,130
5910 Postage and Shipping	3,000	3,000	3,000	3,000	3,000
	206,648	206,648	206,648	206,648	206,648
Facilities, Repairs and Other Leases					
5610 Rent	53,713	53,713	53,713	53,713	53,713
5630 Repairs and Maintenance	24,000	24,000	24,000	24,000	24,000
	77,713	77,713	77,713	77,713	77,713
Professional/Consulting Services					
5801 IT	-	-	-	-	-
5820 Audit & Taxes	10,066	10,066	10,066	10,066	10,066
5810 Legal	50,000	50,000	50,000	50,000	50,000
5804 Professional Development	19,800	19,800	19,800	19,800	19,800
5806 Special Activities/Field Trips	33,400	33,400	33,400	33,400	33,400
5514 Bank Charges	1,200	1,200	1,200	1,200	1,200
5845 Printing	-	-	-	-	-
5892 Other taxes and fees	5,000	5,000	5,000	5,000	5,000
5830 Payroll Service Fee	15,000	15,000	15,000	15,000	15,000
5811 Management Fee	306,813	326,876	316,407	325,011	325,011
5812 District Oversight Fee	402,315	414,625	426,447	439,323	439,323
5814 SPED Encroachment	-	-	-	-	-
	851,095	883,468	884,821	906,300	906,300
Depreciation					
6900 Depreciation Expense	48,324	48,324	48,324	48,324	48,324
	48,324	48,324	48,324	48,324	48,324
Interest					
7438 Interest Expense	-	-	-	-	-
	-	-	-	-	-
Total Expenses	**$ 19,250,743**	**$ 19,841,625**	**$ 20,244,323**	**$ 20,682,088**	**$ 21,071,648**

Monarch River Academy

Multi-Year Budget

Absolute!
Charter Group

	2023-24 Budget	2024-25 Budget	2025-26 Budget	2026-27 Budget	2027-28 Budget
Surplus (Deficit)	$ 544,514	$ 1,179,526	$ 487,248	$ 725,207	$ 593,484
	2.8%	5.6%	2.4%	3.4%	2.7%
Fund Balance, Beginning of Year	$ -	$ 544,514	$ 1,724,040	$ 2,211,288	$ 2,936,495
Fund Balance, End of Year	$ 544,514	$ 1,724,040	$ 2,211,288	$ 2,936,495	$ 3,529,979
	2.8%	*8.7%*	*10.9%*	*14.2%*	*16.8%*
Cash Flow Adjustments					
Surplus (Deficit)	544,514	1,179,526	487,248	725,207	593,484
Cash Flows From Operating Activities					
Depreciation/Amortization	48,324	48,324	48,324	48,324	48,324
Public Funding Receivables	1,252,008	-	-	-	-
Grants and Contributions Rec.	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Other Assets	-	-	-	-	-
Accounts Payable	-	-	-	-	-
Accrued Expenses	(600,609)	-	-	-	-
Other Liabilities	-	-	-	-	-
Cash Flows From Investing Activities					
Purchases of Prop. And Equip.	-	-	-	-	-
Notes Receivable	-	-	-	-	-
Total Change in Cash	1,244,237	1,227,850	535,572	773,531	641,808
Cash, Beginning of Year	4,795,545	6,039,782	7,267,632	7,803,205	8,576,736
Cash, End of Year	$ 6,039,782	$ 7,267,632	$ 7,803,205	$ 8,576,736	$ 9,218,543

Monarch River Academy
Monthly Cash Flow/Forecast FY23-24

ADA = 1168.85		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	2024 Accruals	FY 23-24 Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	579,719	579,719	1,043,495	1,043,495	1,043,495	1,043,495	1,043,495	1,325,694	1,325,694	1,325,694	1,325,694	1,325,694	-	13,005,383
8012	Education Protection Account	-	-	54,916	-	-	54,916	-	-	65,496	-	-	58,443	-	233,770
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	In Lieu of Property Taxes	9,661	19,322	12,881	12,881	12,881	12,881	12,881	25,988	12,994	12,994	12,994	12,994	-	171,353
		589,380	599,041	1,111,292	1,056,376	1,056,376	1,111,292	1,056,376	1,351,683	1,404,184	1,338,688	1,338,688	1,397,131	-	13,410,506
Federal Revenue															
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	146,106	-	146,106
8290	Title I, Part A - Basic Low Income	-	-	37,500	-	-	112,500	-	-	-	-	-	-	-	150,000
8296	Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299	Prior Year Federal Revenue	-	7,312	-	-	7,312	-	-	7,312	-	-	-	7,312	-	29,248
		-	7,312	37,500	-	7,312	112,500	-	7,312	-	-	-	153,418	-	325,354
Other State Revenue															
8311	State Special Education	-	43,230	43,230	77,814	77,814	77,814	77,814	77,814	88,918	88,918	88,918	88,918	88,918	920,119
8550	Mandated Cost	-	-	-	-	-	26,323	-	-	-	-	-	-	-	26,323
8560	State Lottery	-	-	-	-	-	-	77,883	-	-	66,005	-	-	133,130	277,017
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599	Other State Revenue	-	-	95,334	-	-	95,334	-	-	95,334	-	-	95,334	-	381,337
		-	43,230	138,564	77,814	77,814	199,471	155,696	77,814	184,252	154,923	88,918	184,252	222,048	1,604,796
Other Local Revenue															
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689	Other Fees and Contracts	371,217	371,217	371,217	371,217	371,217	371,217	371,217	371,217	371,217	371,217	371,217	371,217	-	4,454,600
		371,217	371,217	371,217	371,217	371,217	371,217	371,217	371,217	371,217	371,217	371,217	371,217	-	4,454,600
Total Revenue		960,597	1,020,799	1,658,573	1,505,406	1,512,718	1,794,479	1,583,289	1,808,025	1,959,653	1,864,828	1,798,823	2,106,018	222,048	19,795,257
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	395,232	395,232	395,232	395,232	395,232	395,232	395,232	395,232	395,232	395,232	395,232	395,232	-	4,742,781
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1140	Teachers' Extra Duty/Stipends	48,458	48,458	48,458	48,458	48,458	48,458	48,458	48,458	48,458	48,458	48,458	48,458	-	581,500
1150	Admin Extra Duty/Stipends	3,275	3,275	3,275	3,275	3,275	3,275	3,275	3,275	3,275	3,275	3,275	3,275	-	39,300
1200	Pupil Support Salaries	78,324	78,324	78,324	78,324	78,324	78,324	78,324	78,324	78,324	78,324	78,324	78,324	-	939,890
1300	Administrators' Salaries	63,438	63,438	63,438	63,438	63,438	63,438	63,438	63,438	63,438	63,438	63,438	63,438	-	761,250
1900	Other Certificated Salaries	25,127	25,127	25,127	25,127	25,127	25,127	25,127	25,127	25,127	25,127	25,127	25,127	-	301,519
		613,853	613,853	613,853	613,853	613,853	613,853	613,853	613,853	613,853	613,853	613,853	613,853	-	7,366,240
Classified Salaries															
2100	Instructional Salaries	28,741	28,741	28,741	28,741	28,741	28,741	28,741	28,741	28,741	28,741	28,741	28,741	-	344,896
2200	Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2340	Classified Stipends	442	442	442	442	442	442	442	442	442	442	442	442	-	5,300
2400	Clerical and Office Staff Salaries	4,507	4,507	4,507	4,507	4,507	4,507	4,507	4,507	4,507	4,507	4,507	4,507	-	54,082
2900	Other Classified Salaries	8,343	8,343	8,343	8,343	8,343	8,343	8,343	8,343	8,343	8,343	8,343	8,343	-	100,115
		42,033	42,033	42,033	42,033	42,033	42,033	42,033	42,033	42,033	42,033	42,033	42,033	-	504,393
Benefits															
3101	STRS	117,246	117,246	117,246	117,246	117,246	117,246	117,246	117,246	117,246	117,246	117,246	117,246	-	1,406,952
3301	OASDI	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	2,606	-	31,272
3311	Medicare	9,510	9,510	9,510	9,510	9,510	9,510	9,510	9,510	9,510	9,510	9,510	9,510	-	114,124
3401	Health and Welfare	70,382	70,382	70,382	70,382	70,382	70,382	70,382	70,382	70,382	70,382	70,382	70,382	-	844,582
3501	State Unemployment	-	-	-	-	-	-	21,345	3,457	319	319	319	41	-	25,802
3601	Workers' Compensation	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	-	38,000
3602	Workers' Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3760	Accrued Leave	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	4,617	-	55,406
3901	Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		207,528	207,528	207,528	207,528	207,528	207,528	228,873	210,985	207,847	207,847	207,847	207,569	-	2,516,139

Monarch River Academy

Monthly Cash Flow/Forecast FY23-24

Absolute!
Charter Group

ADA = 1168.85	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	2024 Accruals	FY 23-24 Budget
Books and Supplies														
4302 School Supplies	29,408	137,662	145,071	109,663	55,730	92,495	66,772	95,503	126,899	130,868	189,886	78,279	-	1,258,236
4305 Software	-	-	-	-	-	-	-	-	-	-	25,000	115,000	-	140,000
4311 Office Expense	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	40,000
5211 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310 Noncapitalized Equipment	15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	-	75,000
4700 Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	47,741	155,995	163,404	127,997	74,064	95,828	70,105	98,836	130,233	134,202	218,219	196,612	-	1,513,236
Subagreement Services														
5102 Special Education	54,534	54,534	54,534	54,534	54,534	54,534	54,534	54,534	54,534	54,534	54,534	54,534	-	654,403
5106 Other Educational Consultants	251,868	289,414	354,110	367,226	368,221	326,998	357,059	312,320	323,831	310,911	327,337	314,566	-	3,903,863
5108 Instructional Services	134,057	134,057	134,057	134,057	134,057	134,057	134,057	134,057	134,057	134,057	134,057	134,057	-	1,608,690
	440,459	478,005	542,701	555,818	556,812	515,589	545,650	500,912	512,422	499,502	515,928	503,157	-	6,166,956
Operations and Housekeeping														
5200 Auto and Travel	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	33,000
5300 Dues & Memberships	-	10,840	-	-	-	-	-	-	-	-	-	-	-	10,840
5400 Insurance	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	-	145,278
5520 Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5502 Janitorial Services	200	200	200	200	200	200	200	200	200	200	200	200	-	2,400
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	-	12,130
5910 Postage and Shipping	250	250	250	250	250	250	250	250	250	250	250	250	-	3,000
	13,567	27,407	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	-	206,648
Facilities, Repairs and Other Leases														
5610 Rent	1,857	1,857	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	53,713
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603 Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5620 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5630 Repairs and Maintenance	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000
	3,857	3,857	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	-	77,713
Professional/Consulting Services														
5801 IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5820 Audit & Taxes	-	-	-	-	-	-	-	5,033	-	-	-	5,033	-	10,066
5810 Legal	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	50,000
5804 Professional Development	3,667	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	-	19,800
5805 General Consulting	-	-	1,250	-	-	1,250	1,250	1,250	-	-	1,250	1,250	-	7,500
5806 Special Activities/Field Trips	3,100	1,300	1,500	2,500	1,000	2,000	2,000	3,000	3,000	4,000	5,000	5,000	-	33,400
5514 Bank Charges	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200
5845 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5892 Other taxes and fees	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000
5830 Payroll Service Fee	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000
5811 Management Fee	25,568	25,568	25,568	25,568	25,568	25,568	25,568	25,568	25,568	25,568	25,568	25,568	-	306,813
5812 District Oversight Fee	33,526	33,526	33,526	33,526	33,526	33,526	33,526	33,526	33,526	33,526	33,526	33,526	-	402,315
5813 County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840 Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	71,794	67,794	69,244	68,994	67,494	69,744	69,744	75,777	69,494	70,494	72,744	77,777	-	851,095
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	-	48,324
	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	-	48,324
Interest														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	1,444,860	1,600,499	1,666,358	1,643,817	1,589,378	1,572,170	1,597,854	1,569,991	1,603,477	1,595,525	1,698,219	1,668,596	-	19,250,743
Surplus (Deficit)	(484,263)	(579,700)	(7,785)	(138,410)	(76,660)	222,310	(14,565)	238,034	356,176	269,303	100,604	437,422	222,048	544,514

Monarch River Academy
Monthly Cash Flow/Forecast FY23-24

Absolute!
Charter Group

ADA = 1168.85	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	2024 Accruals	FY 23-24 Budget
														2.8%
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(484,263)	(579,700)	(7,785)	(138,410)	(76,660)	222,310	(14,565)	238,034	356,176	269,303	100,604	437,422	222,048	**544,514**
Cash flows from operating activities														
Depreciation/Amortization	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	-	**48,324**
Public Funding Receivables	1,203,466	147,819	23,063	-	-	99,708	-	-	-	-	-	-	(222,048)	**1,252,008**
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Unearned Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accrued Expenses	(194,969)	-	-	-	-	-	-	-	-	-	-	(405,640)	-	**(600,609)**
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Unposted transactions	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Change in Cash	528,261	(427,854)	19,305	(134,383)	(72,633)	326,045	(10,538)	242,061	360,203	273,330	104,631	35,809		
Cash, Beginning of Month	4,795,545	5,323,806	4,895,953	4,915,257	4,780,874	4,708,241	5,034,286	5,023,748	5,265,809	5,626,012	5,899,342	6,003,973		
Cash, End of Month	**5,323,806**	**4,895,953**	**4,915,257**	**4,780,874**	**4,708,241**	**5,034,286**	**5,023,748**	**5,265,809**	**5,626,012**	**5,899,342**	**6,003,973**	**6,039,782**		

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Monarch River Academy
Monthly Cash Flow/Forecast FY24-25

ADA = 1168.85

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	2025 Accruals	FY 24-25 Budget
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	650,269	650,269	1,170,484	1,170,484	1,170,484	1,170,484	1,170,484	1,252,551	1,252,551	1,252,551	1,252,551	1,252,551	-	13,415,717
8012 Education Protection Account	-	-	58,443	-	-	58,443	-	-	58,443	-	-	58,443	-	233,770
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	10,281	20,562	13,708	13,708	13,708	13,708	13,708	23,989	11,995	11,995	11,995	11,995	-	171,353
	660,550	670,832	1,242,635	1,184,193	1,184,193	1,242,635	1,184,193	1,276,541	1,322,989	1,264,546	1,264,546	1,322,989	-	13,820,841
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	146,106	-	146,106
8290 Title I, Part A - Basic Low Income	-	-	37,500	-	-	112,500	-	-	-	-	-	-	-	150,000
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	7,312	-	-	7,312	-	-	7,312	-	-	-	7,312	-	29,248
	-	7,312	37,500	-	7,312	112,500	-	7,312	-	-	-	153,418	-	325,354
Other State Revenue														
8311 State Special Education	-	46,006	46,006	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	920,119
8550 Mandated Cost	-	-	-	-	-	29,030	-	-	-	-	-	-	-	29,030
8560 State Lottery	-	-	-	-	-	-	77,883	-	-	66,005	-	-	133,130	277,017
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	242,865	-	-	242,865	-	-	242,865	-	-	242,865	-	971,461
	-	46,006	288,871	82,811	82,811	354,705	160,693	82,811	325,676	148,816	82,811	325,676	215,941	2,197,627
Other Local Revenue														
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	389,778	389,778	389,778	389,778	389,778	389,778	389,778	389,778	389,778	389,778	389,778	389,778	-	4,677,330
	389,778	389,778	389,778	389,778	389,778	389,778	389,778	389,778	389,778	389,778	389,778	389,778	-	4,677,330
Total Revenue	1,050,328	1,113,927	1,958,784	1,656,781	1,664,093	2,099,618	1,734,663	1,756,441	2,038,442	1,803,139	1,737,134	2,191,860	215,941	21,021,152
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	391,548	391,548	391,548	391,548	391,548	391,548	391,548	391,548	391,548	391,548	391,548	391,548	-	4,698,572
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1140 Teachers' Extra Duty/Stipends	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	-	549,800
1150 Admin Extra Duty/Stipends	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	-	71,000
1200 Pupil Support Salaries	80,427	80,427	80,427	80,427	80,427	80,427	80,427	80,427	80,427	80,427	80,427	80,427	-	965,126
1300 Administrators' Salaries	64,531	64,531	64,531	64,531	64,531	64,531	64,531	64,531	64,531	64,531	64,531	64,531	-	774,375
1900 Other Certificated Salaries	42,087	42,087	42,087	42,087	42,087	42,087	42,087	42,087	42,087	42,087	42,087	42,087	-	505,046
	630,327	630,327	630,327	630,327	630,327	630,327	630,327	630,327	630,327	630,327	630,327	630,327	-	7,563,919
Classified Salaries														
2100 Instructional Salaries	32,447	32,447	32,447	32,447	32,447	32,447	32,447	32,447	32,447	32,447	32,447	32,447	-	389,369
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2340 Classified Stipends	442	442	442	442	442	442	442	442	442	442	442	442	-	5,300
2400 Clerical and Office Staff Salaries	4,168	4,168	4,168	4,168	4,168	4,168	4,168	4,168	4,168	4,168	4,168	4,168	-	50,019
2900 Other Classified Salaries	4,090	4,090	4,090	4,090	4,090	4,090	4,090	4,090	4,090	4,090	4,090	4,090	-	49,083
	41,148	41,148	41,148	41,148	41,148	41,148	41,148	41,148	41,148	41,148	41,148	41,148	-	493,772
Benefits														
3101 STRS	121,208	121,208	121,208	121,208	121,208	121,208	121,208	121,208	121,208	121,208	121,208	121,208	-	1,454,491
3301 OASDI	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	2,287	-	27,438
3311 Medicare	9,736	9,736	9,736	9,736	9,736	9,736	9,736	9,736	9,736	9,736	9,736	9,736	-	116,837
3401 Health and Welfare	73,866	73,866	73,866	73,866	73,866	73,866	73,866	73,866	73,866	73,866	73,866	73,866	-	886,397
3501 State Unemployment	-	-	-	-	-	-	21,621	3,128	319	319	319	41	-	25,748
3601 Workers' Compensation	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	-	38,000
3602 Workers' Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3760 Accrued Leave	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	4,586	-	55,032
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	214,850	214,850	214,850	214,850	214,850	214,850	236,471	217,977	215,169	215,169	215,169	214,891	-	2,603,944

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Monarch River Academy
Monthly Cash Flow/Forecast FY24-25

Absolute! Charter Group

ADA = 1168.85

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	2025 Accruals	FY 24-25 Budget
Books and Supplies															
4302	School Supplies	31,297	146,502	154,387	116,705	59,309	98,434	71,060	101,636	135,048	139,272	202,080	83,306	-	1,339,035
4305	Software	-	-	-	-	-	-	-	-	-	-	25,000	115,000	-	140,000
4311	Office Expense	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	40,000
5211	Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310	Noncapitalized Equipment	15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	-	75,000
		49,630	164,835	172,720	135,039	77,643	101,768	74,393	104,969	138,382	142,605	230,413	201,639	-	1,594,035
Subagreement Services															
5102	Special Education	55,534	55,534	55,534	55,534	55,534	55,534	55,534	55,534	55,534	55,534	55,534	55,534	-	666,408
5106	Other Educational Consultants	264,502	304,715	374,008	388,056	389,121	344,970	377,166	329,249	341,578	327,740	345,333	331,654	-	4,118,091
5108	Instructional Services	132,109	132,109	132,109	132,109	132,109	132,109	132,109	132,109	132,109	132,109	132,109	132,109	-	1,585,303
		452,145	492,358	561,650	575,698	576,763	532,612	564,809	516,892	529,220	515,382	532,975	519,297	-	6,369,803
Operations and Housekeeping															
5200	Auto and Travel	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	33,000
5300	Dues & Memberships	-	10,840	-	-	-	-	-	-	-	-	-	-	-	10,840
5400	Insurance	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	-	145,278
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	-	12,130
5910	Postage and Shipping	250	250	250	250	250	250	250	250	250	250	250	250	-	3,000
		13,567	27,407	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	-	206,648
Facilities, Repairs and Other Leases															
5610	Rent	1,857	1,857	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	53,713
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5620	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5630	Repairs and Maintenance	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000
		3,857	3,857	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	-	77,713
Professional/Consulting Services															
5801	IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5820	Audit & Taxes	-	-	-	-	-	-	-	5,033	-	-	-	5,033	-	10,066
5810	Legal	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	50,000
5804	Professional Development	3,667	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	-	19,800
5805	General Consulting	-	-	1,250	-	-	1,250	1,250	1,250	-	-	1,250	1,250	-	7,500
5806	Special Activities/Field Trips	3,100	1,300	1,500	2,500	1,000	2,000	2,000	3,000	3,000	4,000	5,000	5,000	-	33,400
5514	Bank Charges	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200
5845	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5892	Other taxes and fees	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000
5830	Payroll Service Fee	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000
5811	Management Fee	27,240	27,240	27,240	27,240	27,240	27,240	27,240	27,240	27,240	27,240	27,240	27,240	-	326,876
5812	District Oversight Fee	34,552	34,552	34,552	34,552	34,552	34,552	34,552	34,552	34,552	34,552	34,552	34,552	-	414,625
		74,492	70,492	71,942	71,692	70,192	72,442	72,442	78,475	72,192	73,192	75,442	80,475	-	883,468
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	-	48,324
		4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	-	48,324
Interest															
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		1,484,041	1,649,300	1,720,231	1,696,347	1,638,516	1,620,740	1,647,183	1,617,382	1,654,031	1,645,417	1,753,067	1,715,370	-	19,841,625

Monarch River Academy

Monthly Cash Flow/Forecast FY24-25

Absolute!
Charter Group

ADA = 1168.85

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	2025 Accruals	FY 24-25 Budget
Surplus (Deficit)	(433,714)	(535,373)	238,553	(39,566)	25,577	478,878	87,480	139,059	384,411	157,722	(15,933)	476,490	215,941	1,179,526
														5.6%
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(433,714)	(535,373)	238,553	(39,566)	25,577	478,878	87,480	139,059	384,411	157,722	(15,933)	476,490	215,941	1,179,526
Cash flows from operating activities														
Depreciation/Amortization	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	-	48,324
Public Funding Receivables	82,811	-	-	-	-	133,130	-	-	-	-	-	-	(215,941)	-
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	194,969	-	-	-	-	-	-	-	-	-	-	(194,969)	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accrued Expenses	(417,095)	-	-	-	-	-	-	-	-	-	-	417,095	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unposted transactions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(569,002)	(531,346)	242,580	(35,539)	29,604	616,035	91,507	143,086	388,438	161,749	(11,906)	702,644		
Cash, Beginning of Month	6,039,782	5,470,780	4,939,434	5,182,015	5,146,475	5,176,079	5,792,115	5,883,622	6,026,708	6,415,146	6,576,895	6,564,989		

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Monarch River Academy

Monthly Cash Flow/Forecast FY25-26

Absolute!
Charter Group

ADA = 1168.85

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	2026 Accruals	FY 25-26 Budget
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	670,786	670,786	1,207,415	1,207,415	1,207,415	1,207,415	1,207,415	1,286,225	1,286,225	1,286,225	1,286,225	1,286,225	-	13,809,770
8012 Education Protection Account	-	-	58,443	-	-	58,443	-	-	58,443	-	-	58,443	-	233,770
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	10,281	20,562	13,708	13,708	13,708	13,708	13,708	23,989	11,995	11,995	11,995	11,995	-	171,353
	681,067	691,348	1,279,565	1,221,123	1,221,123	1,279,565	1,221,123	1,310,215	1,356,662	1,298,220	1,298,220	1,356,662	-	14,214,893
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	146,106	-	146,106
8290 Title I, Part A - Basic Low Income	-	-	37,500	-	-	112,500	-	-	-	-	-	-	-	150,000
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	7,312	-	-	7,312	-	-	7,312	-	-	-	7,312	-	29,248
	-	7,312	37,500	-	7,312	112,500	-	7,312	-	-	-	153,418	-	325,354
Other State Revenue														
8311 State Special Education	-	46,006	46,006	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	920,119
8550 Mandated Cost	-	-	-	-	-	29,991	-	-	-	-	-	-	-	29,991
8560 State Lottery	-	-	-	-	-	-	77,883	-	-	66,005	-	-	133,130	277,017
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	13,250	-	-	13,250	-	-	13,250	-	-	13,250	-	53,000
	-	46,006	59,256	82,811	82,811	126,052	160,693	82,811	96,061	148,816	82,811	96,061	215,941	1,280,127
Other Local Revenue														
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	409,266	409,266	409,266	409,266	409,266	409,266	409,266	409,266	409,266	409,266	409,266	409,266	-	4,911,197
	409,266	409,266	409,266	409,266	409,266	409,266	409,266	409,266	409,266	409,266	409,266	409,266	-	4,911,197
Total Revenue	1,090,333	1,153,933	1,785,588	1,713,200	1,720,512	1,927,383	1,791,082	1,809,604	1,861,989	1,856,302	1,790,297	2,015,408	215,941	20,731,571
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	401,361	401,361	401,361	401,361	401,361	401,361	401,361	401,361	401,361	401,361	401,361	401,361	-	4,816,328
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1140 Teachers' Extra Duty/Stipends	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	-	549,800
1150 Admin Extra Duty/Stipends	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	-	71,000
1200 Pupil Support Salaries	82,148	82,148	82,148	82,148	82,148	82,148	82,148	82,148	82,148	82,148	82,148	82,148	-	985,781
1300 Administrators' Salaries	65,625	65,625	65,625	65,625	65,625	65,625	65,625	65,625	65,625	65,625	65,625	65,625	-	787,500
1900 Other Certificated Salaries	43,350	43,350	43,350	43,350	43,350	43,350	43,350	43,350	43,350	43,350	43,350	43,350	-	520,197
	644,217	644,217	644,217	644,217	644,217	644,217	644,217	644,217	644,217	644,217	644,217	644,217	-	7,730,606
Classified Salaries														
2100 Instructional Salaries	33,112	33,112	33,112	33,112	33,112	33,112	33,112	33,112	33,112	33,112	33,112	33,112	-	397,346
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2340 Classified Stipends	442	442	442	442	442	442	442	442	442	442	442	442	-	5,300
2400 Clerical and Office Staff Salaries	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	-	51,507
2900 Other Classified Salaries	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	-	50,400
	42,046	42,046	42,046	42,046	42,046	42,046	42,046	42,046	42,046	42,046	42,046	42,046	-	504,553
Benefits														
3101 STRS	123,884	123,884	123,884	123,884	123,884	123,884	123,884	123,884	123,884	123,884	123,884	123,884	-	1,486,613
3301 OASDI	2,335	2,335	2,335	2,335	2,335	2,335	2,335	2,335	2,335	2,335	2,335	2,335	-	28,014
3311 Medicare	9,951	9,951	9,951	9,951	9,951	9,951	9,951	9,951	9,951	9,951	9,951	9,951	-	119,410
3401 Health and Welfare	77,351	77,351	77,351	77,351	77,351	77,351	77,351	77,351	77,351	77,351	77,351	77,351	-	928,213
3501 State Unemployment	-	-	-	-	-	-	21,928	2,821	319	319	319	41	-	25,748
3601 Workers' Compensation	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	-	38,000
3602 Workers' Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3760 Accrued Leave	4,693	4,693	4,693	4,693	4,693	4,693	4,693	4,693	4,693	4,693	4,693	4,693	-	56,311
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	221,380	221,380	221,380	221,380	221,380	221,380	243,308	224,201	221,699	221,699	221,699	221,421	-	2,682,308

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Monarch River Academy

Monthly Cash Flow/Forecast FY25-26

Absolute!
Charter Group

ADA = 1168.85

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	2026 Accruals	FY 25-26 Budget
Books and Supplies														
4302 School Supplies	31,297	146,502	154,387	116,705	59,309	98,434	71,060	101,636	135,048	139,272	202,080	83,306	-	1,339,035
4305 Software	-	-	-	-	-	-	-	-	-	-	25,000	115,000	-	140,000
4311 Office Expense	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	40,000
5211 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310 Noncapitalized Equipment	15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	-	75,000
	49,630	164,835	172,720	135,039	77,643	101,768	74,393	104,969	138,382	142,605	230,413	201,639	-	1,594,035
Subagreement Services														
5102 Special Education	56,584	56,584	56,584	56,584	56,584	56,584	56,584	56,584	56,584	56,584	56,584	56,584	-	679,014
5106 Other Educational Consultants	277,624	317,837	387,130	401,178	402,242	358,092	390,288	342,371	354,699	340,861	358,454	344,776	-	4,275,553
5108 Instructional Services	130,062	130,062	130,062	130,062	130,062	130,062	130,062	130,062	130,062	130,062	130,062	130,062	-	1,560,747
	464,271	504,484	573,776	587,824	588,889	544,738	576,935	529,018	541,346	527,508	545,101	531,423	-	6,515,314
Operations and Housekeeping														
5200 Auto and Travel	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	33,000
5300 Dues & Memberships	-	10,840	-	-	-	-	-	-	-	-	-	-	-	10,840
5400 Insurance	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	-	145,278
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	-	12,130
5910 Postage and Shipping	250	250	250	250	250	250	250	250	250	250	250	250	-	3,000
	13,567	27,407	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	-	206,648
Facilities, Repairs and Other Leases														
5610 Rent	1,857	1,857	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	53,713
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603 Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5620 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5630 Repairs and Maintenance	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000
	3,857	3,857	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	-	77,713
Professional/Consulting Services														
5801 IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5820 Audit & Taxes	-	-	-	-	-	-	-	5,033	-	-	-	5,033	-	10,066
5810 Legal	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	50,000
5804 Professional Development	3,667	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	-	19,800
5805 General Consulting	-	-	1,250	-	-	1,250	1,250	1,250	-	-	1,250	1,250	-	7,500
5806 Special Activities/Field Trips	3,100	1,300	1,500	2,500	1,000	2,000	2,000	3,000	3,000	4,000	5,000	5,000	-	33,400
5514 Bank Charges	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200
5845 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5892 Other taxes and fees	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000
5830 Payroll Service Fee	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000
5811 Management Fee	26,367	26,367	26,367	26,367	26,367	26,367	26,367	26,367	26,367	26,367	26,367	26,367	-	316,407
5812 District Oversight Fee	35,537	35,537	35,537	35,537	35,537	35,537	35,537	35,537	35,537	35,537	35,537	35,537	-	426,447
	74,605	70,605	72,055	71,805	70,305	72,555	72,555	78,588	72,305	73,305	75,555	80,588	-	884,821
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	-	48,324
	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	-	48,324
Interest														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	1,517,600	1,682,858	1,753,789	1,729,905	1,672,074	1,654,298	1,681,048	1,650,633	1,687,589	1,678,975	1,786,626	1,748,928	-	20,244,323

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Monarch River Academy
Monthly Cash Flow/Forecast FY25-26

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	2026 Accruals	FY 25-26 Budget
ADA = 1168.85														
Surplus (Deficit)	(427,266)	(528,925)	31,799	(16,705)	48,438	273,085	110,034	158,970	174,400	177,327	3,671	266,480	215,941	487,248
														2.4%
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(427,266)	(528,925)	31,799	(16,705)	48,438	273,085	110,034	158,970	174,400	177,327	3,671	266,480	215,941	487,248
Cash flows from operating activities														
Depreciation/Amortization	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	-	48,324
Public Funding Receivables	82,811	-	-	-	-	133,130	-	-	-	-	-	-	(215,941)	-
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	194,969	-	-	-	-	-	-	-	-	-	-	(194,969)	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accrued Expenses	(427,755)	-	-	-	-	-	-	-	-	-	-	427,755	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unposted transactions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(573,215)	(524,898)	35,826	(12,678)	52,465	410,242	114,061	162,997	178,427	181,354	7,698	503,293		
Cash, Beginning of Month	7,267,632	6,694,418	6,169,520	6,205,346	6,192,667	6,245,132	6,655,375	6,769,436	6,932,433	7,110,860	7,292,214	7,299,912		

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Monarch River Academy

Monthly Cash Flow/Forecast FY26-27

Absolute! Charter Group

ADA = 1168.85

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	2027 Accruals	FY 26-27 Budget
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	690,488	690,488	1,242,879	1,242,879	1,242,879	1,242,879	1,242,879	1,328,717	1,328,717	1,328,717	1,328,717	1,328,717	-	14,238,960
8012 Education Protection Account	-	-	58,443	-	-	58,443	-	-	58,443	-	-	58,443	-	233,770
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	10,281	20,562	13,708	13,708	13,708	13,708	13,708	23,989	11,995	11,995	11,995	11,995	-	171,353
	700,770	711,051	1,315,030	1,256,588	1,256,588	1,315,030	1,256,588	1,352,707	1,399,155	1,340,712	1,340,712	1,399,155	-	14,644,083
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	146,106	-	146,106
8290 Title I, Part A - Basic Low Income	-	-	37,500	-	-	112,500	-	-	-	-	-	-	-	150,000
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	7,312	-	-	7,312	-	-	7,312	-	-	-	7,312	-	29,248
	-	7,312	37,500	-	7,312	112,500	-	7,312	-	-	-	153,418	-	325,354
Other State Revenue														
8311 State Special Education	-	46,006	46,006	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	920,119
8550 Mandated Cost	-	-	-	-	-	30,964	-	-	-	-	-	-	-	30,964
8560 State Lottery	-	-	-	-	-	-	77,883	-	-	66,005	-	-	133,130	277,017
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	13,250	-	-	13,250	-	-	13,250	-	-	13,250	-	53,000
	-	46,006	59,256	82,811	82,811	127,025	160,693	82,811	96,061	148,816	82,811	96,061	215,941	1,281,100
Other Local Revenue														
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	429,730	429,730	429,730	429,730	429,730	429,730	429,730	429,730	429,730	429,730	429,730	429,730	-	5,156,756
	429,730	429,730	429,730	429,730	429,730	429,730	429,730	429,730	429,730	429,730	429,730	429,730	-	5,156,756
Total Revenue	1,130,499	1,194,099	1,841,516	1,769,128	1,776,440	1,984,285	1,847,010	1,872,559	1,924,945	1,919,257	1,853,252	2,078,363	215,941	21,407,294
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	411,661	411,661	411,661	411,661	411,661	411,661	411,661	411,661	411,661	411,661	411,661	411,661	-	4,939,926
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1140 Teachers' Extra Duty/Stipends	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	-	549,800
1150 Admin Extra Duty/Stipends	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	-	71,000
1200 Pupil Support Salaries	83,255	83,255	83,255	83,255	83,255	83,255	83,255	83,255	83,255	83,255	83,255	83,255	-	999,063
1300 Administrators' Salaries	66,719	66,719	66,719	66,719	66,719	66,719	66,719	66,719	66,719	66,719	66,719	66,719	-	800,625
1900 Other Certificated Salaries	44,650	44,650	44,650	44,650	44,650	44,650	44,650	44,650	44,650	44,650	44,650	44,650	-	535,803
	658,018	658,018	658,018	658,018	658,018	658,018	658,018	658,018	658,018	658,018	658,018	658,018	-	7,896,218
Classified Salaries														
2100 Instructional Salaries	34,583	34,583	34,583	34,583	34,583	34,583	34,583	34,583	34,583	34,583	34,583	34,583	-	414,991
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2340 Classified Stipends	442	442	442	442	442	442	442	442	442	442	442	442	-	5,300
2400 Clerical and Office Staff Salaries	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	-	51,507
2900 Other Classified Salaries	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	-	51,985
	43,649	43,649	43,649	43,649	43,649	43,649	43,649	43,649	43,649	43,649	43,649	43,649	-	523,783
Benefits														
3101 STRS	126,520	126,520	126,520	126,520	126,520	126,520	126,520	126,520	126,520	126,520	126,520	126,520	-	1,518,245
3301 OASDI	2,434	2,434	2,434	2,434	2,434	2,434	2,434	2,434	2,434	2,434	2,434	2,434	-	29,207
3311 Medicare	10,174	10,174	10,174	10,174	10,174	10,174	10,174	10,174	10,174	10,174	10,174	10,174	-	122,090
3401 Health and Welfare	80,836	80,836	80,836	80,836	80,836	80,836	80,836	80,836	80,836	80,836	80,836	80,836	-	970,028
3501 State Unemployment	-	-	-	-	-	-	22,235	2,482	319	319	319	41	-	25,717
3601 Workers' Compensation	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	-	38,000
3602 Workers' Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3760 Accrued Leave	4,807	4,807	4,807	4,807	4,807	4,807	4,807	4,807	4,807	4,807	4,807	4,807	-	57,679
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	227,937	227,937	227,937	227,937	227,937	227,937	250,172	230,420	228,257	228,257	228,257	227,978	-	2,760,965

Monarch River Academy
Monthly Cash Flow/Forecast FY26-27

Absolute!
Charter Group

ADA = 1168.85	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	2027 Accruals	FY 26-27 Budget
Books and Supplies														
4302 School Supplies	31,297	146,502	154,387	116,705	59,309	98,434	71,060	101,636	135,048	139,272	202,080	83,306	-	1,339,035
4305 Software	-	-	-	-	-	-	-	-	-	-	25,000	115,000	-	140,000
4311 Office Expense	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-	40,000
5211 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310 Noncapitalized Equipment	15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	-	75,000
	49,630	164,835	172,720	135,039	77,643	101,768	74,393	104,969	138,382	142,605	230,413	201,639	-	1,594,035
Subagreement Services														
5102 Special Education	57,687	57,687	57,687	57,687	57,687	57,687	57,687	57,687	57,687	57,687	57,687	57,687	-	692,249
5106 Other Educational Consultants	291,402	331,615	400,908	414,956	416,020	371,870	404,066	356,149	368,477	354,639	372,232	358,554	-	4,440,889
5108 Instructional Services	127,914	127,914	127,914	127,914	127,914	127,914	127,914	127,914	127,914	127,914	127,914	127,914	-	1,534,964
	477,003	517,216	586,509	600,557	601,621	557,471	589,667	541,750	554,078	540,240	557,834	544,155	-	6,668,102
Operations and Housekeeping														
5200 Auto and Travel	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	33,000
5300 Dues & Memberships	-	10,840	-	-	-	-	-	-	-	-	-	-	-	10,840
5400 Insurance	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	-	145,278
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	-	12,130
5910 Postage and Shipping	250	250	250	250	250	250	250	250	250	250	250	250	-	3,000
	13,567	27,407	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	-	206,648
Facilities, Repairs and Other Leases														
5610 Rent	1,857	1,857	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	53,713
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5603 Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5620 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5630 Repairs and Maintenance	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000
	3,857	3,857	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	-	77,713
Professional/Consulting Services														
5801 IT	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5820 Audit & Taxes	-	-	-	-	-	-	-	5,033	-	-	-	5,033	-	10,066
5810 Legal	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-	50,000
5804 Professional Development	3,667	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	-	19,800
5805 General Consulting	-	-	1,250	-	-	1,250	1,250	1,250	-	-	1,250	1,250	-	7,500
5806 Special Activities/Field Trips	3,100	1,300	1,500	2,500	1,000	2,000	2,000	3,000	3,000	4,000	5,000	5,000	-	33,400
5514 Bank Charges	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200
5845 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5892 Other taxes and fees	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000
5830 Payroll Service Fee	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	15,000
5811 Management Fee	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	-	325,011
5812 District Oversight Fee	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	-	439,323
	76,394	72,394	73,844	73,594	72,094	74,344	74,344	80,378	74,094	75,094	77,344	82,378	-	906,300
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	-	48,324
	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	-	48,324
Interest														
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	1,554,083	1,719,341	1,790,272	1,766,388	1,708,557	1,690,781	1,717,838	1,686,778	1,724,072	1,715,458	1,823,109	1,785,411	-	20,682,088

Monarch River Academy
Monthly Cash Flow/Forecast FY26-27

Absolute!
Charter Group

ADA = 1168.85

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	2027 Accruals	FY 26-27 Budget
Surplus (Deficit)	(423,583)	(525,242)	51,244	2,740	67,883	293,504	129,172	185,781	200,873	203,799	30,144	292,952	215,941	725,207
														3.4%
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(423,583)	(525,242)	51,244	2,740	67,883	293,504	129,172	185,781	200,873	203,799	30,144	292,952	215,941	725,207
Cash flows from operating activities														
Depreciation/Amortization	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	-	48,324
Public Funding Receivables	82,811	-	-	-	-	133,130	-	-	-	-	-	-	(215,941)	-
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	194,969	-	-	-	-	-	-	-	-	-	-	(194,969)	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accrued Expenses	(438,735)	-	-	-	-	-	-	-	-	-	-	438,735	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unposted transactions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(580,512)	(521,215)	55,271	6,767	71,910	430,661	133,199	189,808	204,900	207,826	34,171	540,746		
Cash, Beginning of Month	7,803,205	7,222,693	6,701,478	6,756,749	6,763,515	6,835,425	7,266,086	7,399,285	7,589,093	7,793,993	8,001,819	8,035,990		

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Monarch River Academy
Monthly Cash Flow/Forecast FY27-28

ADA = 1168.85	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	2028 Accruals
Revenues													
State Aid - Revenue Limit													
8011 LCFF State Aid	711,948	711,948	1,281,506	1,281,506	1,281,506	1,281,506	1,281,506	1,281,506	1,281,506	1,281,506	1,281,506	1,281,506	-
8012 Education Protection Account	-	-	58,443	-	-	58,443	-	-	58,443	-	-	58,443	-
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	10,281	20,562	13,708	13,708	13,708	13,708	13,708	23,989	11,995	11,995	11,995	11,995	-
	722,229	732,510	1,353,657	1,295,215	1,295,215	1,353,657	1,295,215	1,305,496	1,351,944	1,293,501	1,293,501	1,351,944	-
Federal Revenue													
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	146,106	-
8290 Title I, Part A - Basic Low Income	-	-	37,500	-	-	112,500	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	7,312	-	-	7,312	-	-	7,312	-	-	-	7,312	-
	-	7,312	37,500	-	7,312	112,500	-	7,312	-	-	-	153,418	-
Other State Revenue													
8311 State Special Education	-	46,006	46,006	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811	82,811
8550 Mandated Cost	-	-	-	-	-	30,964	-	-	-	-	-	-	-
8560 State Lottery	-	-	-	-	-	-	77,883	-	-	66,005	-	-	133,130
8598 Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Other State Revenue	-	-	13,250	-	-	13,250	-	-	13,250	-	-	13,250	-
	-	46,006	59,256	82,811	82,811	127,025	160,693	82,811	96,061	148,816	82,811	96,061	215,941
Other Local Revenue													
8660 Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Other Fees and Contracts	451,216	451,216	451,216	451,216	451,216	451,216	451,216	451,216	451,216	451,216	451,216	451,216	-
	451,216	451,216	451,216	451,216	451,216	451,216	451,216	451,216	451,216	451,216	451,216	451,216	-
Total Revenue	1,173,445	1,237,045	1,901,629	1,829,242	1,836,554	2,044,398	1,907,124	1,846,835	1,899,221	1,893,533	1,827,528	2,052,639	215,941
Expenses													
Certificated Salaries													
1100 Teachers' Salaries	420,944	420,944	420,944	420,944	420,944	420,944	420,944	420,944	420,944	420,944	420,944	420,944	-
1170 Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-
1140 Teachers' Extra Duty/Stipends	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	45,817	-
1150 Admin Extra Duty/Stipends	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	-
1200 Pupil Support Salaries	84,441	84,441	84,441	84,441	84,441	84,441	84,441	84,441	84,441	84,441	84,441	84,441	-
1300 Administrators' Salaries	67,594	67,594	67,594	67,594	67,594	67,594	67,594	67,594	67,594	67,594	67,594	67,594	-
1900 Other Certificated Salaries	45,990	45,990	45,990	45,990	45,990	45,990	45,990	45,990	45,990	45,990	45,990	45,990	-
	670,702	670,702	670,702	670,702	670,702	670,702	670,702	670,702	670,702	670,702	670,702	670,702	-
Classified Salaries													
2100 Instructional Salaries	34,670	34,670	34,670	34,670	34,670	34,670	34,670	34,670	34,670	34,670	34,670	34,670	-
2200 Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-
2340 Classified Stipends	442	442	442	442	442	442	442	442	442	442	442	442	-
2400 Clerical and Office Staff Salaries	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	-
2900 Other Classified Salaries	4,462	4,462	4,462	4,462	4,462	4,462	4,462	4,462	4,462	4,462	4,462	4,462	-
	43,867	43,867	43,867	43,867	43,867	43,867	43,867	43,867	43,867	43,867	43,867	43,867	-
Benefits													
3101 STRS	128,943	128,943	128,943	128,943	128,943	128,943	128,943	128,943	128,943	128,943	128,943	128,943	-
3301 OASDI	2,447	2,447	2,447	2,447	2,447	2,447	2,447	2,447	2,447	2,447	2,447	2,447	-
3311 Medicare	10,361	10,361	10,361	10,361	10,361	10,361	10,361	10,361	10,361	10,361	10,361	10,361	-
3401 Health and Welfare	84,320	84,320	84,320	84,320	84,320	84,320	84,320	84,320	84,320	84,320	84,320	84,320	-
3501 State Unemployment	-	-	-	-	-	-	22,403	2,282	319	319	319	41	-
3601 Workers' Compensation	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	-
3602 Workers' Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-
3760 Accrued Leave	4,894	4,894	4,894	4,894	4,894	4,894	4,894	4,894	4,894	4,894	4,894	4,894	-
3901 Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-
	234,133	234,133	234,133	234,133	234,133	234,133	256,535	236,415	234,452	234,452	234,452	234,174	-

Monarch River Academy

Monthly Cash Flow/Forecast FY27-28

ADA = 1168.85	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	2028 Accruals
Books and Supplies													
4302 School Supplies	31,297	146,502	154,387	116,705	59,309	98,434	71,060	101,636	135,048	139,272	202,080	83,306	-
4305 Software	-	-	-	-	-	-	-	-	-	-	25,000	115,000	-
4311 Office Expense	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	-
5211 Business Meals	-	-	-	-	-	-	-	-	-	-	-	-	-
4310 Noncapitalized Equipment	15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	-
	49,630	164,835	172,720	135,039	77,643	101,768	74,393	104,969	138,382	142,605	230,413	201,639	-
Subagreement Services													
5102 Special Education	58,846	58,846	58,846	58,846	58,846	58,846	58,846	58,846	58,846	58,846	58,846	58,846	-
5106 Other Educational Consultants	305,869	346,082	415,374	429,423	430,487	386,336	418,533	370,616	382,944	369,106	386,699	373,021	-
5108 Instructional Services	125,658	125,658	125,658	125,658	125,658	125,658	125,658	125,658	125,658	125,658	125,658	125,658	-
	490,372	530,585	599,878	613,926	614,990	570,840	603,036	555,119	567,447	553,609	571,202	557,524	-
Operations and Housekeeping													
5200 Auto and Travel	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-
5300 Dues & Memberships	-	10,840	-	-	-	-	-	-	-	-	-	-	-
5400 Insurance	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	-
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	-
5910 Postage and Shipping	250	250	250	250	250	250	250	250	250	250	250	250	-
	13,567	27,407	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	-
Facilities, Repairs and Other Leases													
5610 Rent	1,857	1,857	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-
5602 Additional Rent	-	-	-	-	-	-	-	-	-	-	-	-	-
5603 Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-
5620 Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-
5630 Repairs and Maintenance	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-
	3,857	3,857	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	-
Professional/Consulting Services													
5801 IT	-	-	-	-	-	-	-	-	-	-	-	-	-
5820 Audit & Taxes	-	-	-	-	-	-	-	5,033	-	-	-	5,033	-
5810 Legal	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	-
5804 Professional Development	3,667	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	-
5805 General Consulting	-	-	1,250	-	-	1,250	1,250	1,250	-	-	1,250	1,250	-
5806 Special Activities/Field Trips	3,100	1,300	1,500	2,500	1,000	2,000	2,000	3,000	3,000	4,000	5,000	5,000	-
5514 Bank Charges	100	100	100	100	100	100	100	100	100	100	100	100	-
5845 Printing	-	-	-	-	-	-	-	-	-	-	-	-	-
5892 Other taxes and fees	417	417	417	417	417	417	417	417	417	417	417	417	-
5830 Payroll Service Fee	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-
5811 Management Fee	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	-
5812 District Oversight Fee	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	-
	76,394	72,394	73,844	73,594	72,094	74,344	74,344	80,378	74,094	75,094	77,344	82,378	-
Depreciation													
6900 Depreciation Expense	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	-
	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	-
Interest													
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	1,586,549	1,751,807	1,822,738	1,798,855	1,741,023	1,723,247	1,750,472	1,719,043	1,756,539	1,747,924	1,855,575	1,817,877	-

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Monarch River Academy

Monthly Cash Flow/Forecast FY27-28

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	2028 Accruals
ADA = 1168.85													
Surplus (Deficit)	(413,103)	(514,762)	78,892	30,387	95,530	321,151	156,652	127,791	142,682	145,609	(28,047)	234,762	215,941
Cash Flow Adjustments													
Monthly Surplus (Deficit)	(413,103)	(514,762)	78,892	30,387	95,530	321,151	156,652	127,791	142,682	145,609	(28,047)	234,762	215,941
Cash flows from operating activities													
Depreciation/Amortization	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	-
Public Funding Receivables	82,811	-	-	-	-	133,130	-	-	-	-	-	-	(215,941)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	194,969	-	-	-	-	-	-	-	-	-	-	(194,969)	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Accrued Expenses	(448,284)	-	-	-	-	-	-	-	-	-	-	448,284	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-
Unposted transactions	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities													
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(579,581)	(510,735)	82,919	34,414	99,557	458,308	160,679	131,818	146,709	149,636	(24,020)	492,104	
Cash, Beginning of Month	8,576,736	7,997,155	7,486,419	7,569,338	7,603,752	7,703,309	8,161,617	8,322,296	8,454,115	8,600,824	8,750,460	8,726,440	

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REVENUE ASSUMPTIONS

FACTORS	FY23/24	FY24/25	FY25/26	FY26/27	FY27/28
Enrollment	1205	1205	1205	1205	1205
Attendance Rate	97.0%	97.0%	97.0%	97.0%	97.0%
ADA	1168.85	1168.85	1168.85	1168.85	1168.85
COLA	` 5.00%	3.00%	3.00%	3.00%	0.00%
TK-3	$ 9,624	$ 9,913	$ 10,210	$ 10,516	$ 10,516
4-6	$ 9,769	$ 10,062	$ 10,364	$ 10,675	$ 10,675
7-8	$ 10,059	$ 10,361	$ 10,672	$ 10,992	$ 10,992
9-12	$ 11,657	$ 12,007	$ 12,367	$ 12,738	$ 12,738
Federal Special Education IDEA rate per ADA	$ 125.00	$ 125.00	$ 125.00	$ 125.00	$ 125.00
Title I	$ 150,000	$ 150,000	$ 150,000	$ 150,000	$ 150,000
ERMHS rate/student	$ 50	$ 50	$ 50	$ 50	$ 50
State Special Education- AB602	$ 820.00	$ 820.00	$ 820.00	$ 820.00	$ 820.00
State SELPA Fee	4%	4%	4%	4%	4%
Mandate Cost per ADA K-8	$ 19.83	$ 20.53	$ 21.21	$ 21.90	$ 21.90
Mandate Cost per ADA 9-12	$ 55.12	$ 57.07	$ 58.96	$ 60.86	$ 60.86
State Lottery Per ADA	$ 237	$ 237	$ 237	$ 237	$ 237
In-Lieu Tax Rate	$ 146.60	$ 146.60	$ 146.60	$ 146.60	$ 146.60
EPA Reveue per LCFF Calculator	$233,770.00	$233,770.00	$233,770.00	$233,770.00	$233,770.00
EPA Rate	$200.00	$200.00	$200.00	$200.00	$200.00

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OBJECT	VENDOR	Ra	Qty	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BOOKS & SUPPLIES																
4100 Textbooks and Core Materials				-	-	-	-	-	-	-	-	-	-	-	-	-
4200 Books and Reference Materials				-	-	-	-	-	-	-	-	-	-	-	-	-
4302 School Supplies				29,408	137,662	145,071	109,663	55,730	92,495	66,772	95,503	126,899	130,868	189,886	78,279	1,258,236
4305 Software	School Pathways -License - 07/01/23 - 06/30/23 7/24			-	-	-	-	-	-	-	-	-	-	65,000		65,000
4305 Software	YVCS-Renaissance -FY23/24			-	-	-	-	-	-	-	-	-	-	20,000		20,000
4305 Software	Nearpod, Inc - License - 07/01/23 - 06/30/24			-	-	-	-	-	-	-	-	-	-	15,000		15,000
4305 Software	Reading Horizons			-	-	-	-	-	-	-	-	-	-	15,000		15,000
4305 Software	MicroAge			-	-	-	-	-	-	-	-	-	-	7,500		7,500
4305 Software	ComputerLand of Silicon Valley			-	-	-	-	-	-	-	-	-	-	2,500		2,500
4305 Software	Other (Learning A-Z,Voyager,Boardable,Fireplace,N2Y,NAASP,et			-	-	-	-	-	-	-	-	-	-	15,000		15,000
4311 Office Expense			various	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
4310 Noncapitalized Equipment	ERGO, staff and student chromebooks			15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	75,000
	TOTAL			**47,741**	**155,995**	**163,404**	**127,997**	**74,064**	**95,828**	**70,105**	**98,836**	**130,233**	**134,202**	**218,219**	**196,612**	**1,513,236**

OBJECT	VENDOR	Ra	Qty	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
SUB-AGREEMENT SERVICES																
5102 Special Education	Aspire Speech & Learning Center			1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	21,600
5102 Special Education	Braille Abilities, LLC			1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	13,200
5102 Special Education	Effectual Educational Consulting Services			7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	92,400
5102 Special Education	E-Therapy, LLC			4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	59,400
5102 Special Education	Goodfellow Occupational Therapy, Inc.			1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	13,200
5102 Special Education	Lighthouse Therapy LLC			14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	173,800
5102 Special Education	The Talk Team			3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	40,700
5106 Educational Consultants	Vendors			1,928	39,474	104,170	117,286	118,280	77,058	107,119	62,380	73,891	60,971	77,397	64,626	904,577
5108 Instructional Services				134,057	134,057	134,057	134,057	134,057	134,057	134,057	134,057	134,057	134,057	134,057	134,057	1,608,690
	TOTAL			**170,510**	**208,056**	**272,752**	**285,868**	**286,863**	**245,640**	**275,701**	**230,962**	**242,473**	**229,553**	**245,979**	**233,208**	**2,927,567**

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OPERATIONS AND HOUSEKEEPING															
5200 Auto and Travel	various	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	33,000
5300 Dues & Memberships	Accrediting Commiss	-	1,200	-	-	-	-	-	-	-	-	-	-	1,200
5300 Dues & Memberships	CCSA ($5 per student	-	6,025	-	-	-	-	-	-	-	-	-	-	6,025
5300 Dues & Memberships	CSDC ($3 per student	-	3,615	-	-	-	-	-	-	-	-	-	-	3,615
5400 Insurance	Chartersafe	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	145,278
5502 Janitorial		200	200	200	200	200	200	200	200	200	200	200	200	2,400
5520 Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	T-Mobile	80	80	80	80	80	80	80	80	80	80	80	80	960
5900 Communications	T-Mobile	66	66	66	66	66	66	66	66	66	66	66	66	790
5900 Communications	Verizon Wireless	610	610	610	610	610	610	610	610	610	610	610	610	7,320
5900 Communications	AT&T Mobility	255	255	255	255	255	255	255	255	255	255	255	255	3,060
5910 Postage & Shipping		250	250	250	250	250	250	250	250	250	250	250	250	3,000
TOTAL		**13,567**	**27,407**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**206,648**

FACILITIES, REPAIRS AND OTHER LEASES															
5610 Rent	Old Dominion Capital	increase by 3%	1,857	1,857	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	53,713
5620 Other Leases			-	-	-	-	-	-	-	-	-	-	-	-	-
5630 Repairs & Maintenance	miscellaneous		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
TOTAL			**3,857**	**3,857**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**77,713**

PROFESSIONAL/CONSULTING SERVICES																
5514 Bank Charges			100	100	100	100	100	100	100	100	100	100	100	100	1,200
5892 Other Taxes & Fees			417	417	417	417	417	417	417	417	417	417	417	417	5,000
5806 Special Activities/Field Trips			3,100	1,300	1,500	2,500	1,000	2,000	2,000	3,000	3,000	4,000	5,000	5,000	33,400
5810 Legal			4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
5804 Professional Development	Fresno County of Education		1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	17,600
5804 Professional Development	Books for staff		2,200												2,200
5811 Management Fee	ACG Consulting	2% of revenue	25,568	25,568	25,568	25,568	25,568	25,568	25,568	25,568	25,568	25,568	25,568	25,568	306,813
5812 District Oversight Fee	RCOE	3% of LCFF revenue	33,526	33,526	33,526	33,526	33,526	33,526	33,526	33,526	33,526	33,526	33,526	33,526	402,315
5830 Payroll Service	Axia Group		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
5820 Audit & Taxes	Christy White	2% increase	-	-	-	-	-	-	-	5,033	-	-	-	5,033	10,066
5845 Printing			-	-	-	-	-	-	-	-	-	-	-	-	-
5805 General Consulting	Board mbr 1		-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805 General Consulting	Board mbr 2		-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805 General Consulting	Board mbr 3		-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805 General Consulting	Board mbr 4		-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805 General Consulting	Board mbr 5		-	-	250	-	-	250	250	250	-	-	250	250	1,500
	TOTAL		**71,794**	**67,794**	**69,244**	**68,994**	**67,494**	**69,744**	**69,744**	**75,777**	**69,494**	**70,494**	**72,744**	**77,777**	**851,095**

Payroll Benefits																
3601 Workers Copmensation	Chartersafe		3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	38,000
	TOTAL		**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**38,000**

Depreciation																
6900 Depreciation	See BS Reconciliation		4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	48,324
	TOTAL		**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**48,324**

	VENDOR	R:	Qty	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BOOKS & SUPPLIES																
4302 School Supplies				31,297	146,502	154,387	116,705	59,309	98,434	71,060	101,636	135,048	139,272	202,080	83,306	1,339,035
4305 Software	School Pathways -License - 07/01/23 - 06/30/23 7/24	0%		-	-	-	-	-	-	-	-	-	-	65,000		65,000
4305 Software	YVCS-Renaissance -FY23/24	0%		-	-	-	-	-	-	-	-	-	-	20,000		20,000
4305 Software	Nearpod, Inc - License - 07/01/23 - 06/30/24	0%		-	-	-	-	-	-	-	-	-	-	15,000		15,000
4305 Software	Reading Horizons	0%		-	-	-	-	-	-	-	-	-	15,000			15,000
4305 Software	MicroAge	0%		-	-	-	-	-	-	-	-	-	-	7,500		7,500
4305 Software	ComputerLand of Silicon Valley	0%		-	-	-	-	-	-	-	-	-	-	2,500		2,500
4305 Software	Other (Learning A-Z,Voyager,Boardable,Fireplace,N2Y,NAASP,ε	0%		-	-	-	-	-	-	-	-	-	-	15,000		15,000
4311 Office Expense		various		3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
4310 Noncapitalized Equipment	ERGO, staff and student chromebooks	0%		15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	75,000
	TOTAL			49,630	164,835	172,720	135,039	77,643	101,768	74,393	104,969	138,382	142,605	230,413	201,639	1,594,035
SUB-AGREEMENT SERVICES																
5102 Special Education	Aspire Speech & Learning Center	0%		1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	21,600
5102 Special Education	Braille Abilities, LLC	0%		1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	13,200
5102 Special Education	Effectual Educational Consulting Services	0%		7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	92,400
5102 Special Education	E-Therapy, LLC	0%		4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	59,400
5102 Special Education	Goodfellow Occupational Therapy, Inc.	0%		1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	13,200
5102 Special Education	Lighthouse Therapy LLC	0%		14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	173,800
5102 Special Education	The Talk Team	0%		3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	40,700
5106 Educational Consultants	Vendors			2,065	42,278	111,570	125,618	126,683	82,532	114,729	66,812	79,140	65,302	82,895	69,217	968,841
5108 Instructional Services				132,109	132,109	132,109	132,109	132,109	132,109	132,109	132,109	132,109	132,109	132,109	132,109	1,585,303
	TOTAL			168,698	208,912	278,204	292,252	293,317	249,166	281,362	233,445	245,774	231,936	249,529	235,850	2,968,444

OPERATIONS AND HOUSEKEEPING															
5200 Auto and Travel		various	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	33,000
5300 Dues & Memberships		Accrediting Commissi	-	1,200	-	-	-	-	-	-	-	-	-	-	-	1,200
5300 Dues & Memberships		CCSA ($5 per student	-	6,025	-	-	-	-	-	-	-	-	-	-	-	6,025
5300 Dues & Memberships		CSDC ($3 per student	-	3,615	-	-	-	-	-	-	-	-	-	-	-	3,615
5400 Insurance		Chartersafe	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	145,278
5502 Janitorial			200	200	200	200	200	200	200	200	200	200	200	200	2,400
5520 Utilities			-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	T-Mobile		80	80	80	80	80	80	80	80	80	80	80	80	960
5900 Communications	T-Mobile		66	66	66	66	66	66	66	66	66	66	66	66	790
5900 Communications	Verizon Wireless		610	610	610	610	610	610	610	610	610	610	610	610	7,320
5900 Communications	AT&T Mobility		255	255	255	255	255	255	255	255	255	255	255	255	3,060
5910 Postage & Shipping			250	250	250	250	250	250	250	250	250	250	250	250	3,000
	TOTAL		**13,567**	**27,407**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**206,648**

FACILITIES, REPAIRS AND OTHER LEASES															
5610 Rent	Old Dominion Capital	increase by 3%	1,857	1,857	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	53,713
5620 Other Leases			-	-	-	-	-	-	-	-	-	-	-	-	-
5630 Repairs & Maintenance	miscellaneous		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
	TOTAL		**3,857**	**3,857**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**77,713**

PROFESSIONAL/CONSULTING SERVICES															
5514 Bank Charges			100	100	100	100	100	100	100	100	100	100	100	100	1,200
5892 Other Taxes & Fees			417	417	417	417	417	417	417	417	417	417	417	417	5,000
5806 Special Activities/Field Trips			3,100	1,300	1,500	2,500	1,000	2,000	2,000	3,000	3,000	4,000	5,000	5,000	33,400
5810 Legal			4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
5804 Professional Development		Fresno County of Education	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	17,600

5804	Professional Development		Books for staff	2,200											2,200
5811	Management Fee	ACG Consulting	2% of revenue	27,240	27,240	27,240	27,240	27,240	27,240	27,240	27,240	27,240	27,240	27,240	27,240	326,876
5812	District Oversight Fee	RCOE	3% of LCFF revenue	34,552	34,552	34,552	34,552	34,552	34,552	34,552	34,552	34,552	34,552	34,552	34,552	414,625
5830	Payroll Service	Axia Group		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
5820	Audit & Taxes	Christy White	2% increase	-	-	-	-	-	-	-	5,033	-	-	-	5,033	10,066
5845	Printing			-	-	-	-	-	-	-	-	-	-	-	-	-
5805	General Consulting		Board mbr 1	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 2	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 3	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 4	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 5	-	-	250	-	-	250	250	250	-	-	250	250	1,500
	TOTAL			**74,492**	**70,492**	**71,942**	**71,692**	**70,192**	**72,442**	**72,442**	**78,475**	**72,192**	**73,192**	**75,442**	**80,475**	**883,468**

Payroll Benefits															
3601 Workers Copmensation	Chartersafe	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	38,000
TOTAL		**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**38,000**

Depreciation															
6900 Depreciation	See BS Reconciliation	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	48,324
TOTAL		**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**48,324**

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2025-26 MONARCH RIVER ACADEMY - EXPENSE DETAIL

	VENDOR	Ra	Qty	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BOOKS & SUPPLIES																
4302 School Supplies				31,297	146,502	154,387	116,705	59,309	98,434	71,060	101,636	135,048	139,272	202,080	83,306	1,339,035
4305 Software	School Pathways -License - 07/01/23 - 06/30/23 7/24		0%	-	-	-	-	-	-	-	-	-	-	65,000		65,000
4305 Software	YVCS-Renaissance -FY23/24		0%	-	-	-	-	-	-	-	-	-	-	20,000		20,000
4305 Software	Nearpod, Inc - License - 07/01/23 - 06/30/24		0%	-	-	-	-	-	-	-	-	-	-	15,000		15,000
4305 Software	Reading Horizons		0%	-	-	-	-	-	-	-	-	-	-	15,000		15,000
4305 Software	MicroAge		0%	-	-	-	-	-	-	-	-	-	-	7,500		7,500
4305 Software	ComputerLand of Silicon Valley		0%	-	-	-	-	-	-	-	-	-	-	2,500		2,500
4305 Software	Other (Learning A-Z,Voyager,Boardable,Fireplace,N2Y,NA)		0%	-	-	-	-	-	-	-	-	-	-	15,000		15,000
4311 Office Expense		various		3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
4310 Noncapitalized Equipment	ERGO, staff and student chromebooks		0%	15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	75,000
	TOTAL			49,630	164,835	172,720	135,039	77,643	101,768	74,393	104,969	138,382	142,605	230,413	201,639	1,594,035

	VENDOR	Ra	Qty	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
SUB-AGREEMENT SERVICES																
5102 Special Education	Aspire Speech & Learning Center		0%	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	21,600
5102 Special Education	Braille Abilities, LLC		0%	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	13,200
5102 Special Education	Effectual Educational Consulting Services		0%	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	92,400
5102 Special Education	E-Therapy, LLC		0%	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	59,400
5102 Special Education	Goodfellow Occupational Therapy, Inc.		0%	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	13,200
5102 Special Education	Lighthouse Therapy LLC		0%	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	173,800
5102 Special Education	The Talk Team		0%	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	40,700
5106 Educational Consultants	Vendors			2,065	42,278	111,570	125,618	126,683	82,532	114,729	66,812	79,140	65,302	82,895	69,217	968,841
5108 Instructional Services				130,062	130,062	130,062	130,062	130,062	130,062	130,062	130,062	130,062	130,062	130,062	130,062	1,560,747
	TOTAL			166,652	206,865	276,158	290,206	291,270	247,119	279,316	231,399	243,727	229,889	247,482	233,804	2,943,888

OPERATIONS AND HOUSEKEEPING

Code	Item	Detail													Total
5200	Auto and Travel	various	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	33,000
5300	Dues & Memberships	Accrediting Commiss	-	1,200	-	-	-	-	-	-	-	-	-	-	1,200
5300	Dues & Memberships	CCSA ($5 per student	-	6,025	-	-	-	-	-	-	-	-	-	-	6,025
5300	Dues & Memberships	CSDC ($3 per student	-	3,615	-	-	-	-	-	-	-	-	-	-	3,615
5400	Insurance	Chartersafe	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	145,278
5502	Janitorial		200	200	200	200	200	200	200	200	200	200	200	200	2,400
5520	Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	T-Mobile	80	80	80	80	80	80	80	80	80	80	80	80	960
5900	Communications	T-Mobile	66	66	66	66	66	66	66	66	66	66	66	66	790
5900	Communications	Verizon Wireless	610	610	610	610	610	610	610	610	610	610	610	610	7,320
5900	Communications	AT&T Mobility	255	255	255	255	255	255	255	255	255	255	255	255	3,060
5910	Postage & Shipping		250	250	250	250	250	250	250	250	250	250	250	250	3,000
	TOTAL		13,567	27,407	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	206,648

FACILITIES, REPAIRS AND OTHER LEASES

Code	Item	Detail													Total
5610	Rent	Old Dominion Capital	increase by 3%	1,857	1,857	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	53,713
5620	Other Leases		-	-	-	-	-	-	-	-	-	-	-	-	-
5630	Repairs & Maintenance	miscellaneous	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
	TOTAL		3,857	3,857	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	77,713

PROFESSIONAL/CONSULTING SERVICES

Code	Item	Detail													Total
5514	Bank Charges		100	100	100	100	100	100	100	100	100	100	100	100	1,200
5892	Other Taxes & Fees		417	417	417	417	417	417	417	417	417	417	417	417	5,000
5806	Special Activities/Field Trips		3,100	1,300	1,500	2,500	1,000	2,000	2,000	3,000	3,000	4,000	5,000	5,000	33,400
5810	Legal		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
5804	Professional Development	Fresno County of Education	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	17,600

5804	Professional Development		Books for staff	2,200												2,200
5811	Management Fee	ACG Consulting	2% of revenue	26,367	26,367	26,367	26,367	26,367	26,367	26,367	26,367	26,367	26,367	26,367	26,367	316,407
5812	District Oversight Fee	RCOE	3% of LCFF revenue	35,537	35,537	35,537	35,537	35,537	35,537	35,537	35,537	35,537	35,537	35,537	35,537	426,447
5830	Payroll Service	Axia Group		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
5820	Audit & Taxes	Christy White	2% increase	-	-	-	-	-	-	-	5,033	-	-	-	5,033	10,066
5845	Printing			-	-	-	-	-	-	-	-	-	-	-	-	-
5805	General Consulting		Board mbr 1	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 2	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 3	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 4	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 5	-	-	250	-	-	250	250	250	-	-	250	250	1,500
	TOTAL			74,605	70,605	72,055	71,805	70,305	72,555	72,555	78,588	72,305	73,305	75,555	80,588	884,821

	Payroll Benefits															
3601	Workers Copmensation	Chartersafe		3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	38,000
	TOTAL			3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	38,000

	Depreciation															
6900	Depreciation	See BS Reconciliation		4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	48,324
	TOTAL			4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	48,324

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2026-27 MONARCH RIVER ACADEMY - EXPENSE DETAIL

	VENDOR	Ra	Qty	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BOOKS & SUPPLIES																
4302 School Supplies				31,297	146,502	154,387	116,705	59,309	98,434	71,060	101,636	135,048	139,272	202,080	83,306	1,339,035
4305 Software	School Pathways -License - 07/01/23 - 06/30/23 7/24	0%		-	-	-	-	-	-	-	-	-	-	65,000		65,000
4305 Software	YVCS-Renaissance -FY23/24	0%		-	-	-	-	-	-	-	-	-	-	20,000		20,000
4305 Software	Nearpod, Inc - License - 07/01/23 - 06/30/24	0%		-	-	-	-	-	-	-	-	-	-	15,000		15,000
4305 Software	Reading Horizons	0%		-	-	-	-	-	-	-	-	-	-	15,000		15,000
4305 Software	MicroAge	0%		-	-	-	-	-	-	-	-	-	-	7,500		7,500
4305 Software	ComputerLand of Silicon Valley	0%		-	-	-	-	-	-	-	-	-	-	2,500		2,500
4305 Software	Other (Learning A-Z,Voyager,Boardable,Fireplace,N2Y,	0%		-	-	-	-	-	-	-	-	-	-	15,000		15,000
4311 Office Expense	various			3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
4310 Noncapitalized Equipment	ERGO, staff and student chromebooks	0%		15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	75,000
	TOTAL			**49,630**	**164,835**	**172,720**	**135,039**	**77,643**	**101,768**	**74,393**	**104,969**	**138,382**	**142,605**	**230,413**	**201,639**	**1,594,035**
SUB-AGREEMENT SERVICES																
5102 Special Education	Aspire Speech & Learning Center	0%		1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	21,600
5102 Special Education	Braille Abilities, LLC	0%		1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	13,200
5102 Special Education	Effectual Educational Consulting Services	0%		7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	92,400
5102 Special Education	E-Therapy, LLC	0%		4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	59,400
5102 Special Education	Goodfellow Occupational Therapy, Inc.	0%		1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	13,200
5102 Special Education	Lighthouse Therapy LLC	0%		14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	173,800
5102 Special Education	The Talk Team	0%		3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	40,700
5106 Educational Consultants	Vendors			2,065	42,278	111,570	125,618	126,683	82,532	114,729	66,812	79,140	65,302	82,895	69,217	968,841
5108 Instructional Services				127,914	127,914	127,914	127,914	127,914	127,914	127,914	127,914	127,914	127,914	127,914	127,914	1,534,964
	TOTAL			**164,503**	**204,717**	**274,009**	**288,057**	**289,122**	**244,971**	**277,167**	**229,250**	**241,579**	**227,741**	**245,334**	**231,655**	**2,918,104**

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OPERATIONS AND HOUSEKEEPING															
5200 Auto and Travel	various	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	33,000
5300 Dues & Memberships	Accrediting Commiss	-	1,200	-	-	-	-	-	-	-	-	-	-	1,200
5300 Dues & Memberships	CCSA ($5 per student	-	6,025	-	-	-	-	-	-	-	-	-	-	6,025
5300 Dues & Memberships	CSDC ($3 per student	-	3,615	-	-	-	-	-	-	-	-	-	-	3,615
5400 Insurance	Chartersafe	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	145,278
5502 Janitorial		200	200	200	200	200	200	200	200	200	200	200	200	2,400
5520 Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	T-Mobile	80	80	80	80	80	80	80	80	80	80	80	80	960
5900 Communications	T-Mobile	66	66	66	66	66	66	66	66	66	66	66	66	790
5900 Communications	Verizon Wireless	610	610	610	610	610	610	610	610	610	610	610	610	7,320
5900 Communications	AT&T Mobility	255	255	255	255	255	255	255	255	255	255	255	255	3,060
5910 Postage & Shipping		250	250	250	250	250	250	250	250	250	250	250	250	3,000
TOTAL		13,567	27,407	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	16,567	206,648

FACILITIES, REPAIRS AND OTHER LEASES															
5610 Rent	Old Dominion Capital	increase by 3%	1,857	1,857	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	53,713
5620 Other Leases			-	-	-	-	-	-	-	-	-	-	-	-	-
5630 Repairs & Maintenance	miscellaneous		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
TOTAL			3,857	3,857	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	77,713

PROFESSIONAL/CONSULTING SERVICES														
5514 Bank Charges		100	100	100	100	100	100	100	100	100	100	100	100	1,200
5892 Other Taxes & Fees		417	417	417	417	417	417	417	417	417	417	417	417	5,000
5806 Special Activities/Field Trips		3,100	1,300	1,500	2,500	1,000	2,000	2,000	3,000	3,000	4,000	5,000	5,000	33,400
5810 Legal		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
5804 Professional Development	Fresno County of Education	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	17,600

Code	Account	Vendor	Basis													Total
5804	Professional Development		Books for staff	2,200												2,200
5811	Management Fee	ACG Consulting	2% of revenue	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	325,011
5812	District Oversight Fee	RCOE	3% of LCFF revenue	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	439,323
5830	Payroll Service	Axia Group		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
5820	Audit & Taxes	Christy White	2% increase	-	-	-	-	-	-	-	5,033	-	-	-	5,033	10,066
5845	Printing			-	-	-	-	-	-	-	-	-	-	-	-	-
5805	General Consulting		Board mbr 1	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 2	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 3	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 4	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 5	-	-	250	-	-	250	250	250	-	-	250	250	1,500
	TOTAL			**76,394**	**72,394**	**73,844**	**73,594**	**72,094**	**74,344**	**74,344**	**80,378**	**74,094**	**75,094**	**77,344**	**82,378**	**906,300**

	Payroll Benefits															
3601	Workers Copmensation	Chartersafe		3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	38,000
	TOTAL			**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**38,000**

	Depreciation															
6900	Depreciation	See BS Reconciliation		4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	48,324
	TOTAL			**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**48,324**

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2027-28 MONARCH RIVER ACADEMY - EXPENSE DETAIL

		VENDOR	R	Qty	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BOOKS & SUPPLIES																	
4302	School Supplies				31,297	146,502	154,387	116,705	59,309	98,434	71,060	101,636	135,048	139,272	202,080	83,306	1,339,035
4305	Software	School Pathways -License - 07/01/23 - 06/30/23 7/24		0%	-	-	-	-	-	-	-	-	-	-	65,000		65,000
4305	Software	YVCS-Renaissance -FY23/24		0%	-	-	-	-	-	-	-	-	-	-	20,000		20,000
4305	Software	Nearpod, Inc - License - 07/01/23 - 06/30/24		0%	-	-	-	-	-	-	-	-	-	-	15,000		15,000
4305	Software	Reading Horizons		0%	-	-	-	-	-	-	-	-	-	-	15,000		15,000
4305	Software	MicroAge		0%	-	-	-	-	-	-	-	-	-	-	7,500		7,500
4305	Software	ComputerLand of Silicon Valley		0%	-	-	-	-	-	-	-	-	-	-	2,500		2,500
4305	Software	Other (Learning A-Z,Voyager,Boardable,Fireplace,N2Y,NA/		0%	-	-	-	-	-	-	-	-	-	-	15,000		15,000
4311	Office Expense		various		3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
4310	Noncapitalized Equipment	ERGO, staff and student chromebooks		0%	15,000	15,000	15,000	15,000	15,000	-	-	-	-	-	-	-	75,000
		TOTAL			49,630	164,835	172,720	135,039	77,643	101,768	74,393	104,969	138,382	142,605	230,413	201,639	1,594,035
SUB-AGREEMENT SERVICES																	
5102	Special Education	Aspire Speech & Learning Center		0%	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	21,600
5102	Special Education	Braille Abilities, LLC		0%	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	13,200
5102	Special Education	Effectual Educational Consulting Services		0%	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	92,400
5102	Special Education	E-Therapy, LLC		0%	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	4,950	59,400
5102	Special Education	Goodfellow Occupational Therapy, Inc.		0%	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	13,200
5102	Special Education	Lighthouse Therapy LLC		0%	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	14,483	173,800
5102	Special Education	The Talk Team		0%	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	3,392	40,700
5106	Educational Consultants	Vendors			2,065	42,278	111,570	125,618	126,683	82,532	114,729	66,812	79,140	65,302	82,895	69,217	968,841
5108	Instructional Services				125,658	125,658	125,658	125,658	125,658	125,658	125,658	125,658	125,658	125,658	125,658	125,658	1,507,891
		TOTAL			162,247	202,461	271,753	285,801	286,866	242,715	274,911	226,994	239,323	225,485	243,078	229,399	2,891,031

	OPERATIONS AND HOUSEKEEPING															
5200	Auto and Travel	various	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	33,000
5300	Dues & Memberships	Accrediting Commiss	-	1,200	-	-	-	-	-	-	-	-	-	-	1,200
5300	Dues & Memberships	CCSA ($5 per student	-	6,025	-	-	-	-	-	-	-	-	-	-	6,025
5300	Dues & Memberships	CSDC ($3 per student	-	3,615	-	-	-	-	-	-	-	-	-	-	3,615
5400	Insurance	Chartersafe	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	12,107	145,278
5502	Janitorial		200	200	200	200	200	200	200	200	200	200	200	200	2,400
5520	Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	T-Mobile	80	80	80	80	80	80	80	80	80	80	80	80	960
5900	Communications	T-Mobile	66	66	66	66	66	66	66	66	66	66	66	66	790
5900	Communications	Verizon Wireless	610	610	610	610	610	610	610	610	610	610	610	610	7,320
5900	Communications	AT&T Mobility	255	255	255	255	255	255	255	255	255	255	255	255	3,060
5910	Postage & Shipping		250	250	250	250	250	250	250	250	250	250	250	250	3,000
	TOTAL		**13,567**	**27,407**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**16,567**	**206,648**

	FACILITIES, REPAIRS AND OTHER LEASES															
5610	Rent	Old Dominion Capital	increase by 3%	1,857	1,857	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	53,713
5620	Other Leases		-	-	-	-	-	-	-	-	-	-	-	-	-
5630	Repairs & Maintenance	miscellaneous	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
	TOTAL		**3,857**	**3,857**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**7,000**	**77,713**

	PROFESSIONAL/CONSULTING SERVICES															
5514	Bank Charges		100	100	100	100	100	100	100	100	100	100	100	100	1,200
5892	Other Taxes & Fees		417	417	417	417	417	417	417	417	417	417	417	417	5,000
5806	Special Activities/Field Trips		3,100	1,300	1,500	2,500	1,000	2,000	2,000	3,000	3,000	4,000	5,000	5,000	33,400
5810	Legal		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
5804	Professional Development	Fresno County of Education	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	17,600

5804	Professional Development		Books for staff	2,200												2,200
5811	Management Fee	ACG Consulting	2% of revenue	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	27,084	325,011
5812	District Oversight Fee	RCOE	3% of LCFF revenue	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	36,610	439,323
5830	Payroll Service	Axia Group		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
5820	Audit & Taxes	Christy White	2% increase	-	-	-	-	-	-	-	5,033	-	-	-	5,033	10,066
5845	Printing			-	-	-	-	-	-	-	-	-	-	-	-	-
5805	General Consulting		Board mbr 1	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 2	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 3	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 4	-	-	250	-	-	250	250	250	-	-	250	250	1,500
5805	General Consulting		Board mbr 5	-	-	250	-	-	250	250	250	-	-	250	250	1,500
	TOTAL			**76,394**	**72,394**	**73,844**	**73,594**	**72,094**	**74,344**	**74,344**	**80,378**	**74,094**	**75,094**	**77,344**	**82,378**	**906,300**

	Payroll Benefits															
3601	Workers Copmensation	Chartersafe		3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	38,000
	TOTAL			**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**3,167**	**38,000**

	Depreciation															
6900	Depreciation	See BS Reconciliation		4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	4,027	48,324
	TOTAL			**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**4,027**	**48,324**

Cover Sheet

Education Protection Account (EPA) Budget

Section:	**II. Finance**
Item:	**B. Education Protection Account (EPA) Budget**
Purpose:	**Discussion & Potential Action - Vote**
Related Material:	**MRA EPA Board Presentation**

BACKGROUND:

- Charter Impact will present the EPA Budget.
- The EPA provides schools with general purpose state aid funding pursuant to Section 36 of Article XIII of the California Constitution.
- The EPA funding is a component of a school's total LCFF entitlement as calculated in the Principal Apportionment.
- The EPA was created in November 2012 by Proposition 30, The Schools and Local Public Safety Protection Act of 2012, and it was implemented in 2013. The EPA is governed by Section 36 of Article XIII of the California Constitution, which was amended by Proposition 55 in November 2016.
- The revenues generated from Section 36 of Article XIII of the California Constitution are deposited into a state account called the Education Protection Account. Of the funds in the account, 89 percent is provided to K-12 education and 11 percent to community colleges.

RECOMMENDATION:

- Consider approval of the EPA Budget.

Education Protection Account (EPA) Spending Plan

After the passage of Proposition 30, the Schools and Local Public Safety Protection Act of 2012, schools across California began receiving funds through a new Education Protection Account (EPA) that was established by the voter initiative. Part of the requirements for receiving these funds is to post on the school's website a spending plan indicating how the funds are being used. The following is the spending plan for Monarch River Academy.

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

☐ The spending plan must be approved by the governing board during a public meeting.

☐ EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.(See the list of functions on the CDE website referenced below for which EPA funds may be used.)

☐   Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

The revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs will receive EPA payments quarterly beginning with the 2013-14 Fiscal Year.

Monarch River Academy estimated 2023-2024 EPA entitlement: $233,770.00
The school reports that the EPA funds will be used to cover salary and benefit costs of non-administrative certificated staff. The percentage of funds used per group will be determined by their share of costs to the general fund. Any difference in revenue and/or expenditures will be adjusted in teacher salaries.

Description	Cost Category	Amount
Salaries	Certificated	$198,704.00
Benefits	Certificated	$35,066.00

MONARCH RIVER ACADEMY

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

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WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

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Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1.   The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Monarch River Academy;

2.   In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Monarch River Academy has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 20___.   _____
                                       Board Member

                                       _____
                                       Board Member

                                       _____
                                       Board Member

                                       _____
                                       Board Member

                                       _____
                                       Board Member

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Cover Sheet
Superintendent & Deputy Director Divvy Expenses

Section: **II. Finance**

Item: **C. 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.

Monarch River Academy

Divvy Register (Steph Johnson and Laurie Goodman)

For the period ended May 31, 2023

Vendor Name	Card Holder	Transaction Date	Transaction Amount

Total Disbursments in May $ -

Cover Sheet
Proposed Addition to the Fiscal Policies & Procedures Manual: Divvy Reward Points & Appreciation Program

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Section: II. Finance

Item: D. Proposed Addition to the Fiscal Policies & Procedures
Manual: Divvy Reward Points & Appreciation Program

Purpose: Discussion & Potential Action - Vote

BACKGROUND:

- The school receives "points" for Divvy transactions.
- The school would like to create a way to utilize the points that align with proper fiscal processes and regulations fitting of a public school.
- Creation of a Staff/Student Appreciation Program will encourage staff and students and enable the school to recognize both groups without utilizing other school funds.

RECOMMENDATION:

- Consider the approval of the proposed addition to the Fiscal Policies and Procedures Manual to include a new section on Divvy Reward Points and establishment of an Appreciation Program for staff and students.

PROPOSED ADDITION TO THE FISCAL POLICIES & PROCEDURES MANUAL
DIVVY REWARD POINTS & APPRECIATION PROGRAM

REWARD POINTS

The School believes that the efforts of staff are a crucial part of the foundation of why students will be high achievers. The School believes that the care and inspiration provided by staff has helped students meet the California state curriculum standards. The School also believes students are more involved and committed to meeting and exceeding the state standards if they are inspired. Research shows that students who score higher on the Inspiration Scale demonstrated more progress in achieving their goals, when compared to those who felt less inspired.[1] The School believes the School and students can further benefit with an increased effort if the School utilizes an Appreciation Program to raise the value of their efforts.[2]

The School will not fund the Appreciation Program by any funds entrusted to the School by the Federal, State, or Local government or by donors, unless expressly stated in writing for this program. The Appreciation Program will be funded by the Reward Points collected from the use of school funds when purchases are made for school supplies, travel, and other necessary and standard purchases. The School will not incur additional and unnecessary fees in order to increase its collection of award points.

The Reward Points can be used for:

1. Staff Retirement Appreciation – purchase value should be based on length of service to the School (field of Education)

    a. Year 5 – 9 $100
    b. Year 10 – 14 $150
    c. Year 15 – 19 $200
    d. Year 20 – 24 $250
    e. Year 25+ $500

2. Staff Appreciation – the purchase should be based on the following achievements:
    a. Increased student achievement
    b. Propose procedures or ideas that result in eliminating or reducing School expenditures or improving School operations.
    c. Perform special acts or services in the public interest.
    d. By their superior accomplishments, for example by making exceptional contributions to the efficiency, economy, or other improvement in School operations and excellence in programs.

3. Student Graduation from the following grades
    a. 8th Grade
    b. 12th Grade
    c. High School Diploma or Certificate of Completion

4. Student Achievement
    a. Character

b. Community & Engagement
c. Academic Achievement
d. Academic Milestone
e. Physical Fitness

Any points awarded are the property of the School and can only be used by the express direction of the Board of Directors ("Board") according to this policy.

All Points purchases must be approved by the Superintendent prior to executing the purchase. Preapproval must be in writing and attached to the purchase documentation.

Any use of Reward Points outside of this policy will be deemed a violation and could subject the violator to additional discipline.

The Board reserves the right to alter this policy if it believes it will further benefit the School.

1. https://blog.innerdrive.co.uk/inspire-your-students
2. https://www.researchgate.net/publication/265965932_Expectancy-Value-Cost_Model_of_Motivation

Cover Sheet
High School A-G Report

Section: **III. Academic Excellence**

Item: **A. High School A-G Report**

Purpose: **Presentation & Potential Discussion - Informational**

BACKGROUND:

- At the May Board meeting the Board requested a more in depth presentation from the High School Department.

What is A-G?

What are the AG requirements?

We introduced course outlines to ensure that all of our courses are A-G in 2020-2021.

Here is an example of an Algebra 1 course outline.

Student who take additional courses above these requirements are more attractive applicants to the UC/CSU's.

(SAT's and ACT's are no longer admission requirements)

University of California Online Providers (UCOP) Website

[Here](#) is the link to the UCOP website. This is where we as a 'Central Valley Charter Schools' network of Yosemite Valley Charter and Monarch River Academy self report all of our A-G course offerings.

When a student applies to a UC/CSU, the admittance counselors will go through their transcripts and verify that all of the courses they completed are indeed A-G.

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Example Course Outline that is A-G

Here is an example of an Algebra 1 course outline.

- Standards are listed for each unit
- Project or assessment at the end of each unit to demonstrate mastery of the skills.

California School DASHBOARD

College/Career Indicator (CCI): Measures of College Readiness

- The CCI shows how well schools are preparing high school students for success after graduation, whether in postsecondary education or in a career.

- College readiness, as measured by the State Board of Education, means **completing rigorous coursework,** passing challenging exams, or receiving a state seal.

- Specific criteria are used to determine whether a student is "Prepared" or "Approaching Prepared." **Completing AG college entrance requirements is a measure for both the "Prepared" and "Approaching Prepared" criteria.**

California Department of Education ● January 2021

Schedule Students for Success

- Model <u>IGP</u> encourages scheduling classes in a way that **ALL 9th and 10th grade students on a high school diploma path are meeting AG requirements** while meeting high school graduation requirements.

- **All college-bound students (2 or 4 year)** should follow the suggested schedule in 11th and 12th grade and earn C's or better to be **<u>College Ready</u>** and on track to meet the AG college entrance requirements. Students starting at community college with the intent to transfer to a 4-year college should still aim to meet the AG requirements as it prepares them for the level of college work necessary to transfer in a timely manner.

- **If a student is *not* college-bound,** families will meet with their counselor during the student's 10th grade Spring semester and sign a Non AG <u>agreement</u>. The only reason to change to a non AG path is because they will not be pursuing a career that requires a college degree.

Course	Grad. Req.	A-G Req.	Grade 9 Fall	Grade 9 Spring	Grade 10 Fall	Grade 10 Spring	Grade 11 Fall	Grade 11 Spring	Grade 12 Fall	Grade 12 Spring
History/ Social Science	30	A: 30			World History A	World History B	US History A	US History B	Govt.	Econ.
English	30	B: 40	English 9A	English 9B	English 10A	English 10B	English 11A	English 11B	English 12A	English 12B
Mathematics	20	C: 30	PreAlgebra 1A Algebra 1A **OR** Math 1A	PreAlgebra 1B Algebra 1B **OR** Math 1B	Algebra 1A Geometry A **OR** Math 2A	Algebra 1B Geometry B **OR** Math 2A	Geometry A Algebra 2A OR Math 3A	Geometry B Algebra 2B OR Math 3	Algebra 2A Pre-Calc OR Statistics	Algebra 2B Pre-Calc OR Statistics
Science	20	D: 20 w/ lab	Biology A	Biology B	Chemistry A OR Earth/SpaceB	Chemistry B OR Earth/SpaceB	Physics OR Anatomy	OR Computer Science		
World Language	10	E: 20	WL 1A	WL 1B	WL 2A	WL 2A	WL 3A	WL 3B		
Visual/ Performing		F: 10	VAPA 1A	VAPA 1B						
Electives	90	G: 50	College/Career Exploration	College/Career Exploration	CTE Pathway Intro Elective	CTE Pathway Intro Elective	CTE Pathway Concentrator Elective	CTE Pathway Concentrator Elective	CTE Pathway Capstone Elective	CTE Pathway Capstone Elective
			PE 9	PE 9	PE 10	PE 10				

A-G Prepared Students

School	2019	2020	2021	2022	2023	2024 (Prediction)
MRA	N/A	N/A	18%	38%	21%	66%
YVC	17% (Inspire)	24% (Inspire)	17%	32%	41%	65%

How will we support our at-risk students?

Foster/Homeless
- Refer to County Office of Ed homeless/foster services (FCOE)
- Individual counseling, check-ins at progress and semester
- Identify and provide information regarding support services

English Learners
- Translating materials into Spanish, finding additional language resources
- Providing meetings in Spanish for families if necessary

Low income/first generation
- Targeted workshops to build knowledge for families prior to information sessions on college application process and financial aid.

Questions?

Cover Sheet
Local Control and Accountability Plan (LCAP)

Section: **III. Academic Excellence**

Item: **B. Local Control and Accountability**
                                                   Plan (LCAP)

Purpose: **Discussion & Potential Action - Vote**

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.
- The school held a public hearing in May 2022 to gather input from stakeholders.

RECOMMENDATION:

- Consider the approval of the school's LCAP.

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

All federal funds, $325,354 , 2%

All local funds, $4,454,600 , 23%

All other state funds, $1,604,796 , 8%

Total LCFF funds $13,410,506 68 %

LCFF supplemental & concentration grants, $1,063,727 , 5%

All Other LCFF funds, $12,346,779 , 62%
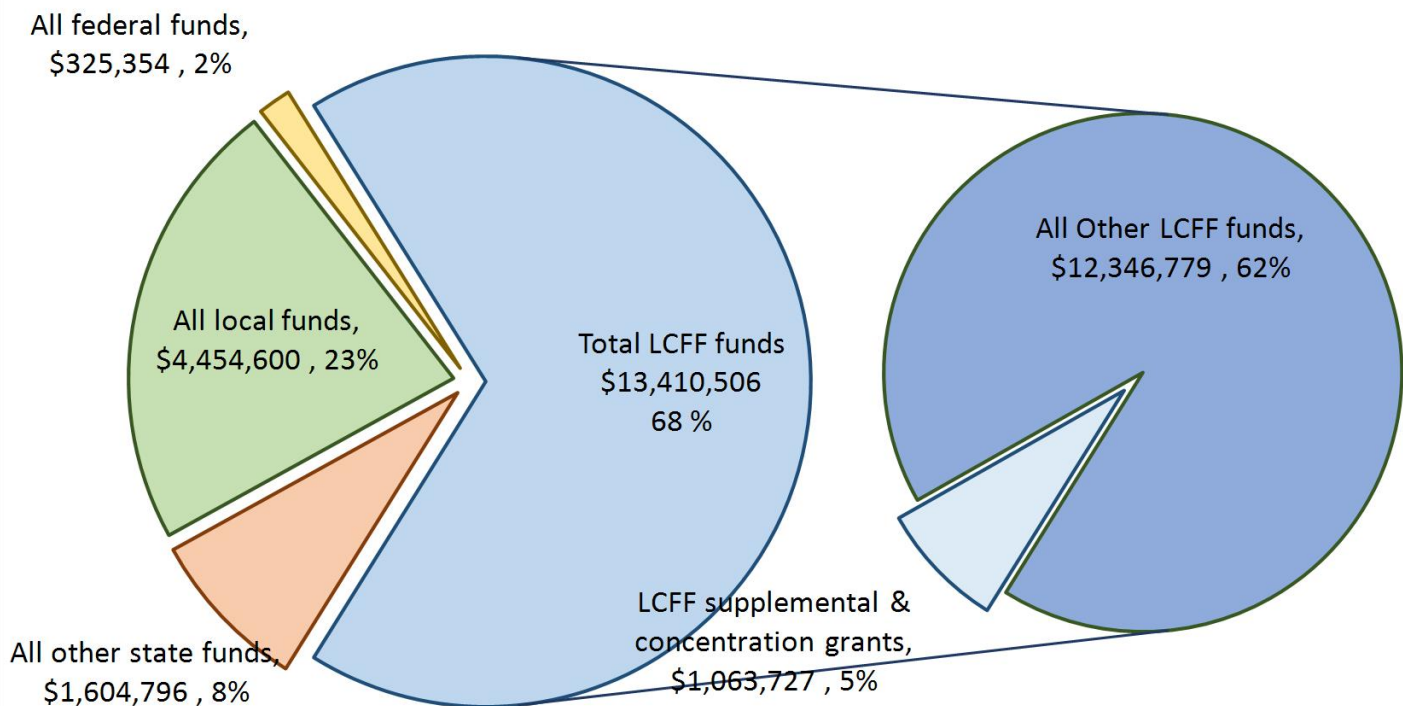
This chart shows the total general purpose revenue Monarch River Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monarch River Academy is $19,795,256, of which $13,410,506 is Local Control Funding Formula (LCFF), $1,604,796 is other state funds, $4,454,600 is local funds, and $325,354 is federal funds. Of the $13,410,506 in LCFF Funds, $1,063,727 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $19,250,743

Total Budgeted Expenditures in the LCAP $12,964,396
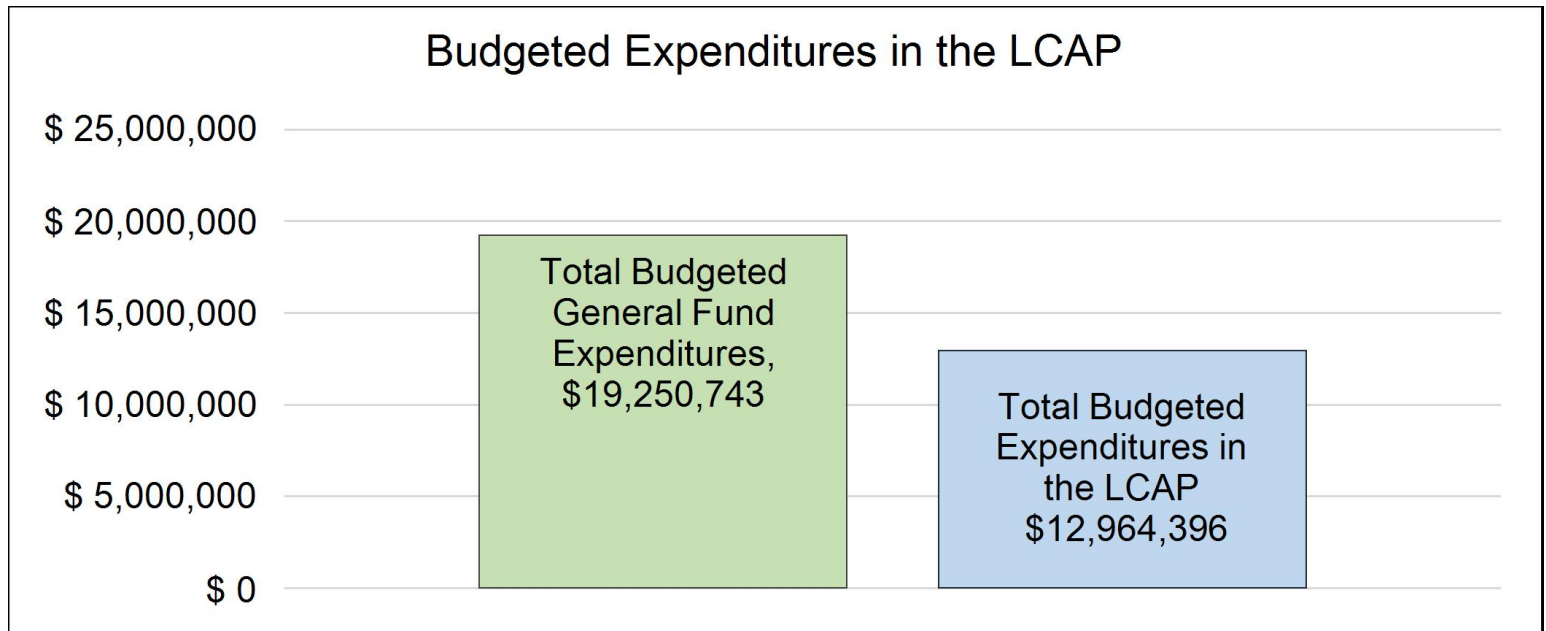
This chart provides a quick summary of how much Monarch River Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Monarch River Academy plans to spend $19,250,743 for the 2023-24 school year. Of that amount, $12,964,396 is tied to actions/services in the LCAP and $6,286,347 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The remaining amount not listed in the LCAP will be used to cover general administrative costs to support 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 $1,063,727 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 $1,833,532 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP	$8,964,012
Actual Expenditures for High Needs Students in LCAP	$9,662,020
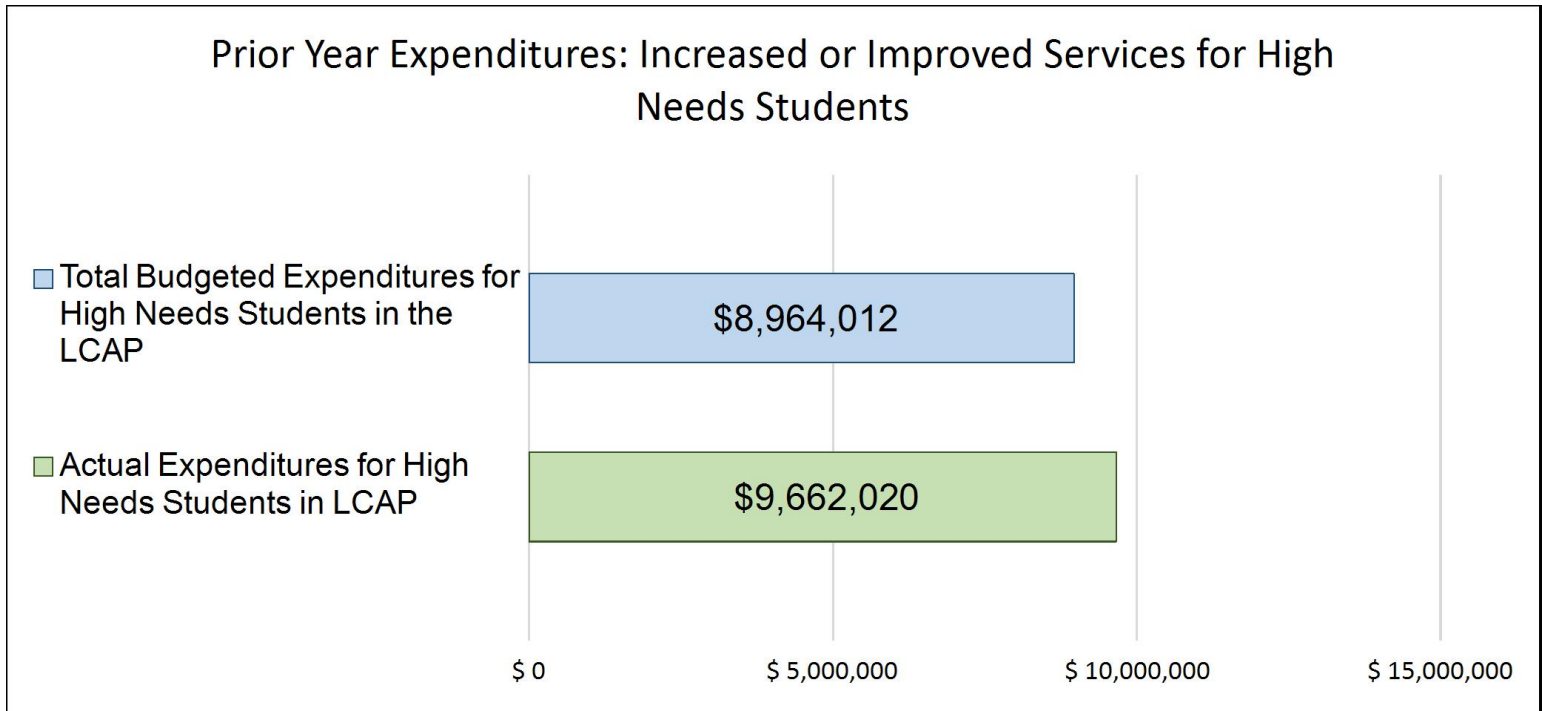
This chart compares what Monarch River Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Monarch River Academy estimates it has spent on actions and services that contribute to increasing or improving 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 $8,964,012 for planned actions to increase or improve services for high needs students. Monarch River Academy actually spent $9,662,020 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $698,008 had the following impact on Monarch River Academy's ability to increase or improve services for high needs students:

There is a small deficit of $63k that may be spent during the course of the year for high-needs students, but currently, the plan is centered around spending a majority of it on specific programs outlined in the LCAP.

Local Control and 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 from 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 through 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 prevent the 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.

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 feedback through JotForm surveys 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. Offerings 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	The 2020 CA School Dashboard did not include an ELPI due to the COVID-19 pandemic. In 2019-20, for the Summative ELPAC: 20% scored a level 1 Beginning to Develop 80% scored an overall level of 3 Moderately Developed	The 2020 CA School Dashboard does not have data available. 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.	The 2022 CA School Dashboard does not have data available. 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		Increase the percentage of students who are making progress towards English proficiency from prior year's data
ELA CAASPP 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 Fall 41% Winter 44%	Unavailable CAASPP to be given in the Spring semester. 82% of students participated in the reading STAR360. 42% of students tested above Benchmark for the Fall semester of 2021.	47.49% of students met or exceeded standard on the ELA CAASPP in 2022. 81% of students participated in the Reading STAR 360. 43% of students tested above Benchmark for the Winter semester or 2022.		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	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	$5,380,976.03	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	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.	$635,476.70	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$1,148,489.00	No
1.4	Texts, instructional materials, software, 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	$2,238,063.00	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	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	$100,505.00	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	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	$87,885.00	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	Intervention Teachers on Special Assignment (TOSA)	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.	$165,955.76	No Yes

Action #	Title	Description	Total Funds	Contributing
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.	$412,973.12	Yes
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	$763,034.95	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	Professional development and training 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.	$93,501.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$45,317.00	No
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	$59,365.41	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	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	$129,249.64	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	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.	$157,554.90	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$76,906.00	No
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 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	$42,238.00	No

Action #	Title	Description	Total Funds	Contributing
		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	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 reduce the achievement gap through increased student support and engagement which will result in more success in the areas of	$90,217.00	No

Action #	Title	Description	Total Funds	Contributing
		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 increased 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 ELPAC 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	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	$45,317.00	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	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	$92,078.00	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	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.	$47,250.00	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 shows1 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	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.	$53,700.90	Yes
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	$351,541.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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	$331,958.14	No

Action #	Title	Description	Total Funds	Contributing
		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. 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.		
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	$300.00	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 will 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	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	$15,000.00	No

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	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 as 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	$76,795.95	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 to support maintaining 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. Parent and Student connectedness increased 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 Increased 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: 4,5,7)

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	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	$110,732.40	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	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	$144,324.10	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	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.	$67,390.80	No

Action #	Title	Description	Total Funds	Contributing
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 is 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.	$300.00	No

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 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.
Improved 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 students 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 with 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)
1,063,727	

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
8.62%	1.71%	$161,649.74	10.32%

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.

Using the calculation tool provided by the state, Monarch River Academy has calculated that it will receive $1,063,727 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:

Goal 1:

Regional Coordinators (Goal 1, Action 2)

Technology, including devices and equipment for learning (Goal 1, Action 5)

Technology Support (Goal 1, Action 6)

Intervention Teachers on Special Assignment (TOSA) (Goal 1, Action 7)

Supplemental School Psychologist, and Specialized Support Staff (Goal 1, Action 8)

Student Study Teams and Intervention Support (Goal 1, Action 13)

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

Goal 2:

Communication through multiple methods including website and newsletter (Goal 2, Action 2)

Goal 3:

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

Student transition program and supports (Goal 3, Action 6)

Goal 4:

College and Career Indicators (CCI) for readiness and success (Goal 4, Action 1)

Secondary student success team & Virtual Support (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 $1,063,727 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 10.32%. Our LEA has demonstrated that it has met the 10.32% 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	$9,950,596.87	$1,067,218.33		$1,946,580.60	$12,964,395.80	$7,817,492.85	$5,146,902.95

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Qualified Staff, including appropriately credentialed teachers	All	$3,752,239.73	$990,422.38		$638,313.92	$5,380,976.03
1	1.2	Regional Coordinators	English Learners Foster Youth Low Income	$635,476.70				$635,476.70
1	1.3	Electives and Enrichment opportunities	All	$1,148,489.00				$1,148,489.00
1	1.4	Texts, instructional materials, software, and supplies	All	$2,238,063.00				$2,238,063.00
1	1.5	Technology, including devices and equipment for learning	English Learners Foster Youth Low Income	$100,505.00				$100,505.00
1	1.6	Technology Support	English Learners Foster Youth Low Income	$87,885.00				$87,885.00
1	1.7	Intervention Teachers on Special Assignment (TOSA)	Title I English Learners Foster Youth Low Income				$165,955.76	$165,955.76
1	1.8	Supplemental School Psychologist, and Specialized Support Staff	English Learners Foster Youth Low Income	$412,973.12				$412,973.12

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Special Education Services	Students with Disabilities	$389.35			$762,645.60	$763,034.95
1	1.10	Professional development and training for staff	All	$45,000.00			$48,501.00	$93,501.00
1	1.11	Supplemental academic support programs	Title I Eligible Students All				$45,317.00	$45,317.00
1	1.12	English Learner Progress and Achievement Support	English Learners All				$59,365.41	$59,365.41
1	1.13	Student Study Teams and Intervention Support	English Learners Foster Youth Low Income	$129,249.64				$129,249.64
1	1.14	Coordination of intervention, assessment, analysis, and achievement	English Learners Foster Youth Low Income	$108,995.29			$48,559.61	$157,554.90
1	1.15	Academic achievement assessments, management platform, and support	All	$76,906.00				$76,906.00
1	1.16	Coordination of services and supports for Students with 504s	Students with 504s All	$42,238.00				$42,238.00
1	1.17	Activities and events to promote family academic success including lending library support	Title I Eligible Students All				$90,217.00	$90,217.00
2	2.1	School and community events	Title I Eligible students All				$45,317.00	$45,317.00
2	2.2	Communication through multiple methods including website and newsletter	English Learners Foster Youth Low Income	$92,078.00				$92,078.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Parent Support and Professional Development	Title I Eligible Students All	$47,250.00				$47,250.00
3	3.1	MTSS Program implementation and coordination	English Learners Foster Youth Low Income	$53,700.90				$53,700.90
3	3.2	Enrichment Coordination and Support	All	$351,541.00				$351,541.00
3	3.3	Coordination of school and community events	All	$331,958.14				$331,958.14
3	3.4	Supplies and services for Homeless Youth	Homeless and Foster Youth All	$300.00				$300.00
3	3.5	Increase student participation in clubs, leadership and academic programs	All	$15,000.00				$15,000.00
3	3.6	Student transition program and supports	English Learners Foster Youth Low Income		$76,795.95			$76,795.95
4	4.1	College and Career Indicators (CCI) for readiness and success	English Learners Foster Youth Low Income	$68,344.10			$42,388.30	$110,732.40
4	4.2	Secondary student success team & Virtual Support	English Learners Foster Youth Low Income	$144,324.10				$144,324.10
4	4.3	High School counseling support	All	$67,390.80				$67,390.80
4	4.4	Expand Dual/concurrent enrollment opportunities	All	$300.00				$300.00

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
12,346,779	1,063,727	8.62%	1.71%	10.32%	$1,833,531.85	0.00%	14.85 %	**Total:**	$1,833,531.85
								LEA-wide Total:	$0.00
								Limited Total:	$635,476.70
								Schoolwide Total:	$1,198,055.15

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	Regional Coordinators	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$635,476.70	
1	1.5	Technology, including devices and equipment for learning	Yes	Schoolwide	English Learners Foster Youth Low Income		$100,505.00	
1	1.6	Technology Support	Yes	Schoolwide	English Learners Foster Youth Low Income		$87,885.00	
1	1.7	Intervention Teachers on Special Assignment (TOSA)	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.8	Supplemental School Psychologist, and Specialized Support Staff	Yes	Schoolwide	English Learners Foster Youth Low Income		$412,973.12	
1	1.13	Student Study Teams and Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income		$129,249.64	

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	Coordination of intervention, assessment, analysis, and achievement	Yes	Schoolwide	English Learners Foster Youth Low Income		$108,995.29	
2	2.2	Communication through multiple methods including website and newsletter	Yes	Schoolwide	English Learners Foster Youth Low Income		$92,078.00	
3	3.1	MTSS Program implementation and coordination	Yes	Schoolwide	English Learners Foster Youth Low Income		$53,700.90	
3	3.6	Student transition program and supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
4	4.1	College and Career Indicators (CCI) for readiness and success	Yes	Schoolwide	English Learners Foster Youth Low Income		$68,344.10	
4	4.2	Secondary student success team & Virtual Support	Yes	Schoolwide	English Learners Foster Youth Low Income		$144,324.10	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,964,011.50	$11,408,806.11

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	6,106,100
1	1.2	1.2 Regional Coordinators	No	$466,707.00	257,817
1	1.3	1.3 Electives and Enrichment opportunities	No	$958,672.00	1022529.6
1	1.4	1.4 Texts, instructional materials and supplies	No	$1,868,166.00	2474594.25
1	1.5	1.5 Technology, including devices and equipment for learning	Yes	$23,631.00	137592.52
1	1.6	1.6 Technology Support	Yes	$73,360.00	65754
1	1.7	1.7 Intervention Teachers	No	$96,226.00	51678
1	1.8	1.8 Supplemental School Psychologist	Yes	$63,031.00	34452
1	1.9	1.9 Special Education Services	No	$636,924.00	632500
1	1.10	1.10 Professional development for staff	Yes	$3,714.00	14412.42

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	30000
1	1.12	1.12 English Learner Progress and Achievement Support	No	$5,300.00	5742
1	1.13	1.13 Student Study Teams and Intervention Support	Yes	$24,356.00	5742
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	Yes	$128,540.00	112432.88
1	1.15	1.15 Academic achievement assessments, management platform, and support	No	$64,195.00	22230
1	1.16	1.16 Coordination of services and supports for Students with 504s	No	$3,008.00	2871
1	1.17	1.17 Activities to promote family literacy including lending library support	No	$75,306.50	75306.5
2	2.1	2.1 School and community events	No	$1,840.00	2000
2	2.2	2.2 Communication through multiple methods including website and newsletter	Yes	$76,860.00	30000
2	2.3	2.3 Parent University	No		14355
3	3.1	3.1 MTSS Program implementation and coordination	Yes	$40,673.00	56032.66
3	3.2	3.2 Enrichment Coordination and Support	No	$293,440.00	57420

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	3.3	3.3 Coordination of school and community events	Yes		4307
3	3.4	3.4 Supplies and services for Homeless Youth	No		1000
3	3.5	3.5 Increase student participation in clubs, leadership and academic programs	No		5000
3	3.6	3.6 Student transition program and supports	Yes	$59,765.00	112721.78
4	4.1	4.1 CTE pathway expansion	Yes	$37,022.00	14786
4	4.2	4.2 Secondary student success team	Yes	$113,197.00	40768
4	4.3	4.3 High School counseling support	No	$20,943.00	18661.5
4	4.4	Expand Dual Enrollment Opportunities	Yes	$20,249.00	

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)
790651	$404,992.00	$629,001.26	($224,009.26)	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	137592.52		
1	1.6	1.6 Technology Support	Yes	$8,230.00	65754		
1	1.8	1.8 Supplemental School Psychologist	Yes	$63,031.00	34452		
1	1.10	1.10 Professional development for staff	Yes		14412.42		
1	1.13	1.13 Student Study Teams and Intervention Support	Yes	$24,356.00	5742		
1	1.14	1.14 Coordination of intervention, assessment, analysis, and achievement	Yes	$88,923.00	112432.88		
2	2.2	2.2 Communication through multiple methods including website and newsletter	Yes	$11,730.00	30000		
3	3.1	3.1 MTSS Program implementation and coordination	Yes	$40,673.00	56032.66		
3	3.3	3.3 Coordination of school and community events	Yes		4307		
3	3.6	3.6 Student transition program and supports	Yes		112721.78		

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	14786		
4	4.2	4.2 Secondary student success team	Yes	$113,197.00	40768		
4	4.4	Expand Dual Enrollment Opportunities	Yes	$20,249.00			

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)
9,464,344	790651	0.00	8.35%	$629,001.26	0.00%	6.65%	$161,649.74	1.71%

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)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   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)

    o   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

    o   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)

    o   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)

    o 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
Local Indicator Review

Section: **III. Academic Excellence**
Item: **C. Local Indicator Review**
Purpose: **Discussion & Potential Action - Vote**

BACKGROUND:

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

RECOMMENDATION:
- Consider the approval of the school's Local Indicator Review.

Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

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

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

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

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

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

> MRA has an extensive system to build relationships between staff and families. Relationships and communication are essential components of our non-classroom-based charter school, and we continuously strive to improve these systems. Based on our local education partner's input, 99% of parents/guardians feel satisfied with the school's progress in building relationships with families. Families interested in our charter school are met with staff members who will guide them through the enrollment and onboarding process. Once registered, families get placed on an Independent Study Teacher (IST) roster. The IST is part of a team of educators who will support the family throughout the year. The teacher works one-on-one with the parent, learning coach, and students to determine the student's strengths, areas of need, learning goals, and interests. The school provides various curricular options, SEL support, community opportunities, and student support to ensure the student and family feel well-supported and connected to ensure the student is successful.

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

> MRA uses every opportunity to improve relationships and provide academic opportunities for in-person and community-building events. Survey results indicated that families request more STEM, ARTS, and project-based learning events. MRA continues to improve and expand its multi-tiered support layers, virtual academies, community-academic events, and professional development for parents and staff, with more opportunities planned for next year.

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

MRA continues to broaden and improve support for underrepresented families by providing access to technology, educational resources, communication, access to instruction, and social-emotional learning. We offer virtual English language development classes, interpretive services and translation of documents, internet hotspots at no cost to the family, and access to free educational resources in our lending library. We have also increased our events in rural areas by providing local community events and a mobile lending library. Each student has a working communication process and a record called The Family Trail Guide. This shared document allows a team to monitor and support our underrepresented families more effectively.

Section 2: Building Partnerships for Student Outcomes

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

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

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

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

Based on our local education partner input, 99% of parents/guardians feel that MRA provides a variety of activities as well as vendor and enrichment opportunities in which students can participate, and 97% feel that their child and family have access to professionals and resources to support social-emotional learning and other emotional health needs. Through partnership and collaboration, we have provided a flexible and personalized learning experience with services in the post-secondary areas of education, employment, and independent living for all high school students. This includes young adults with disabilities as well as a partnership with local psychologists to aid in Social Emotional Learning (SEL). Extensive data analysis and monitoring by a team of educators has deepened the partnerships for students. Partnerships are what we do best. Every decision made on behalf of the student is made in collaboration with the parent at our learning period meetings, IEP meetings, SST meetings, and parent/ teacher/ admin conferences. The independent study teacher works with the parent or learning coach to develop an Educational Plan that is standard-aligned and individualized to meet the learning needs and goals of the student.

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

MRA continues to build local partnerships to provide opportunities to increase student outcomes academically, socially, and professionally. Our focus area will be on delivering more in-person community events to aid in improving academic success and increasing our communication through multiple methods to ensure parents are well informed and engaged in increasing student engagement and participation in school programs and supports. Expanding the data analysis and monitoring systems of student progress continues to grow. Our focus continues to be ensuring that good teaching occurs in the home and in our virtual settings aligned with research-based best practices and standards. We provide parent education opportunities, parent workshops, and professional development to teachers focused on teaching and learning. According to the survey results, the planned outcome is building more relationships that result in better student outcomes.

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

MRA will continue to improve the engagement of underrepresented families. We have continued to work to hire highly qualified teachers living in the communities of the students they serve, as well as paraprofessional support. MRA will be providing more local and constant events and engagement opportunities throughout the counties where our students reside to improve access to our school staff and resources. Every underrepresented family will have multiple departments and interactions to increase student outcomes. We are also planning events and engagement opportunities throughout the counties where our students reside so all can access our school staff and resources.

Section 3: Seeking Input for Decision-Making

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

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

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

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

> Based on our local education partner input, 99% of parents/guardians feel that MRA welcomes parental participation at all levels and feel that the school keeps them well-informed about school activities. We continue to improve and grow our different educational partner groups like the School Site Council, English Language Advisory Committee, and our parent-led Parent Advocacy Team. In addition to the groups, surveying our parents is also necessary to gather feedback on the school's success in meeting student needs and accomplishing the school's mission and vision. The board of directors for the charter also has parents as trustees, ensuring that parents have a voice and a vote in the decision-making process for MRA.

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

> MRA continues to grow our School Site Council and encourages more support and involvement from our parents. We have focused on improving our communication methods to inform the school community of the opportunity to participate in the decision-making process and express the importance of parent input. Our goal is to continue to grow parent involvement for all groups of students and honor the requests and concerns they bring to the attention of the educators in the charter. Survey results show that our families know MRA values their input and feedback.

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

> MRA will continue to expand and engage our underrepresented families. MRA has increased its efforts to provide translation support in meetings, document translation, and outreach opportunities to recruit underrepresented families to the various educational partner groups. To improve the engagement of underrepresented families, our school initiated a New Student Onboarding process. The new approach involves personalized phone calls, newsletters, and orientations where all families can ask questions and find out how and where to get support. We have a foster and homeless youth liaison that provides free resources, SEL support, and access to the student's curriculum. Our ELD coordinator ensures all students are engaged in ELD education and that our teachers provide research-based instruction. Through data analysis, interactive records, monitoring, and intervention, each underrepresented family will be engaged in the decision-making process connected to student outcomes.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

> Our local education partner's input shows that 91% of students feel safe and connected to their school. The results identified the areas of strength in MRA's school climate are rapid responses from most departments to provide support in all areas when students or families express a need. MRA has identified that due to our non-classroom-

based structure, the student's learning environment is their home which can create a barrier for the school and family to control the climate/environment for learning. Monarch River Academy has continuously increased efforts in staff education in several areas based on staff, family, and student needs. The following actions have improved the culture and climate of MRA: daily office hours for families, office hours in specific areas, in-person community academic events, SEL teachers/classes, and family trail guides. The results of these actions are apparent in the survey results, graduation rates, and achievement scores.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MRA has an extensive system to track each student's access to a broad course of study. Each student has an individual learning plan which aligns with their grade level, interests, and data results. Resources and courses are identified according to each plan. Virtual classes and specialized classes are available at every grade level for individuals with exceptional needs. MRA has an educational team that works with the student and parents to develop personalized learning and graduation plans (high school). Educational funds are provided for each student. Parents, in partnership with the teacher, order curriculum, services, recourses, and enrichment services through a portal that contains over 700 vendors and an extensive library for teaching and learning in all subjects aligned with a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

MRA uses several select tools such as their SIS, personal educational plan, team-level communication system (family train guide), and weekly professional learning community meetings to record, monitor, and measure the extent each student has access to and enrolled in a broad course of study. Any changes in the plan, resources, and online courses are logged into communication systems. There were no differences detected across school sites or within any student group.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MRA has worked extensively on requiring all students to use grade level curriculum aligned with grade level standards supported by several types of resources. According to local measures, there are no barriers to access of a broad course of study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Based on local measures, MRA has added grade band-specific, subject-area experts to support the selection, implementation, and monitoring of effectiveness in all aspects of a broad course of study as it relates to each student. Achievement data throughout the year will be used to determine any course corrections needed for the individualized learning plan. According to data, resources, courses, enrichment services, and other identified requests are added or changed to increase student access and success.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Cover Sheet
2023-2024 Parent Student Handbook

Section: III. Academic Excellence
Item: D. 2023-2024 Parent Student Handbook
Purpose: Discussion & Potential Action - Vote

BACKGROUND:

- This is the draft of the 2023-2024 Parent Student Handbook to communicate helpful information about the school, programs, processes, and expectations.

RECOMMENDATION:

- Consider the approval of the school's 2023-2024 Parent Student Handbook.

MONARCH RIVER ACADEMY

PARENT STUDENT HANDBOOK 2023–2024

THE JOURNEY OF LEARNING
Continues...

CENTRAL VALLEY
YVC   MRA
CHARTER SCHOOLS

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School Mission Statement

Mission Statement

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

Description of the Program

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

Our programs provide students with many opportunities to:

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

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Schoolwide Learner Outcomes (SLOs)

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

EVERY Monarch River Academy School STUDENT

Is a...

NAVIGATOR OF THE DIGITAL WORLD
Navigator of the digital world who is proficient in the use of technology, media and online resources.

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

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

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

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

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

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Western Association of Schools & Colleges (WASC) Accreditation

The WASC process is designed to allow us to go through an in-depth self-study of our school, focusing specifically on organization, curriculum, instruction, assessment, and school culture. We take a close look specifically at our high school students and their success. In addition, we identify and reflect on our progress towards our school-wide learning outcomes (SLOs). The WASC cycle includes targeting our areas of strength and areas of growth and the creation of an action plan to address those areas to increase student achievement.

When a school becomes accredited, it:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
- WASC accreditation is important because the military often requires applicants to be from accredited schools and many school districts and universities will only accept credits from WASC accredited schools.
- Allows high school students' courses, grades, and units to be accepted at more colleges and universities after graduation.

Admissions, Registration, & Intake

Required registration documentation includes: Proof of age, immunization record or waiver, proof of residence, and school entry age required documents.

The student must reside within a county our school serves and provide proof of residency prior to registration. All families must submit a new proof of residence annually. If a family moves while attending our school, they must submit a new proof of residence within ten days of a mid-year change in residence to their Teacher. If a family moves outside of the service area for the school, the student will need to dis-enroll. There are accommodations for Homeless/Foster Youth and students of active military families.

School Entry Age Documents are required for TK-1st grade levels including Report of Health Examination and Oral Health Assessment. Waivers may be submitted if these documents are not completed by a physician and dentist at the time of registration.

Proof of Residency (POR): This is verification of a service to the home address listed on your application. The best document to upload is a current utility bill dated within the last 90 days. For example: a gas, water, electric or cable bill. If providing a utility bill, please make sure that your document has the "Service Address" specifically listed in addition to your name, the date, and the utility name. Just having the document addressed to you will not be enough, it must include the "Service Address" on the utility bill. You can also use your most current property tax bill, vote-by-mail ballot,

mortgage statement, or lease agreement. Please make sure that the name, date and address are visible on the document you provide.

If you have one of the extenuating circumstances below, you would need to complete the corresponding forms:

- Living with a friend or relative: Verification of Residence
- Transitional living: Housing Questionnaire

Verification of POR is done upon initial enrollment and then annually thereafter. The school will follow guidelines outlined in the Residency Policy.

High School Transcripts are necessary for enrolling high school students to determine proper class placement and for creating Individualized Graduation Plans (IGP). Official transcripts should be submitted from their previous high school. During the registration process, unofficial transcripts can be submitted by hand, faxed, or emailed until an official transcript can be obtained.

All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application may be considered as not meeting the requirements of the school and may result in the revocation or halting of registration until accurate information is provided.

Master Agreement: Registration in our school is contingent upon the student, parent, and teacher signing an Independent Study Master Agreement Form (Master Agreement) prior to the commencement of instruction and services. Parents and students will not have access to curriculum or Planning Amounts until the Master Agreement is signed and returned.

Grade Level: All students will be placed in their age-appropriate grade level, unless a previous school has officially approved a retention or promotion.

School Program: Our school is a full-time, general education, independent study program; not a supplemental program or a part-time program. A student may not be dual enrolled in any other private or public school.

The Parent/Guardian Role

- Regularly support your student in daily learning during the school day, following the Educational Plan assigned by your teacher.
- Treat all Teachers and school staff with respect and professionalism.
- Work in collaboration with your Teacher.
- Make sure your student participates in online and/or other required intervention support if needed and as assigned by your Teacher.
- Complete and submit the monthly Student Learning Log (attendance log) on the due date.
- Complete the STAR 360 online assessment during each of the 3 testing windows.

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- Support student(s) in attending state-mandated testing Smarter Balanced Assessment System (SBAC), California Science Test (CAST), English Language Proficiency Assessments for California (ELPAC) (if needed), California Alternate Assessments (CAA) (if needed), and Physical Fitness Test (PFT).
- Maintain consistent 2-way communication with your student's teachers. Reply to all emails, phone calls, and text messages within 2 school days.
- Attend scheduled Learning Period meetings with your student(s), as well as any other necessary meetings (on the phone, via web conference, or in person), with school staff.
- Understand and follow the Learning Period Expectations:

1. The Learning Coach and all enrolled students must be present at each Learning Period meeting.

2. Please set aside 1 hour for a single student and 15 minutes for each additional student to meet with the teacher for each Learning Period meeting.

3. Bring curriculum to your Learning Period meeting to review progress in all core academic subjects.

   a. Bring all of the work completed since the last learning period meeting and be prepared to discuss the curriculum plan for the weeks ahead.

   b. If there is not a curriculum plan you will work with your teacher to create one for the next Learning Period.

4. RSVP to your Learning Period meeting invitation from the teacher within 48 hours.

5. After 2 attempts to schedule the Learning Period meeting, the teacher will schedule a Learning Period meeting for you to attend.

Student Behavioral Expectations

Learning takes place in a variety of settings. These may include, but are not limited to:

- Home classroom
- Online classroom sessions
- Public libraries, coffee shops, parks, community locations
- School-sponsored field trips, workshops, and community events
- Tutoring/Intervention/Clubs/Other online interaction

At our school, the primary focus is on student learning. Any behaviors preventing students from this focus will be reviewed and discussed with all parties involved. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following student behavioral expectations have been established.

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1. When participating in group dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a group are respected and responded to in a polite and respectful manner.
3. No side conversations or other distracting behaviors are engaged in during group discussions or presentations.
4. No offensive comments, language, or gestures are part of the learning environment.
5. Impersonating another person on an online platform is prohibited.
6. Use only your own username and password for online platforms and do not share these with others besides your Learning Coach, parent/guardian, or Teachers.
7. Do not post personal information in online environments (Phone number, social media usernames, physical address, email address, passwords, etc.)
8. Do not lay down during any online classes, office hours or tutoring.
9. Dress Code for Virtual Classroom and In Person Events. Our students are expected to dress appropriately during virtual class sessions and in-person events. The following dress code will apply:
    a. Students will wear an appropriate shirt and shorts, pants, skirts.
    b. Clothing not allowed are halter tops, spaghetti strapped tops, crop tops, beachwear, swimwear, tube tops, bare midriffs or chests, see-through or fishnet outfits or off the shoulder and low cut tops are not acceptable. Shorts or skirts that could be considered revealing or distracting are not allowed.
    c. Any item of clothing with inappropriate writing (i.e. advertising alcohol, drugs, sex, gang related, and/or offensive material.)
    d. Any clothing or apparel that a student or group of students wear to identify themselves for the purpose of harassing, threatening, or intimidating others will not be allowed.
    e. No sunglasses in virtual classrooms. Your face must be clearly visible.

Infraction of these expectations that is deemed to be disruptive of the learning environment, is cause for removal of a student from an activity and may result in disciplinary action.

Consequences

School staff shall enforce disciplinary rules and procedures fairly and consistently. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of behavior plans, alternative educational environments, suspension, and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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School Calendar

As a public charter school, the School offers families full-time, continued enrollment throughout the entire school year. To access a PDF/printable version of the school calendar please click HERE.

July 2023

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

August 2023

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

September 2023

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

October 2023

S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023

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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023

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					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						

2023-2024

MONARCH RIVER ACADEMY

School Calendar

School Year Dates

Aug 7	Teachers Back to Work
Aug 23	First Day of School
Jan 26	End of Semester 1
Feb 9	Report Cards Due
June 7	Last Day of School
June 12	Report Cards Due
Jun 14	Last Teacher Work Day

Holidays

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

Learning Period Dates

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

January 2024

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

February 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024

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

April 2024

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024

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

June 2024

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

Events - Dates TBD

Community Opportunities	
Field Trips	
Adventure Days	

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

Legend

- School Closed
- LP Start & End Dates
- No School/Staff PD
- Teacher In-Service Days
- Report Cards
- Graduation: 5/30 Fresno & 5/31 Monterey
- * Last Day of Semester 1
- First & Last Day of School

Curriculum Choices & Learning Paths

Our academic program is designed to be flexible and customizable. Working together, credentialed teachers and parents design a learning plan that can incorporate:

- A variety of curriculum options and platforms
- Academic support including interventions
- A child's optimal learning modalities
- A wide variety of enrichment resources, materials, and experiences
- School-sponsored learning enrichment, field trips, and student activities
- A blend of virtual and in-person support

If you are looking for an engaging, easy-to-follow learning platform, explore the school adopted options below managed by our Curriculum Department. Other curriculum options such as Timberdoodle, Bookshark, Moving Beyond the Page, BYU Independent Study, UC Scout, and many more can be ordered through the Ordering System.

Our school curricula include learning paths and platforms designed to address the needs of all students including:

- Active Military
- English Language Learners
- Gifted & Talented
- Homeless/Foster Youth
- Socioeconomically Disadvantaged Youth
- Students in Special Education
- Students with 504 Plans

Objectionable Materials

If your family finds certain lessons or materials in a particular unit of study to be objectionable for various personal reasons, please contact your Teacher and she/he will work with you to identify alternative lessons to meet the lesson objectives.

Optional Opportunities for Synchronous Instruction

- An assigned teacher will be offering opportunities for synchronous instruction through a regularly scheduled Learning Launchpad session.
- Grades TK-8 will have a session scheduled each school day.
- Grades 9-12 will have a session scheduled weekly.
- Topics of Focus:
  - Mondays will focus on Social Emotional Learning
  - Tuesdays-Fridays will focus on English Language Arts
- In addition, School staff will be offering opportunities for daily live interaction for all grades. This will occur through Teacher check-ins, club offerings, and other special opportunities.

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- All of these sessions will be optional and your child will not be penalized if they do not choose to participate.

Curriculum: Transitional Kindergarten - 6th Grade

Transitional Kindergarten through 6th grade students have many options including various online curriculum with built-in pacing, bundled textbook programs, or unlimited choices of curriculum for a personalized learning path. A discussion with your credentialed Teacher will help pinpoint how to gain the most from your curriculum.

Transitional Kindergarten:

- Recommended Curriculum Options
- Curriculum Ordering System (COS) Curriculum
- Other Curriculum - Can be ordered through the Ordering System

Kindergarten-6th Grade:

- Recommended Curriculum Options
- Elementary School Virtual Academy - Uniquely-designed courses taught live twice weekly by a highly qualified instructor in an online classroom. Internet access is required to attend scheduled courses and submit work.
- Curriculum Ordering System (COS) Curriculum
- Other Curriculum - Can be ordered through the Ordering System

Curriculum: Middle School

7th-8th Grade:

- Middle School Virtual Academy - Uniquely-designed courses taught live twice weekly by a HSVA Teacher in an online classroom. Internet access is required to attend scheduled courses and submit work.
- MSVA Edgenuity - Online (MSVA Teacher instructor supports classes
- Bright Thinker Online-This is an asynchronous online curriculum.
- Bright Thinker Packets- The curriculum has a paper packet for each unit.
- Saxon Math & Nicole the Math Lady
- K12 - Online Only
- ALEKS - Online math course
- Acellus - Online, customizable option that can be completed when teaming with the Teacher
- Mr. D Math
- Edmentum
- Curriculum Ordering System (COS) Curriculum
- Other Curriculum - Can be ordered through the Ordering System

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Curriculum: High School

High School Curriculum website

Our school offers an Individualized Graduation Plan (IGP) for all high school students.Upon enrollment, students will discuss and create an IGP with their Teacher or a High School Counselor, based on the student's short and long-term academic goals. We provide high school students with various curricula and vendor options, including all AG core courses, AP courses, concurrent enrollment, dual enrollment and many other online providers. Students have the freedom to choose courses in:

9th-12th Grade:

- High School Virtual Academy - Uniquely-designed courses taught live twice weekly by a HSVA Teacher in an online classroom. Internet access is required to attend scheduled courses and submit work.
- HSVA Edgenuity - Online (HSVA Teacher instructor supports classes)
- Silicon Valley High School - Video based, self paced (within the semester) and teacher supported.
- Bright Thinker Online-This is an asynchronous online curriculum.
- Bright Thinker Packets- The curriculum has a paper packet for each unit.
- BYU- Asynchronous Online Learning through the BYU platform with bite-size learning and activities to demonstrate content mastery
- Edmentum EdOptions Academy - Online with a highly qualified instructor
- Edgenuity Direct (Imagine Learning)- Asynchronous online learning supported by teachers employed by Edgenuity-
- eDynamic Learning- Asynchronous online learning supported by teachers employed by eDynamic
- Mr. D Math- Asynchronous/Live online learning supported by teachers employed by Mr. D Math
- Curriculum Ordering System (COS) Curriculum
- A combination of the above
- Other Curriculum - Can be ordered through the Ordering System
- Dual and Concurrent Enrollment in Community College courses.

AP courses are also offered through Edgenuity Direct, BYU, K12, UC Scout, APEX, and other curricula options that offer College Board adoptable AP courses with an AP instructor attached.

High School Curriculum Agreement

Below is the curriculum agreement for high school students in the Charter School. Please review the specific requirements outlined for each curriculum.

Proctoring Agreement for A-G Coursework

UC requires all major assessments to be proctored for all "a-g" courses. Major assessments are unit tests and final exams. Any curriculum provider that does not offer proctored assessments, as well as any student utilizing the "a-g" course outlines will need to have an approved proctor oversee their

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exams and assessments.

Major assessments must be taken in a supervised setting with an approved proctor. An approved proctor is an educational partner, such as the parent, guardian, tutor, learning coach, or IST. Proctors will supervise the student as they take major assessments, verifying academic integrity. By acknowledging receipt and agreement to the contents of the Parent Student Handbook, you are confirming that you will proctor your student's major assessments when the service is not automatically provided by the curriculum vendor and when the student is utilizing the "a-g" course outlines.

In addition, you are agreeing to the following:

- While testing, I will make sure the student is only accessing approved notes, information, and other resources.
- If the student is using materials that are not allowed, I will reach out to the student's teacher and request the student retake the assessment. If I am the Teacher, I will re-assign this assessment.

Course Outlines

Course Outlines all contain key assignments that are used to demonstrate mastery of unit standards. All key assignments are required to be submitted to the IST, even if they are not used as a work sample.

BYU
The School is happy to continue to partner with BYU Independent Study, and offer high quality course options that fit your educational needs. As the School continues to strive for excellence, there is a new requirement for all courses taken within BYU. All course work will need to be completed two weeks prior to the end of each semester and students will need to sign up to have their final proctored. This is a time sensitive task and may take two weeks to complete. The deadline for all work (outside the final exam) to be completed for the 2023-2024 school year will be:

- Fall Semester deadline: **January 12, 2024**
- Spring Semester deadline: **May 24, 2024**

Silicon Valley High School
The School is happy to continue to partner with Silicon Valley High School, and offer a high quality course options that fit your educational needs. As the School continues to strive for excellence, there is a new requirement for all courses taken within Silicon Valley. **For each unit, the School will require a unit assignment to be turned into the student's Teacher as a work sample for each learning period.** It is recognized that quizzes and tests are important; however, they are not a true reflection of the learning taking place. The assignments are projects that show what the student has learned within that unit of study.

In addition, all course work will need to be completed two weeks prior to the end of each semester so SVHS teachers can grade assignments. Final exams will not be unlocked until all coursework is graded.

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Students taking Science courses will need to complete ALL labs and students taking World Language classes will need to complete ALL zoom appointments in order to complete the course. This is a time sensitive task. The deadline for all work (outside the final exam) to be completed for the 2023-2024 school year will be:

- Fall Semester deadline: **January 12, 2024**
- Spring Semester deadline: **May 24, 2024**

Bright Thinker Packets
Bright Thinker Packets require the completion of an online gradebook that will be provided by the School. Teachers and Learning Coaches should work together to make sure this gradebook is completed each Learning Period.

Bright Thinker Packets are all composed of 10 units. Units 1-5 make up the A section of a course and units 6-10 make up the B section of a course. Pacing Guide

Bright Thinker Online
Bright Thinker Online requires weekly online grading. ISTs and LCs should work together to make sure this grading is completed each Learning Period.

eDynamic
Online grading is required if no HQT is ordered. ISTs and LCs should work together to make sure this grading is completed each Learning Period.

BY SIGNING/INITIALING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT, **PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY** HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS PARENT/STUDENT HIGH SCHOOL CURRICULUM AGREEMENT.

Library

The Library is a place to find wonderful resources for free! It is available to all Monarch River Academy students. You have access to many non-consumable items such as: children's picture books, novels, games, puzzles, and Science, Language Arts, History, and Math curriculum. There are many consumable items that have been returned and are available to you at no cost to Planning Amounts.

Click here to get the latest library news, schedule a visit appointment, or to view open times for the library. This site also includes links to the appointment and Library Ordering System.

Other Quick Links

- Placing an Order

Each student is allowed to check out up to 20 curriculum items (text books, teacher's guides, etc.) for the whole school year (due the end of June). Students can also check out up to 15 enrichment items (books, games, puzzles, etc.) for 3 months with the option to re-checkout for an additional 3 if another

family has not requested the item for a total of 6 months. Library items can be returned at any time.

Graduation Requirements

High school graduation requirements and college entrance requirements are not the same. Course selection should be based on academic, career, and personal interest. Student interests and goals should guide the path through high school.

College admission requirements will vary from school to school, it is recommended that students check admission requirements before applying to their college of choice. Students can always reach out to their high school counselor if they have questions about graduation requirements or the college admission process.

Subject Area	Graduation Requirements	Total Credits
Social Studies	6 semester courses (*Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics*)	30
English	6 semester courses	30
Math	4 semester courses (*Algebra 1 must be completed*)	20
Science	4 semester courses (*Must include 1 year of Physical Science and 1 year of Biological Science*)	20
Visual & Performing Arts	2 semester courses	10
World Language		
Electives	18 semester courses	90
	Total =	200 Credits

* Once a subject area graduation requirement has been fulfilled, all excess credits will be rolled over to the Electives category.

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4-Year College Entrance Requirements

Students who plan to apply to a 4-year college right after high school graduation should plan to meet "a-g" requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private and out-of-state colleges and universities. The "a-g" requirements are summarized below:

A-G	Subject Area	Subject Requirement
a	History | Social Science	2 years *(1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government)*
b	English	4 years
c	Mathematics	3 years *(Algebra or higher)*
d	Laboratory Science	2 years *(At least 2 of the 3 disciplines of Biology, Chemistry, & Physics)*
e	Language Other Than English	2 years *(Must be 2 years of the same language)*
f	Visual & Performing Arts	1 year
g	College-Preparatory Elective	1 year

Students who plan to apply to the UC or CSU systems will need to take courses that are "a-g" approved. All "a-g" courses must be completed with a grade of C or better. There are alternative ways to meet "a-g" requirements through testing and community college courses. Students can check the progress of their "a-g" requirements by consulting with their high school counselor.

Subject requirements will vary for private and out-of-state colleges and universities. However, most students who are eligible for UC admission and fulfill the "a-g" requirements will also likely meet the admission requirements for most of the private and out-of-state colleges and universities.

Students should also plan to take the SAT or ACT. SAT Subject Tests are usually optional; however, students who are applying to specific departments or highly selective schools will want to check with the admissions office of the college or university of interest to verify requirements.

For more information, please visit the sites below:

- "A-G" Requirements

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The following is our suggested course sequence for all high school students. All students will be meeting high school graduation requirements and AG requirements in 9th and 10th grade.

Suggested Course Sequence			
9th Grade	10th Grade	11th Grade	12th Grade
- English 9 - Math - Biology - Visual & Performing Arts *College & Career Exploration* *PE*	- World History - English 10 - Math - Earth Science or Chemistry *World Language 1* *CTE elective* *PE*	- US History - English 11 *Math* *Science* *World Language 2* *CTE Elective* - Elective	- Economics *and* Government - English 12 *Math* *CTE Elective* - Elective - Elective

* Italicized courses are not high school graduation requirements, but are recommended. Please note that once a subject area graduation requirement has been fulfilled, all excess credits will be rolled over to the Electives category.

High School Elective Credit for 7th & 8th Graders

Our school will grant high school elective credit for high school math, world language, and CTE pathway courses taken by 7th and 8th grade students. As a parent-choice school, we allow 7th and 8th graders to take high school courses, but it is important to consider how taking courses in middle school will affect high school and college before choosing this option for your student. Please contact your Teacher to discuss starting high school courses early prior to enrolling in high school level courses.

Partial Credit

Students who come to us with partial credit in high school courses will be able to make up those missing credits through Unit Packets.

Students withdrawing before the end of the semester may have partial credits given on their withdrawal report card.

If a student leaves our school within the first 3 weeks of instruction, they can have 'NG' grades on their withdrawal report card. After 3 weeks of instruction, letter grades will be issued with partial credit. Students cannot earn full credit if they withdraw more than 2 weeks before the last day of the semester.

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Post High School Graduation Supports

Alumni Network

When students graduate from Monarch River Academy, they continue to be supported in their college and career journey through the Alumni Network.

Alumni Career Services

The Career Services Team offers:

- Self Interest Discovery Opportunities
- Alumni Coaching
- Job Help Office Hours
- Job Corps & Post Secondary Workshops
- Mentorship Opportunities
- Networking & Career Fairs
- Career Guidance
- Podcast

Informational Video

Contact Jonathan Quijas at jonathan.quijas@centralvcs.org for more information.

Academic Expectations

Before the start of each school year, Teachers will schedule a meeting to create an Educational Plan for each student enrolled. This plan will take into consideration the student's needs, goals, and preferred learning styles and will align with grade-level state standards. Once a plan is developed with Teacher approval, the Teacher will verify in each Learning Period that the plan is being followed and assigned work is being completed. If at any point the plan is not successful, as determined by the Teacher, the Teacher will re-evaluate student needs and adjust the plan accordingly. To ensure a student's ongoing progress, some of the adjustments that may be made may include, but are not limited to, a change of curriculum, adjustments to the student's daily learning schedule, enrollment in one of our online classes (e.g., Accelerated Launchpad (i.e. targeted intervention classes), tutoring, Virtual Academy, Learning Launchpad), or the assignment of an intervention/extra support to address the student's specific areas of need. Teachers are responsible for assigning and approving all Educational Plans.

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TK-8th Grade

Families choose to enroll at our school for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their credentialed Teacher. Our school provides the tools and guidance for students to experience a high-quality education by providing access to personalized curriculum and instruction. Students need to be engaged in learning each school day. Families and credentialed Teachers work together to provide support for struggling students. Families are required to meet with their Teacher, at minimum, once every 20 school days.

High School

All high school students enrolled at our school will discuss and create an Individualized Graduation Plan (IGP) with their Teacher. Short and long term goals will be created based on the needs of each student. A guidance counselor is also assigned to each student and will review the IGP. Our ultimate goal is to help students meet graduation requirements. It is incredibly important for students to pass courses so that graduation is attainable within 4 years of high school.

The minimum number of credits that should be earned at the end of each semester is listed below:

	Grade 9	Grade 10	Grade 11	Grade 12
Semester 1	25 credits	75 credits	125 credits	175 credits
Semester 2	50 credits	100 credits	150 credits	200 credits

Students and parents should work with their Teacher and guidance counselor if they wish to graduate high school early. Students who have surpassed the minimum number of credits that should be earned at the end of each semester must still be enrolled in a minimum of four courses (20 credits) each semester. Students must complete a minimum of 5 courses each semester (25 credits) to remain on track for graduation. Students who fail a course will earn 0 credits for the course and could potentially no longer be "on track" for graduation. Students who become credit deficient should work with their teacher and guidance counselor to adjust the Individualized Graduation Plan. Students are expected to meet with their Teacher(s) regularly to ensure adequate progress is made toward completing courses.

Educational Plans (Ed Plans) & I Can Statements

The school is committed to empowering each student to reach their full potential. Students are engaged learners capable of deep understanding, creative thinking, and innovative approaches to problem solving. Using the Educational Plans, the student interests, talents and learning styles profile as their guide, as well as hands-on experiential learning, field trips, park days, and activities in the local community, credentialed teachers partner with parents to develop unique Personalized Ed Plans for each student. Visit the School's website for more information on Ed Plans.

Helpful Definitions:

- Course Outlines: Standard aligned plan for students without a curriculum.

- Ed Plans: Standards-aligned plan individualized with curriculum, services, and resources to meet the students academic needs.

- I Can Statements: User-friendly, student focused interpretation of grade level state standards that can be used in conjunction with a student's Ed Plan.

Review of Student Work

Families share all of the learning that has occurred during Learning Period meetings with their Teacher(s). Teachers work with the family to review and reflect on student learning. Teachers will use the shared information to determine mastery of standards listed on the student's Educational Plan.

It is our school's policy and practice that individual student data is never shared with anyone other than the parent and Instructional School staff. The data is used solely to show grade level and school-wide trends for accreditation purposes, to determine if academic intervention is needed, and or if a student is compliant with assessment expectations.

Academic Integrity (Dishonesty and Plagiarism)

Our school urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work the student has completed.

By definition, Academic Integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in academic work.

The following behaviors may be considered as acts that do not uphold Academic Integrity:

- Plagiarism - This includes cheating and/or any attempt to obtain credit for academic work through fraudulent, deceptive, Artificial Intelligence (AI), or dishonest means. Some examples of this include (but are not limited to):
    a) Use another's work and claim it as your own
    b) Submitting an assignment to more than one course
    c) Copy from text , website, or other course material (this includes answer keys)
    d) Using or attempting to use unauthorized materials, information, or study aids in any academic exercise
    e) Buying a paper or project
    f) Sharing files
    g) Copying from another person's work

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h) Turning in work completed by another person, including a learning coach or tutor
i) Asking for answers in a chat room or threaded discussion.
j) Use of an online translator or foreign language dictionary on exams.
k) Manipulating online assessments to achieve a passing score without mastering the content.
l) Marking an assignment on a Course Outline as complete when the work has not been taught or mastered.

Turnitin.com will be used to check student plagiarism. Teachers will specify which assignments will be required to be submitted to turnitin.com.

A student that uses AI and claims it as their own work is considered plagiarism.

- Talking during a proctored exam
- Copying another student's test/assignment
- Allowing others to copy your work
- Exchanging assignments with other students (either handwritten or computer-generated)
- Using a computer or other means to translate an assignment/part of a World Language assignment to another language
- Using summaries or commentaries (Cliff Notes, Spark Notes) in lieu of reading the assigned materials
- Submitting purchased papers
- Altering a grade (on a computer, on a report card, on an assignment)
- Taking an exam for someone else
- Using bribery/blackmail/threats

Any student known to have acted without academic integrity will be subject to disciplinary action in the following manner:

- **First offense:** A grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week and parent/guardian notification
- **Second offense:** A grade of F and/or 0% on the assignment/exam with no resubmit and conference with parent/guardian
- **Third offense:** A grade of F in the class, in-person conference, and placement on Academic Probation for 1 year
- **Fourth offense:** Disciplinary hearing; possible expulsion from the school

Students placed on Academic Probation may be subject to the following consequences:

- Copy of cheating referral placed in permanent cumulative file
- Proctored unit tests and finals by a school staff member
- Restricted from participating in school activities (field trips, prom, graduation)
- Ineligible to receive letters of recommendation from school staff

Turnitin.com will be used to check student plagiarism. Teachers will specify which assignments will be

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required to be submitted to turnitin.com

Using AI and claiming it as your own work is considered plagiarism.

Report Cards

Report Cards - TK-6th

Students, parents, and teachers work in partnership to design personalized learning plans and goals. The credentialed Teacher affirms the learning plan and is guided by the Educational Plan.

Report Cards are not required for grades TK-6, but families may request them from their teacher. While TK-6 report cards are not required, they are sometimes necessary for other student endeavors such as sports teams, insurance, government verifications, etc. Please consider your family participation in these types of activities when deciding to request a report card or not. If you do not request a report card, nothing will be stored in a student's cumulative file.

Parents of TK-6th grade students have three Report Card options (Option B is the default if you do not make a selection):

- **Option A:** I would like my Teacher to create a Report Card and I would like a copy filed in my student's Cumulative Record.
- **Option B:** I would like my Teacher to create a Report Card and I would NOT like a copy filed in my student's Cumulative Record.
- **Option C:** I DO NOT want a Report Card to be generated.

Your Teacher will communicate directly with you to ask which option you would like for Report Cards. If Option A or Option B is selected by the parent, the criteria for determining report card grades will be shared with the parent so progress can be tracked each Learning Period.

In August, families may select to have a Report Card generated for the Fall semester and will have the same option in January to have a Report Card generated for the Spring semester. The Teacher will record the family's choice on the Ed Plan during LP #1 and LP #6 and review the assignments that will be collected and assessed by the Teacher throughout the semester. The Teacher will use this data to determine the student's final semester grade.

The Report Card issued must only have the grades of EE, ME, BE, or AR assigned.

The Teacher will review the BODY of WORK that was assigned for each of the LPs and determine the percentage of standards the student has covered and the quality of work completed along with the mastery of the standards completed.

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Final Grade Chart	Quality of Work Exceeds Expectations	Quality of Work Meets Expectations	Quality of Work Below Expectations	Quality of Work At Risk
90% of standards covered	Exceeds Expectations	Meets Expectations	Below Expectations	At Risk
80% of standards covered	Meets Expectations	Below Expectations	At Risk	At Risk
70% of standards covered	Below Expectations	At Risk	At Risk	At Risk
60% of standards covered	At Risk	At Risk	At Risk	At Risk

You will use the Rating Grade Scale below for students in grades TK-5 who select to have a report card generated.

Rating	Abbreviation	Rating Description
Exceeds Expectations	EE	Student is showing mastery of above-grade-level standards
Meets Expectations	ME	Students is on pace and showing mastery of grade-level standards
Below Expectations	BE	Student is completing grade-level standards and progressing in mastering the standards
At Risk	AR	Student is exposed to grade-level standards but mastering below-grade-level standards

Report Cards - High School/Middle School

All 7th-12th grade students are required to have a report card issued at the conclusion of each semester. Semester report cards will be based on progress made in the student's assigned courses.

Students in high school/middle school earn letter grades. High school students need to complete requirements and lessons as outlined by their Teacher or by the Secondary Content Teacher, as

applicable.

The chart below shows the grading rubric for quality of assigned work:

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59 % and below	F

Attendance

- Parents/Guardians are responsible for ensuring that their child is actively engaged in learning each school day.
- Monthly Student Learning Log (Attendance Log) must be signed and submitted to your Teacher at the end of each month. The Teacher will communicate with individual families/students on the collection process of this document.
- The following are acceptable reasons for not logging attendance: Illness and hospitalization not to exceed 10 percent or more of the school days, exclusive of Saturdays and Sundays, in the school year, bereavement, family emergency, and natural disaster. In such cases, the absences would be considered excused. Some instances may require verification, such as a doctor's note, to be provided to your Teacher.
- Teachers will be knowledgeable of student progress, learning, and engagement in school. This can occur at regularly scheduled meetings, calls, emails, and or other methods.
- If the Teacher is unable to obtain knowledge of the progress, learning, and engagement in school, attempts to contact will be documented and a non-compliance letter may be sent. After multiple failed attempts to contact a family, the school may deem that enrollment in the school is not in the best interest of the student and he/she may be subject to withdrawal. (Refer to Non-Compliance Policy)

Withdrawing Your Student

To submit the withdraw request for your student, please provide your Teacher with the following information:

- Last date of attendance in our school
- Name of school or school district your student will be enrolling in
- Reason for withdrawal
- Submit your last attendance log and work samples

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You will be contacted by office personnel to collect any of the missing items noted above. Once collected, you will receive a Withdrawal Confirmation email and your request will be complete.

Parents can print the list of all student Non-Consumable items from the Ordering System. Parent/Guardian must ensure that all Non-Consumable items are returned to the school's Library or at a scheduled park day. Parents can find the schedule to a local Library Park Day HERE. All school property must be returned upon withdrawal, with the exception of assistive technology devices required by a student's Individual Education Plan (IEP). In that instance, such materials must be returned to the School when alternative arrangements are made or until two months have elapsed from the date of withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

Please Note: Last day of documented attendance is the last day of enrollment.

Enrichment Certificates for services beyond the student's withdrawal date will be canceled and any services attended/continued, again after the student's withdrawal date, will be at the family's expense. Delivery of subscription services and/or boxes may also be subject to cancellation for remaining months falling outside the student's active enrollment.

As a public charter school, Monarch River Academy is mandated by the state to follow up with families who withdraw and to ensure students are enrolled in another educational program. If we are unable to confirm enrollment with the new school information provided you may be contacted by the Records Department for more information. Please be advised if we are unable to confirm new enrollment your child will be reported as truant/drop-out.

Educational Materials & Restitution Policy

This policy supports the School's efforts to remain a sound steward of public funds and ensure students continue to have access to educational materials.

1. Overview: Students attending School may receive access to certain School property during the course of the school year, including educational technology and textbooks, and they are responsible for ensuring the educational materials are returned (with reasonable wear and tear). California law states that the parent or guardian of a minor can be held liable to a school for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed $10,000.

The School shall seek restitution when a student, among other things, willfully cuts, defaces, or otherwise damages any property, or loses or fails to return property, borrowed or personal belonging to the School. This includes but is not limited to, installing unauthorized software applications, modifying, adding or deleting software or any alteration to the configuration of any and all IT computing devices - such as laptops and other devices.

The School, after affording the student due process rights, may withhold the grades, diploma, and official transcripts of a student until the student or parent/guardian pays for the lost or damaged school

property (e.g., educational technology, textbooks, etc.). The School may also withhold full privileges of participation in school activities.

Withholding Grades, Diploma and Transcripts and Transferring Students
The authority to withhold grades, diploma, or official transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. When a student transfers to another K-12 school, the student's permanent record must be sent to the requesting K-12 school. The permanent record, or copy, must be sent even though there may be charges or fees owed by the student, parent, or guardian. In such cases, upon sending the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt.

2. Procedures:
1. The School shall use inventory systems that clearly identify the student and type of school property issued to the student.
2. The School shall implement a restitution process by which students are afforded the opportunity to return the missing property or pay for the damages. Assuming the student returns the missing property or pays for damages, the debt is discharged and any withheld grades, diploma, or official transcripts of the student shall be released and the full privileges of participation in school activities shall be restored.
3. The School shall follow the due process procedure listed below that allows the parent/guardian or student an opportunity to review and respond to the imposition of any fees or charges resulting from this policy.
   a. The School shall provide the parent/guardian written notice of alleged loss or damage of school property ("Written Notice").
   b. The Written Notice will inform families the School may contact law enforcement and/or refer the debt to a collections agency.
   c. If the parent/guardian disagrees with the School's Written Notice, they may appeal the Written Notice in writing to the school. The parent/guardian's appeal should explain why a fee or charge should not be imposed in response to the Written Notice.
   d. After reviewing any information provided by the parent/ guardian, the Principal (or his/her designee) shall decide whether or not to withhold grades, diploma, or official transcripts and/or impose the fee for damages. The parent/guardian shall be notified in writing of the decision. The written decision of the Principal is final. There is no appeal beyond the school level.
4. Upon receiving notification of the School's decision ("Second Written Notice"), the parent or guardian must address the outstanding obligation payable to the School or return missing property.
5. If the parent/guardian does not respond to the Written Notice or if a parent/guardian loses their appeal, School may withhold the transcript, diploma, and grades until the debt is resolved. The Second Written Notice shall explain if the School is withholding the transcript, diploma, and grades until the parent/guardian pays or remedies the outstanding debt.
6. Upon receiving payment or the unreturned educational materials in satisfactory condition (e.g., reasonable wear and tear), the School shall ensure the debt is discharged. If the School withheld student's grades, diploma, and/or official transcripts, School shall release grades, diploma, and/or transcripts.

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7. The purpose of this policy is to provide families a reasonable opportunity to return missing educational equipment or pay for damaged and missing school property to avoid the School having to seek a legal recourse. If the Second Written Notice is unsuccessful, the School may consider referring the debt to a collections agency as a last resort.

Parent & Family Engagement Policy

Schools receiving federal funding are required to implement a parent and family engagement policy under federal law. See 20 U.S.C. § 6318.

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the Monarch River Academy (the "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for the students of its schools. Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc. This policy has been incorporated into the School's plan developed pursuant to federal law, and submitted to the California Department of Education with the School's Consolidated Application.

II. Involvement in Drafting the School Plan

Parents and family members of participating children will be involved in the development of the School plan required by federal law. On an annual basis, the School will submit the School plan to the Governing Board for review and suggested changes after holding a parent meeting and before the plan is submitted to the California Department of Education ("CDE") with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the School plan and submit comments.

If the School plan is not satisfactory to the parents of participating children, the School will submit any comments from parents of participating children with the School plan when it is submitted to the CDE.

III. Coordination, Technical Assistance, and Other Support

The School will ensure the coordination, technical assistance and other support necessary to planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance in the following ways:

➢ The School will distribute 95% of the funds reserved pursuant to federal law (20 U.S.C. § 6318(a)(3)(A)) to the school for parent involvement activities;

➢ The School (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that

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the activities occur.

➢ The School will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

IV. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold two additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

V. Notice

Within 60 days of the beginning of school, the School will send through electronic methods a notice to all parents containing, but not limited to, the following information:

➢ Information about Title I, Part A programs;

➢ An explanation of the requirements of Title I, Part A programs;

➢ A description of the rights parents have for participation in Title I, Part A programs;

➢ A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy and the school wide program.

➢ A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards;

➢ An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.

➢ A copy of the most current Parent and Family Engagement Policy and a feedback process for parents to comment on its content.

In addition to providing this notice to parents of participating children, the School will post the information on its website.

VI. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and

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improvement of Title I, Part A programs, the parent involvement policy and the school-wide program plan, the School will involve parents of participating students as follows:

▪ The School will conduct two Family Learning Nights each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy and the school-wide program plan. These meetings will be held at flexible times.

▪ Parents not attending the Family Learning Nights will be contacted to encourage participation and inform them of future Family Learning Nights.

▪ The School will publish a regular Newsletter with notification of upcoming participation opportunities.

▪ Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy and the school-wide program plan and recommend any changes.

▪ If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 60 days.

▪ If the school-wide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan.

VII. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the School, parents, and the community to improve student academic achievement, the School will provide the following programs to assist parents in understanding the challenging State academic standards, State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

▪ The School will include one of parent on its board of directors as non-voting members;

▪ The School will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.

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▪ Regular meetings will be held by the School to discuss how parents can work with educators to improve their child's academic achievement.

▪ The School will hold one Family Math and Science Event and one Family Literacy Event to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.

▪ Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the School will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

▪ The School will hold quarterly classes for parents and students to learn how to use computers and the internet in accordance with the School's internet use policy. The training will enable parents to access their children's schoolwork, communicate with teachers, and review information posted about the School.

▪ The School will provide parents with access to literacy programs that bond families around reading and using the public library.

▪ The School will provide quarterly seminars on parenting skills and parent child communication.

C. Education on Parent Involvement

The School will annually educate teachers and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials, and other in-service training held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the School, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

➢ A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the School and what types of parental involvement programs in which parents would most likely participate.

VIII. Coordination with Other Programs

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool

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programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The School will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic

procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program)

IX. Annual Evaluation

The School, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under federal law. The School will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The School will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

X. School-Parent Compact

At the beginning of each school year, the School will enter into School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The School will seek out input from parents to annually evaluate the effectiveness of the School Parent Compact and provide feedback and suggestions for revision.

XI. Involvement of Parents of Limited English Proficient Students, Disabled Parents, and Parents of Migratory Children

The School shall implement an effective means of outreach to parents and family members of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the School will do the following:

> ➢ The School will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.

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➤ The School will provide language translators at parent meetings to the extent practicable.

➤ The School will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.

➤ The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's administrative staff will visit the classes to interact with the parents.

The School will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the School will do the following:

➤ If any parent needs a disability-related modification or accommodation, including auxiliary aids or services, to participate, they need only contact the School at least 72 hours before the scheduled event so every reasonable effort can be made to provide the accommodation.

XII. Notices

In accordance with federal law, the School will provide the following notices to parents of children attending Title I, Part A schools:

➤ Annual report card

➤ A notice regarding the parent's right to request information regarding the following:

o Professional qualifications of the student's teacher(s);

o The level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments and timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

o Information regarding any State or School policy regarding student participation in any assessments mandated by federal law and by the State and School, which shall include a policy, procedure or parental right to opt the child out of such assessment, where applicable.

➤ The notice regarding language instruction programs.

➤ Any other notices required by law.

XIII. Miscellaneous

The School shall ensure that all information related to School and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The School will provide other reasonable support for parental involvement activities as requested by parents.

Homeless & Foster Youth

Homeless and Foster students in Monarch River Academy will be closely monitored by their Teacher, Regional Coordinator, and High School Leads. Students who have Performance Indicators below grade level will be encouraged to enroll in intervention programs and an intervention plan will be developed and closely monitored by the Teacher and other leaders. Monitoring of achievement and course correction as well as increasing and decreasing the time of the task and direct instruction as needed for students who need intervention will occur each month during the Learning Period meetings. For more information on supports for Homeless and Foster Youth students, please visit our website and the California Department of Education's website. Additionally, Monarch River Academy's Homeless Student Liaison can be reached at McKinneyVento@centralvcs.org for additional assistance.

Special Education

School staff are committed to identifying and serving students who have exceptional needs and are eligible to receive Special Education supports and services. Our commitment is based on the belief that all students shall have access to a high-quality public education.

In cooperation with the El Dorado County Special Education Local Plan Area (SELPA), our school will work to ensure that a Free and Appropriate Public Education (FAPE) is provided to all eligible students with exceptional needs in the student's Least Restrictive Environment (LRE). Specifically, our school will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), and applicable Special Education policies and practices of the SELPA.

Informational Videos:

- Senior Special Education Director Dr. Steven James - Welcome
- Welcome to our Special Education Department!
- Transition Services

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Common Questions

Following are the most common questions that the Special Education department receives from families regarding Special Education at our school. Please review and contact the Special Education Team if you would like to discuss these topics further.

What is Special Education?

Special Education is specially designed instruction, supports, and services to meet the unique educational needs of individuals with disabilities, which cannot be met in the general education program. It is an integral part of the total public education system, and Special Education services are provided:

- In a way that promotes interaction between students with and without exceptional needs;
- At no cost to families; and
- Include a full range of program options to meet the educational and service needs in the least restrictive environment (LRE). --California Education Code Section 56031

Who should you contact when you believe your child may need additional academic support?

Your assigned Teacher is the best person to initially discuss any academic questions or concerns with. Your Teacher will most likely recommend interventions and/or accommodations for you to use with your child if appropriate.

In the event that you and your Teacher need additional guidance in supporting your child, you may request for a Student Study Team (SST) meeting be held. This meeting will document the concerns of school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks, and a second SST meeting should be held to document the student's response to intervention. Depending on the successful implementation of the intervention, the SST will contact the Assessment Team for additional support or recommendations.

How is it determined that a student is eligible to receive Special Education?

Assessments are the basis for Special Education eligibility, placement, and service decisions. The assessments will be done by professionals who have had specialized training and required certification/licensure. General Education Teachers, and parents, who know the students well, play a critical role in understanding a student's academic strengths and struggles and are essential in the process of documenting/identifying areas of needs.

When the school receives a referral for Special Education, the child's legal guardian will be sent an assessment plan that details the types of assessments being proposed. The child will receive a "full and individual initial evaluation" to determine if the child has a disability and determine the child's educational needs. A full evaluation means that the child shall be assessed in all areas of suspected disability within 60 calendar days of parental consent received by the school via signature on an assessment plan (timelines adjusted for student breaks over five consecutive days).

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What is an Individual Education Program (IEP)?

An IEP is a contractual, legal obligation, on the part of the school stating how the school plans to assist a student once they have been determined eligible for Special Education supports and services. The IEP document is written following the determination of a student's need and eligibility for Special Education.

The Individual with Disabilities Education Act (IDEA) requires that an IEP include a "statement of measurable annual goals" which allow the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability." The IEP team develops the IEP document annually and identifies the child's needs, annual goals, objectives, adaptations, services and placement.

What is the role of the parent in an IEP meeting?

Parents are encouraged to participate in the IEP meeting by providing information on which supplementary aids and services, program accommodations, and support for the parent's role as learning coach are needed to help the child progress toward attaining progress in general education curriculum and on their IEP goals. Please speak with your Special Education teacher further regarding the structure of IEP meetings and if you have any questions or concerns.

How are Special Education services provided at our independent study school?

Students with IEPs are required to participate in Special Education services as indicated in their IEP documents.

- Specialized Academic Instruction (SAI) is usually delivered virtually and is taught by experienced and credentialed Special Education Teachers. The format of these sessions are determined by the student's IEP team and based on their academic IEP goals.
- Related Special Education services, such as occupational therapy, speech and language therapy, etc. may be provided by qualified School staff or via non-public agencies (NPA) contracted with the school. NPAs have a certification with the California Department of Education to work with school-aged students and they are carefully selected by the school.

May a family maintain the same Special Education NPA Providers/individual therapists, if they are enrolled in the same school from year to year?

Each NPA oversees the scheduling and availability of their services providers. Our Special Education Department will confirm an NPA's certification with the California Department of Education and establish a contract with that NPA to start services.

Please note: The Special Education Department is happy to work with families, however, we are not able to guarantee that they may maintain the same NPA providers/individual therapists.

Should Special Education Teachers be included in the development of a student's educational plan, designed by the Teacher?

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Whenever possible, it is recommended that a Special Education Teacher be included in the development of a student's educational plan, which is designed by the learning coach and Teacher. While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get a different perspective on how to help support a student's needs, challenges, and strengths.

Shall your Teacher collect work samples for students with an IEP?

The school Work Sample policy is the same for all students.

Planning Amounts

Academic & Enrichment Program Ordering Description

We focus on Personalized Learning, a philosophy that truly puts every student first by supporting them in honoring and exploring their unique skills, special gifts, talents, and aspirations. In order to allow families flexibility on their personalized learning path we allocate a Planning Amount that is used for

carefully selecting educational products, such as curriculum, technology items, supplemental enrichment materials, and field trip opportunities, and services, such as enrichment lessons and classes to fit each student's academic goals. All orders must be nonsectarian and are approved by your Teacher.

Product:
- Enrichment Materials
- Curriculum
- Technology Items*
- Educational Field Trips

Service:
- Fine Art Lessons & Classes
- Performing Art Lessons & Classes
- Academic Enrichment Classes
- Physical Education Classes
- Tutoring Services
- STEM Classes

The Technology Acceptable Use Acknowledgement must be signed in order to receive the technology equipment. All families receive this form through email at the beginning of the year.

All materials ordered through the school with state funding are the property of the school. Materials are loaned to enrolled students for educational purposes only. All materials must be returned to the school upon withdrawal. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

With the exception of manufacturer defect or error, all product order purchases are final. If purchased materials are no longer needed or wanted, items may be returned to the charter school, but refunds will not be provided. Requests to return or refund due to defect and error are to be submitted using the *Request Order Help* button located within each individual Ordering System (OS) order.

All services requested through the school with state funding will only be provided with an Enrichment Certificate during the student's enrollment period. Any services provided without an Enrichment Certificate and/or beyond the student's enrollment dates will be the financial responsibility of the family. Upon withdrawal, families shall be responsible for notifying their service vendor(s) they are no longer enrolled with the school.

Requests to cancel services must be received prior to the start date listed on the enrichment certificate or refunds may not be possible. Requests are to be submitted using the *Request Order Help* button located within each individual Ordering System (OS) order.

How to Request Services/Products

Visit the Ordering System (OS) to request services and products.

SERVICES:

1. School requests Services from Community Partners through School's issuance of an Enrichment Certificate.
2. School is not responsible to pay for any costs of Services without issuance of an Enrichment Certificate.
3. The Enrichment Certificate will detail requested Services, Dates of Services, fees for Services, and other relevant information.
4. Community Partners must first receive an Enrichment Certificate before providing Services to students. Backdating service requests is not permitted.
5. Services should only be rendered for the dates listed on the Enrichment Certificate. If the Enrichment Certificate dates have past/expired, the Community Partner must cease providing Services until the family requests another Enrichment Certificate with current dates.
6. If services need to be canceled or dates of services modified, families may notify the Community Partner (Vendor), but also need to formally request the cancellation and/or adjustments through the School using the Request Order Help button located in the individual Ordering System (OS) order. The School will handle the transaction directly with the Community Partner (Vendor).

PRODUCTS:

Product orders can be requested from any vendor so long as the request meets the School's educational guidelines for approval and the vendor supports third-party purchasing

Product order type is selected for products and materials, but there may also be some instances where a "service" is listed as a product. This occurs when the payment method requested by the vendor is purchase order. Often you will find Community Partners (Vendors) who provide live, virtual instruction services for students in this category. For example, eDynamic Learning, BYU, and Silicon Valley High School courses would be found in the Product section of the OS even though they provide a service to students.
Community Partners (Vendors) who provide in-person services cannot be ordered as a product and must be onboarded as a service provider.

TECHNOLOGY:

Technology devices can be ordered through the Ordering System. To see a current catalog of available devices, please visit the Tech Catalog.

ORDERING GUIDELINES:

Educational Vendor Policies and Procedures are in place to ensure Charter School planning amounts are budgeted and expended on Charter School-approved educational items and services. The Policy requires the Charter School carefully evaluate all requests for educational items and services made through the Ordering System. No purchases can be made without the Charter School's approval.

These guidelines provide additional information to help the Charter School community better understand what educational items and services the Charter School may or may not approve through the Ordering System ("OS"). **Please note:** the Charter School retains the discretion to reject any request for educational items and services through the OS.

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- **OS Requests Must Align with Student's Educational Plan:** The Charter School shall only approve educational items and services that meet the following requirements:
    - Support student's personalized curriculum and educational plan
    - Align with State standards

- Educational Requirements:

    - Students and learning coaches/parents must attend regular learning period meetings, turn in quality work samples as requested, consistently engage in assigned learning each school day, and complete attendance logs. If a student fails to meet these requirements, the Charter School will not approve the student's requests for educational items or services.
    - Teachers must ensure students access all necessary "core subject curriculum" – education items/services necessary for the student to complete his/her State standards-aligned course of study – before approving any other educational items and services through the OS.

- Charter School Must Approve Educational Items and Services:

    - Students will not receive educational items or services without Charter School approval.
    - Charter School will issue an Enrichment Certificate for approved services and activities. Enrichment Certificate must be received **before** students can participate in these educational services and activities.
    - Charter School is responsible for purchasing approved educational items.
    - Parents will not be reimbursed for any purchases of educational items and services made "out of pocket".

- Educational Quality Items and Services Limited to Student Need:

    ○ Teachers will only approve educational items and services that are educational quality (e.g., not top of the line). Only basic items and services may be approved.
    ○ Charter School will not approve educational items or services beyond what is needed to meet a student's learning objectives.
    ○ Charter School may approve requests for services that support a student's course of study or educational plan, however the Charter School is not obligated to approve and pay for all requests.
    ○ Charter School will only approve services that are listed on an approved vendor's Detailed List of Services (DLS).

- Educational Items are Charter School Property and Must be Returned:

    ○ All materials purchased by the Charter School are considered school property.
    ○ Once a student withdraws from the Charter School, items must be returned to the Charter School.
        ■ If the student transfers to another school that uses the OS, parents must return the educational item unless otherwise directed by the Charter School.
        ■ Material transfers between siblings are permitted if the receiving sibling remains enrolled with the Charter School that purchased the materials.
    ○ Once an item is no longer needed it should be returned.
    ○ "Consumable" items used during the course of the school year (e.g., crayons, paper, pencils, etc.) do not have to be returned to the Charter School, unless the student withdraws from the Charter School before the end of the school year. All items must be returned upon withdrawal.
    ○ Students must take reasonable care of educational items. Parents may be held responsible for paying for lost, stolen, or damaged educational items. Broken or damaged items should be reported promptly and returned to the school for evaluation.
    ○ With the exception of manufacturer defect or error, all product order purchases are final. If purchased materials are no longer needed or wanted, items may be returned to the charter school, but refunds will not be provided.
    ○ Requests to cancel services must be received prior to the start date listed on the enrichment certificate or refunds may not be possible.

- No Dangerous Educational Items or Services:

    ○ Charter School will not approve dangerous educational items and services that expose students, teachers, or staff to unreasonable risk.
    ○ Charter School will not approve educational items that are too large or heavy to easily lift, transport, or store.

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- Educational Items and Services only for Charter School Students:

  - Charter School will only approve educational items and services for enrolled students (e.g., not siblings enrolled in other schools).
  - Charter School may approve parent educational workshops directly supporting a student's academic learning needs up to $350 per school year per family. Funds cannot be used to pay for college or continuing education credits.

- Questions about Guidelines:

  - If parents have questions regarding purchasing guidelines, they are advised to contact their Teacher.
  - If Teachers have questions regarding these guidelines, they are advised to reach out to their Regional Coordinator for further guidance and assistance.

- Examples of Educational Items Charter School May Approve:

  - Educational curriculum, such as textbooks, workbooks, reading books, etc.
  - Supplemental educational materials, such as microscopes, math manipulatives, calculators, etc.
  - Basic school supplies, such as notebooks, pencils, and rulers

  - Raw materials in educational quantities for learning basic skills, such as fabric, yarn, or crochet hooks
  - Basic equipment to support learning goals, such as educational-quality technology such as computers, musical instruments, or sewing machines. Please note: Parents are responsible for overseeing students' internet usage on Charter School-educational technology
  - Educational quality classes or lessons through approved educational vendors (Approved classes or lessons will be displayed in the Detailed List of Services (DLS) for each vendor within the OS).
  - Pre-approved educational technology and curriculum items.

    Technology, such as Laptops, should be ordered through the Tech Catalog from within the Tech order type and cannot be purchased via third party vendors as enrichment Product order types. Kindles (devices only, no bundles), Kindle Fire Tablets, and other small technology devices like LeapPads may be purchased via the enrichment "Product" order type.

- Examples of Prohibited Educational Items: The Charter School will not approve the following educational items and services through the OS:

  - Educational products and services that are not aligned with a student's course of study

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- ○ Top-of-the-line educational items and services
- ○ Educational items requested in excessive quantities
- ○ Sectarian or denominational items (e.g. Horizons and Abeka curriculum materials)
- ○ Field trips to locations like amusement and water parks, trampoline parks, ziplining, etc.
- ○ Items that could cause injury, such as pesticides, model rocket engines, and other dangerous items (knives, fencing and archery equipment, etc.)
- ○ Personal items for students, such as backpacks, clothing, costumes, personal hygiene items, etc.
- ○ Family gym memberships and large, heavy, or excessive exercise equipment
- ○ Items usually used to furnish homes and yards, such as furniture, organizational supplies, kitchen equipment, household tools, plants, gardening tools, planter boxes, decorative pots, etc.
- ○ Home and office equipment, televisions, mobile phones, etc.
- ○ High-end office equipment like electronic die cutting machines, binding machines, etc.
- ○ Arts and crafts items that are unrelated to a student's course of study or educational plan, or are excessive, appear intended for sale or as personal gifts
- ○ Toys, stickers, or other items not related to a student's course of study or educational plan
- ○ DNA kits
- ○ Live animals and animal supplies, such as bees, chicks, egg incubators, fish, jellyfish, etc.
- ○ Parts, software, or hardware for educational items not owned by the Charter School.
- ○ Video game hardware or software (Charter School may approve certain educational technology and software)
- ○ Registration, performance, or competition fees for extracurricular activities
- ○ Subscriptions or products from vendors that do not support third-party billing or require recurring payments.
- ○ Out-of-state field trips, Chaperone tickets for individual Field Trips (School-sponsored field trips follow different chaperone guidelines)
- ○ Travel, lodging, or food

- ● Budgeting Guidelines

  - ○ Categories are included in the system to track and monitor funds.
  - ○ Items will be categorized as Curriculum, Core Educational Services, and Enrichment Supplies & Other.
  - ○ Teachers will be selecting the category after families place orders.
  - ○ Funds are allocated to each category and additional funds cannot be used for a category that has been exhausted without teacher approval.

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- Teachers can approve additional funds in a given category if all of the below expectations are met:
    - Student follows their educational plan and all academic needs are met.
    - Student/family is compliant with the signed Master Agreement.
    - The request is for items that meet all ordering guidelines.
    - Supporting documentation (eg, lesson plans, educational plans, etc.) are provided as needed.

Field Trips & Events

The School believes in inspiring our community and learning through educational experiences through school-organized field trips and events. All field trips and events are optional and require Teacher approval based on the student's educational plans.

No field trips may be made to locations, activities, or programs where students will be treated unfairly based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, equal rights, and opportunities in the educational institutions of the state.

School-sponsored trips are those that are single-day, community based, or those that are specifically approved by the Governing Board of Monarch River Academy (such as multi-day trips, or those costing the Monarch River Academy in excess of $100 per pupil). The Superintendent of Monarch River Academy shall establish a process for approving a staff member's request to conduct a school-sponsored trip that fall outside the limitations of this section. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, school and student expense, and transportation and supervision requirements. The Superintendent may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

All field trips are voluntary, and no student is required to attend any given field trip. A student's ability to attend any field trip is limited by the amount of Planning Amount Funds available for that student. The teacher of record is responsible for mapping out a child's field trip plan for the year to enhance the child's Educational Plan.

Student Supervision

Students are required to be accompanied by a parent and/or designated guardian for all school-organized field trips. Parents and/or guardians are responsible for ensuring the safety and behavior of their students.

Given the need for adequate supervision of the students attending school-sponsored trips and given the nature of the educational program offered by the School has approved the use of student planning amounts to pay for the costs of admission for one chaperone per enrolled student with a maximum of two chaperones per four (4) children in a family who are enrolled in the School. If applicable, the School will approve the use of student planning amounts to pay for the costs of admission for an additional chaperone for additional children in a family and who are enrolled in the School in excess of four (up to eight). Children in a family means children living, part- or full-time, with a parent/guardian, irrespective of adoptive status or marital status of the parents/guardians. The funds used to pay for the chaperone as allowed in this paragraph shall be instructional funds available to each family. Student planning amounts cannot be used for non-enrolled siblings or guests.

Families are limited to one school-sponsored overnight field trip per year with admission paid for one chaperone using enrichment funds when available.

It is the responsibility of parents/guardians to ensure proper supervision over their children enrolled in the School at all times during a school-sponsored trip. In some instances, chaperones may take their own non-enrolled children (two years and older) as guests on appropriate school-sponsored trips, provided they make arrangements with the venue directly for the purchase of admittance and they assume full responsibility for their behavior and safety, with approval of the Superintendent. Guest tickets are no longer purchasable from the School directly and all transactions for non-enrolled students must be between the vendor and the parent/guardian directly.

The staff chaperone shall use a field trip attendance form to track attendance, emergency contact information, and identify any authorized adults to pick-up students after hours, if applicable. Staff chaperones shall always have an emergency contact phone number for the Superintendent. If a serious discipline incident occurs during a field trip, the School's staff chaperone shall notify the Superintendent immediately. No student shall be sent home or separated from the school group without prior approval of the School's staff chaperone.

Accommodations
If a student requires an accommodation to participate in a field trip due to a child's special education needs identified in the child's Individual Education Plan (IEP) or Section 504 plan, the parent may request the accommodation from the Superintendent.

Student and Family Responsibilities
All persons on the field trip or excursion shall be deemed to have waived all claims against the School or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. All adults, parents and guardians taking any field trip or excursion shall sign a statement waiving all claims when placing their orders in the Field Trip and Events system.

All students on a school-sponsored trip are under the jurisdiction of the School and shall be subject to school disciplinary rules and regulations.

Before a student can participate in a school-sponsored trip, the School's staff chaperone shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities.

Transportation
When privately owned and operated vehicles are used to transport students to a school-sponsored trip, except as provided below, the owner of the vehicle must have liability for his/her passengers. The owner must provide proof of acceptable, current insurance coverage to include a minimum acceptable liability limit for privately owned vehicles. When transporting students, other than the driver's children, the owner of the car must provide proof of coverage of:

1. Bodily injury at $100,00 or more for one person and $300,000 or more for more than one person
2. Or combined single limit bodily injury at $300,000 or more
3. Coverage for property damage at $50,000 or more
4. Coverage for uninsured motorists
5. Medical payments coverage for passengers at $5,000 or more.

When only transporting the driver's own children, the owner of the car must provide proof of insurance coverage at the minimum required by California law. Parent(s)/guardians are solely responsible for transporting their children to the location where the field trip starts. The staff chaperone will provide the location for the field trip, and the time to meet, to the parent(s)/guardian(s) once the field trip has been confirmed.

The School's staff chaperone shall use a field trip confirmation list to track attendance, emergency contact information, and identify any authorized adults to pick-up students after hours, if applicable. School staff chaperones shall always have an emergency contact phone number for the Superintendent If a serious discipline or safety incident occurs during a field trip, the School's staff chaperone shall notify the Superintendent immediately. No student shall be sent home or separated from the School group without prior approval of the School's staff chaperone.

Cancellation Policy
Parents may cancel prior to the booking close for a full refund. After booking closes, there is no refund.

Waitlisting
When enabled, the School will offer priority booking for the next trip that is the same as the missed trip for waitlisted families. For example, if Family A is waitlisted on Zoo Trip A they will get a priority invite to book for Zoo Trip B when booking opens for that trip.

Pre-Release Priority Booking
When the School pre-releases a new trip to a waitlisted group, families will have one (1) week priority to book their tickets. After one (1) week, the trip will be released to all students. A family who has received the pre-release invite will be removed from the waitlist whether they booked a ticket or not.

Teacher Approval
Field Trip and Event orders require the approval of the Teacher before they are processed. Teachers will consider chaperone guidelines and number of allowable tickets when reviewing a field trip request. Approved field trips will show Teacher Approved Status in the Ordering System.

Safety Policies & Procedures

The school will follow all county and venue health and safety guidelines. If a venue has stricter safety protocols than the county, we will follow the venue requirements and always yield to the safer protocols. Check the venue's website for further information should you need clarification.

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To prevent the spread of germs, the CDC recommends washing hands for at least 20 seconds with soap and warm water. Be sure to wash the back of your hands, in between fingers, and under fingernails as the friction helps effectively remove dirt and germs from the skin.

How to Reserve School-Organized Field Trips & Events

All school-organized field trips and events are booked through the Field Trips & Events System (FTE). Families will log into the FTE site to search for available field trips and submit their field trip requests to their Teacher for approval.

Field trips may be impacted by Centers for Disease Control & Prevention (CDC) and or the State and Federal Departments of Education Guidelines with regard to COVID-19 and in-person interaction/gatherings.

Technology

Choosing technology can be overwhelming. The Tech Team helps simplify the process by providing a curated list of qualified devices, items, and software. All items offered meet internal standards of quality, performance, value, availability, and support. These items can be obtained as part of a student's Planning Amount as it aligns with his/her learning plan.

Some technology items (e.g. computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels, or agreements, and must be ordered through the tech department. School issued technology has school approved software that assists the student accomplish their educational goals.

Technology Equipment Costs

All students in grades 3rd-8th and 11th grade will be issued a Chromebook to support their learning experience, align with our school SLOs, and support assessment participation. Parents/guardians can choose to upgrade their student's device to a school issued laptop. All other grade levels can select a device from the ordering system utilizing educational funds. School issued devices are typically business-class devices. They also include software licensing for productivity applications (Microsoft Office, Google Workspace, Zoom, online security applications, etc.) and device management software to ensure students are productive and safe on their school-issued computing devices. All taxes (e.g. sales tax) and fees (e.g. shipping, CA e-waste disposal) are also included in the price. Due to these factors, the school is not able to price match.

Pricing also includes software and device licenses, school compliance features, management services, enhanced warranties and damage protection, solid state drives (SSD), tablet protective cases, asset tagging

and inventory, packaging materials, shipping both ways, and lifetime support for the device during the student's tenure with the school is included. These items are factored into the Planning Amount cost of tech Items.

The following limits have been placed for tech devices assigned to students and families:

- 1 computer per student
- 1 tablet per student

How to Order Technology

- Review the Tech Catalog to see the list of technology devices available for students
- Computer, tablet, and hotspot requests are placed in the Ordering System under "Tech Orders"
- Printers can be ordered as a product order (typically via Amazon Product or Office Depot) through the Ordering System
- For tech support, please email help@centralvcs.org to request support. An IT Team Member will reach out to help resolve your issue right away!

Tech Returns

All Tech items are the property of the school. Students should plan to return the tech item at the end of the student's school enrollment. The tech item can either be returned at the Lending Library or a shipping label can be provided by the Tech Team. Please contact the tech team (help@centralvcs.org) for detailed directions on how to return items.

The school is unable to sell any enrichment/technology items to families.

For Technology assistance or questions, please email help@centralvcs.org.

Parent & Student Information Technology Acceptable Use Policy

It is the school's mission to empower students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments.

We are committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of school devices, networks, accounts, and other resources must adhere to school policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of the school. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)

- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPAA)

DEFINITIONS:

1. School, Organization, and or We – Monarch River Academy and its subsidiaries, programs, and divisions
2. ITD - Information Technology Department
3. You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of Technology Policy
4. Resources - Devices, systems, services or networks owned, operated or issued by the school
5. User - Any person(s) accessing or utilizing school resources that is not a resource operator
6. AUP - Parent/Student Information Technology Acceptable Use Policy

USER RESPONSIBILITIES:

Access to school technology, resources, and support is a privilege that offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this Acceptable Use Policy (AUP) document.

1. You agree to learn about and comply with all the information outlined in this AUP document.
2. Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
   a. Never leaving items unattended
   b. Never lending, giving or releasing items to a person other than an authorized school employee, such as a Tech Team member
   c. Never removing protective accessories or features (e.g. cases, bumpers)
   d. Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
   e. Maintaining student supervision by parent/guardian during access and usage
3. You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
4. Parents/guardians are expected to provide supervision and monitor device/Internet access and usage.
5. You are expected to make a reasonable effort to protect your passwords, information and data.
6. You must safeguard internal safety and security policies, such as authentication methods and password conventions.
7. You are obligated to notify ITD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event ITD has not contacted you to do so.
8. Items, devices and resources issued by the school are school property and must be returned or

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relinquished to the school upon request.

ACCEPTABLE USE OF SCHOOL RESOURCES BY USERS:

1. All school-issued accounts are intended solely for use by the person authorized to use the account.
2. When sharing or exposing personal information or data online, extreme caution should be exercised.
3. Any information or communication accessible via any school network should be assumed as private property.
4. The school reserves the right to verify whether specific uses of school technology or networks are consistent with this acceptable use policy.
5. The school is bound by certain licensing agreements. Users are expected to comply with those agreements.
6. Educational and instructional use as related to the school only.

UNACCEPTABLE USE OF SCHOOL RESOURCES:

1. All commercial or for-profit usage is prohibited.
2. The access, use or transmission of objectionable material (e.g. materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
3. Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. Example: Federal copyright laws (Title 17, USC)
4. Any attempt to circumvent ITD/school security measures, content filters or access restricted resources is prohibited.
5. All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC.*
6. The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
7. Publicly advertising internal authentication methods and/or password conventions.
8. Impersonation of any user other than yourself is prohibited.
9. Unauthorized falsification or modification of any school records is prohibited.
10. The collection or transmission of personal information (e.g. home address, phone number, personal email) which may be useful to identify an individual without written consent is prohibited.
11. Political lobbying or advertising is prohibited.
12. Unauthorized maintenance, service, repairs, or upgrades are prohibited. school-owned or operated resources must be maintained by ITD or authorized third parties.

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EXPECTATION OF PRIVACY:

For email, networks, systems and other resources owned or operated by the school, users should have no expectation of privacy. The school reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the school:

1. Obtain emails, messages and their attachments transmitted to or through school-owned or operated email systems
2. Monitor an individual's use of school-owned resources
3. Locate or track the location of a school-owned resource
4. Confiscate, search, disable or wipe any school-owned device, item or their contents/data

Personal devices are private. The ITD does not and will not access personal devices outside of school-provided online platforms. For instance, the school would be able to see that a student logged in and sent an email from a school-issued email inbox on a personal device, but the school will not be able to see any other actions taken on the personal device.

Social Media Guidelines

School employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. School employees are not to initiate "friendships" with students or parents through social media platforms.

With regard to social networking content, students and parents/guardians should not use commentary deemed to be defamatory, obscene, proprietary, or libelous with regard to any School-related business or policy, employee, student, or parent. Additionally, students and parents/guardians should exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.

CYBERBULLYING:

Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g. texts, photos, videos. messages, and social media). Examples of this behavior include but are not limited to:

1. Transmitting false, cruel, hateful or embarrassing information or media targeting others
2. Creating posts or websites that have stories, cartoons, pictures, or jokes ridiculing others
3. Unauthorized access to any resource (e.g. social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
4. Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others

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5. Posting a student picture without their permission.
6. The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical, or mental health.

STUDENT DEPARTURE:

1. Upon student departure (e.g. withdrawal, graduation, or expulsion) from the school, all issued items must be returned within 30 days. Contact the Tech Department for a schedule of mobile return locations or request prepaid return labels.

2. For information regarding technology returns, please review our *Tech Center and Issued Technology Agreement* or contact the Tech Department.

DISCLAIMER & ACKNOWLEDGEMENTS:

1. The school reserves the right to modify its policies at any time.
2. All items, devices, and resources issued by the school are school property. School property must be returned or relinquished to the school upon request or departure from the school.
3. The school reserves the right to issue penalties (e.g. denial of access to resources, withholding of transcripts) or seek legal remedies in response to non-compliance.
4. Access to school technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of the school.
5. The school will not be held liable for the information or data retrieved, stored, or transmitted by means of the school-owned or operated resources, devices, networks, or systems.
6. Users should not have an expectation of privacy in the use of school resources, email, systems, or networks.
7. Illegal activities performed using school devices, networks, and systems may be reported to the proper authorities when discovered.
8. The school will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries.
9. School issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of the school.
10. The school may confiscate and search any school technology in the event of policy
11. The school is not in any way an Internet Service Provider.

USER AGREEMENT:

I have read, understand, and will abide by the above PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY while using any school technology and other electronic resources issued, owned or operated by the school. I also give permission to collect verifiable personal information from my child (under 13 years of age) to be in compliance with the Children's Online Privacy Protection Act (COPPA). I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense.

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Should I violate any of the policies outlined in this agreement, I understand my access to any school resource may be limited or revoked, and disciplinary and or legal action may be taken.

BY SIGNING/INITIALING THE PARENT/STUDENT HANDBOOK <u>SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT</u>, **PARENT(S)/GUARDIAN(S) & STUDENT AGREE THEY** HAVE READ, UNDERSTOOD, AND ACCEPT THE TERMS WITHIN THIS PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY.

Non-Compliance Policy

Teachers partner with families to educate students enrolled in our school. The partnership is effective if students and parents/guardians are actively participating in our program and meeting enrollment requirements.

Indications that a student is not actively participating in our program include:

- No evidence to support that a student is engaged in learning at least 85% of each attendance day
- 2+ missing assignments/work samples
- Unable to verify a sufficient body of work for all classes/courses
- Not participating in local benchmark, diagnostic, or alternate assessments
- Not participating in assigned academic intervention
- No response from parent/guardian following 2 attempts
- Missing attendance logs
- 2+ missed/unscheduled LP or other meetings
- Unable to verify student is engaged in assigned learning on 60% or more of instructional days in a school week
- Not meeting participation requirements per a course/class syllabus
- 2 or more missed/unexcused SAI/service sessions
- Not participating regularly in ELD Live classes and or other ELD assignments or the equivalent, in accordance with department protocol

In these instances, the school may:

- Contact the family by text via phone and email requesting resolution within two school days.
- Two school days later, if there is not a satisfactory resolution, the Regional Coordinator will attempt to contact the family again by phone and email, and a letter of non-compliance will be sent to the address on file if those attempts are unsuccessful. The letter will request a resolution within five school days.
- If the issue is resolved, the parent/guardian and teacher will confer to review expectations and create a plan to maintain compliance.
- If the issue is not resolved, a second letter of non-compliance will be sent to the address on file. The letter will request a resolution within five school days. In addition, an Administrative Conference Call will be scheduled to be held no sooner than five days of the date the letter was sent.
- It may be deemed, at that time, that independent study is not the best educational placement for

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the student and the student may be withdrawn.

Tiered Re-engagement strategies for families struggling with attendance:

- Students must be engaged in verifiable learning activities daily. Teachers will verify this through weekly communication via phone calls, emails, logging into curricular platforms and checking attendance logs. Families will need to regularly log attendance in School Pathways. This can be done easily from any device (phone, tablet, or computer) and your teacher is here to help. Our school will reach out to families who are struggling with attendance in a timely manner to verify contact information and offer a variety of supports to ensure student success.

Residency:

- A student must maintain residency in the state and county of the residence(s) of the parent/guardian with whom that student maintains his or her place of abode. Residence denotes any factual place of abode of some permanency that is more than a mere temporary sojourn.
- Owning a home in California or in a particular county does not qualify a student to attend the school, unless it can be shown that the student is also living in the home at least three days per week during the school year.
- If there is reason to believe that a student's residency is in question, the school may investigate in order to determine the authenticity of the home address.
- Children who have two residences due to shared custody must have both parents in agreement to enroll in the school and reside in the region served by the charter school at least 3 days a week.

Work Samples

To meet California Independent Study Guidelines, Work Samples for all 4 core subject areas in Transitional Kindergarten-8th grades (English Language Arts, Mathematics, Social Studies, and Science) and all classes on the Master Agreement for High School, will be required and reviewed by Teachers at the end of each Learning Period. Students are required to submit work samples as requested by their Teacher to demonstrate and document student learning. Failure to provide work samples may jeopardize your child's enrollment status at the school.

Half of the collected English Language Arts work samples will focus on student writing. The Teacher will provide guidance on which Learning Periods need to include a writing work sample.

Acceptable Work Sample Criteria:

- Original or scanned PDF version
- Demonstrates neat and organized work
- Aligns with the student's Educational Plan for the Learning Period
- Demonstrates a good reflection of your child's learning and abilities

- Includes student's first and last name and full date of completion (ex: MM/DD/YYYY) in the top right-hand corner
- If a work sample includes a student's Nickname, the parent or teacher can write or type the Legal First and Last Name (or Preferred Name, if applicable)
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)
- Photographs must include a summary from the student's perspective
- Samples may be typed or handwritten by the student. Younger students may dictate to the parent to write or type for them

Non-Compliant Work Samples Include:

- Missing student first and last name and full date of completion (MM/DD/YYYY)
- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- Samples completed and dated not within the Learning Period
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work
- Not grade level appropriate
- Not aligned with Educational Plan
- Whiteout in the "Header" of the Work Sample including student name, date, or course/subject information. Please do not use whiteout.
- The parent/guardian must initial any changes or corrections made to the Work Sample to verify its validity. (i.e. crossed out dates)

Learning Period Meetings

Our main purpose as a school is to support student improvement and achievement. We partner with the Learning Coach to review student progress towards state standards, curriculum completion, and retention of content and information. The Learning Coach will bring evidence of progress during the Learning Period (LP) Meeting. (See Parent and Guardian Roles) A body of work will be shared with the Teacher and discussions will be held regarding student progress. A body of work can be defined as a healthy sampling of material for each subject. Examples include but are not limited to: lesson content, completed projects, chapter reviews, reading logs, completed standards-aligned curriculum, course outlines, written assignments, essays, art projects, and worksheets. The teacher will collect one sample from each subject, choosing from the numerous samples presented. (See Work Samples section) In addition, the Teacher may decide to conduct additional screenings, diagnostics, or brief activities to determine goals and next steps necessary to support the student's Educational Plan. Teachers will use the information gathered during LP

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Meetings as well as throughout the Learning Period to determine mastery of standards listed on the student's Educational Plan.

Progress each Learning Period will be documented by your Teacher. The Learning Coach, student, and Teacher will work together to establish goals and create a plan of action to accomplish the goals.

Testing & Assessment

Assessment data is critical to the school for many reasons. It is one of many indicators of student learning used to make decisions that directly impact a student's Educational Plan. Assessment also drives programmatic decision making school-wide, and is a required part of the WASC accreditation and charter renewal processes. Because of this, it is very important to the school that all students participate in school-wide and state-wide assessments.

Internal Diagnostic: Star 360

Our school has adopted the Renaissance Star 360 as an ongoing benchmark requirement for all students. The Star 360 Reading and Math tests are computer adaptive tests that determine a student's current ability and identifies the next steps a student needs to reach grade-level proficiency and achieve mastery of state standards. Our school uses this ongoing assessment to inform instructional practices and monitor student growth. It is required three times per year: Fall, Winter, and Spring. Students will take the assessment online at home, and parents will be sent the instructions and login information via email.

Why Star 360? Due to its adaptive nature it meets the students at their level and automatically changes the difficulty level based on student response patterns. Star 360 provides data-driven insights by pinpointing student needs down to the sub-skill level to support successful implementation of curriculum. The school provides parents with results of the assessment so the student's Educational Plan can be adjusted based on the academic needs. In some cases, a student's score will necessitate additional diagnostics or closer review.

Screenings and Diagnostics

Screenings and diagnostic assessments will be assigned by the teacher and completed periodically throughout the school year. These assessments vary by grade level and topic. They will be done during LP Meetings and proctored by the teacher.

Data from screenings and diagnostics is used to help Teachers further identify areas of need. A Teacher and Learning Coach will work together to review a student's results in conjunction with work samples, standards mastery, reading fluency, writing, and Star 360 results. After review of this data, the Teacher may determine that additional intervention and support is needed.

State Standardized Tests – California Assessment of Student Performance and Progress (CAASPP)

Your child may be taking one or more of the following statewide assessments. Please note that all California public schools are required by the US Department of Education under the Every Student Succeeds Act (ESSA) to achieve 95% participation in state testing. Having less than 95% of our students test drastically decreases our academic achievement level and can therefore put our charter and California State Dashboard standing at risk. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. Your student's summative performance and progress will be assessed using an alternate school-wide benchmark in its place. This exemption/alternate does not exist for the ELPAC or Physical Fitness Test.

As students of a public charter school, our students participate in the following state standardized tests:

CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) & Math
- **Who takes these tests?** Grades 3–8 and grade 11
- **When does this take place?** March-May
- **Which standards are tested?** The California Common Core State Standards

CAASPP: California Science Test (CAST)

- **Who takes the test?** Grades 5 and 8 and once in High School.
- **When does this take place?** March-May
- **Which standards are tested?** The California Next Generation Science Standards

CAASPP: California Alternate Assessments (CAAs) for ELA and Math
- **Who takes these tests?** Grades 3–8 and grade 11 whose (IEP) identifies the use of CAA
- **When does this take place?** March-May- Proctored in person
- **Which standards are tested?** The CA State Standards through Core Content Connectors

Physical Fitness Test

- **Who takes the test?** Grades 5, 7, and 9
- **When does this take place?** February-March in person
- **Which standards are tested?** The Healthy Fitness Zones (1 Mile Run/Walk, Curls Ups, Trunk Lift, Push Ups & Shoulder Stretch).

ELPAC (For English Learners Only)

- **Who takes the test?**
  - **Initial Assessment:** Students who have a home language survey that lists a language

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other than English will be identified as either an English learner student or as initially fluent in English.

- ○ **Summative Assessment:** All English learner students- every year until they are reclassified as proficient in English.
  - ■ Students previously designated as English Learners at another public school must be tested every year until they are reclassified.
- ● **When does this take place?**
  - ○ **Initial Assessment:** The first 30 days of enrollment.
  - ○ **Summative Assessment:** February-March
- ● **Which standards are tested?** The 2012 CA English Language Development Standards.

School staff administers all state standardized tests virtually and/or at facilities located within driving distance of your home for individual student needs. A testing schedule will be provided by your Teacher. Individual student performance results on statewide achievement testing are available to parents that would like a copy through the school's Parent Portal.

Often our families have questions or concerns about the CAASPP SBAC/CAST assessments. We want our families to be informed about assessments so they feel they are prepared and more comfortable with the experience. Your Teacher will be offering test practice, review of the questions types, and other technology support to help your student become familiar with what they will encounter on the test. Discussing with your Teacher any hesitations you have regarding testing is encouraged. Our Teachers want to support you in any way possible.

It is our school's policy and practice that individual student assessment data is never shared with anyone other than the parent and Instructional School staff. The data is used solely to show grade level and school-wide trends for accreditation purposes, to determine if academic intervention is needed, and/or if a student is compliant with assessment participation expectations.

Records Department

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts. Submit your request using our Online Form.

Document Requested	Expected Time of Processing
Work Permit	2-3 Business Days
Enrollment Verification	2-3 Business Days
Copies of Grades & Official/Unofficial Transcripts	3-5 Business Days
Copies of CUME (Student Records)	3-5 Business Days

Work Permits

Entertainment Work Permits

Families can download the *Application for Permission to Work in the Entertainment Industry* form DLSE 277 from the CA Department of Industrial Relations Website.

The family will fill out the top portion of the form and then submit your request using our Online Form.

The Records Department will typically process the form within 2-3 business days. They will verify the student is active and currently working in compliance with the school's policies. After verification, the Records Department will sign, stamp, and provide the family with two copies. One will be sent via email, the other through regular US mail.

The family then has three options when submitting the completed application back to the CA Department of Industrial Relations.

- Online
- By Mail
- In-Person

Non-Entertainment Work Permits

Families download a *Statement of Intent to Employ a Minor and Request for Work Permit* form CDE B1-1 from the CA Department of Industrial Relations Website. They may also obtain this form from their potential employer. Once the family fills out the top section of the B1-1 form they email it to Records@theaxiagroup.com.

The Records Department will receive this form and process within 2-3 business days. They will verify the student is active and currently working in compliance with the school's policies. After verification, the

Records Department will fill out and sign the bottom portion of the B1-1 form and complete form B1-4, which is the actual permit. Both forms will then be mailed to the family.

Concurrent College Enrollment

For all concurrent college enrollment requests, please send all community college forms to your student's IST(Independent Study Teacher). For questions regarding concurrent enrollment, please contact your student's High School Counselor.

High School Counselors:

Carmen Marroquin	Yessenia Medina
carmen.marroquin@centralvcs.org	yessenia.medina@centralvcs.org
Last Names A-Lea	Last Names Leb-Z

Please note, concurrent enrollment application forms may take 3-5 business days to process.

- Concurrent enrollment means a high school student takes community college courses while remaining a full-time high school student.
- High School students must remain full-time high school students in good academic standing. Students must take a minimum of 15*-20 credits per semester in high school. (*College course must be on the Master Agreement for students to drop down to 15 credits).
- High School students can take a maximum of 11 community college units per semester.
- Students may take core academic or elective courses at a community college.
- Students should consult with their high school counselor before enrolling in a community college course. The counselor will advise on college courses and check graduation requirements.
- The high school counselor will take into consideration the student's academic standing and overall GPA when approving a concurrent enrollment. Please ensure that all official transcripts from previous community college courses have been sent to the Records Department, missing official transcripts may delay the approval process.
- Concurrent Enrollment 101: Presentation for Families
- Central Schools Guide to Concurrent Enrollment Programs for links to regional community colleges' programs, forms, and CE guides to classes that fulfill our high school graduation requirements.

Credit Conversion

The high school counselor will help students determine how college course(s) will count towards high school graduation requirements. For example:

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- Remedial courses count towards the Elective graduation requirement.
- US History and World History courses must cover a comprehensive timeline. US History courses must cover the Reconstruction to present day. World History courses must cover the 1800s to present day.

The school does not determine which courses are transferable to 4-year universities. The student's future college will review the community college transcript and determine any units awarded.

Please check the chart below for the community college unit conversion rate:

Community College Units	High School Credits
1 unit	2.5 credits
1.5-2.5 units	5 credits
3 units or more	10 credits

*If a student is awarded less than 1 unit at the community college, then we will issue the same amount of credit in high school. For example, if a student completes 0.5 units at a community college, then we will award 0.5 credits on the high school transcript.

Process to Enroll

1. Family picks a community college and fills out the college's concurrent enrollment form.
2. Family submits the concurrent enrollment form to their IST (Independent Study Teacher).
3. The high school counselor reviews community college course(s) and determines which high school graduation requirements will be fulfilled, how many units will transfer over to the high school transcript, and whether 'a-g' requirements will be met.
4. The high school counselor signs the concurrent enrollment form and returns the form to the family with directions for next steps.
5. Student enrolls in college course(s).
6. In order for the community college course(s) to be added to the high school transcript and count towards high school graduation requirements, the following steps MUST be completed:
   - Family provides proof of enrollment to the school counselor by the high school's add/drop deadline
   - Family must sign the Master Agreement Addendum
   - Family must provide work samples for each Learning Period

Once final semester grades are posted, please submit official transcripts to the Records Department

so that the grade can be changed on the high school transcript. The report card and high school transcript will show an "Incomplete" grade until official transcripts are received. We recommend families to order digital official transcripts.

Email official transcripts to: records@theaxiagroup.com

Transcripts can also be mailed to the Records Department at:

Monarch River Academy
Attn: Records – CC Transcripts
1773 W. San Bernardino Road, B46
West Covina, CA 91790

If you have any questions, please contact your high school counselor. Please notify your counselor if there are any changes made to the community college schedule.

Harassment

It is school policy to prohibit harassment by any means, including but not limited to: sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and disrupt the operation of the School.

Harassment for any reason including, but not limited to: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is a violation of both state and federal law. Verified harassers may face loss of computer or other special privileges, suspension, or expulsion. Any disciplinary action will be determined by the school administrators and School Board. In addition, when any kind of threat is communicated or when a hate crime is committed, the administration will report such crimes to local law enforcement officials. Harassers may also be subject to civil and criminal liability for any such unlawful behavior.

The School will take measures against harassment. This includes any act that takes place on or immediately adjacent to the location of any school event, at any school-sponsored activity, on school-provided transportation, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interfere with the rights of students to be secure.

In situations in which electronic or cyberbullying originates from a non-school computer, but is brought to

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the attention of school staff, any disciplinary action shall be based upon whether the conduct is determined to be so severely disruptive of the educational process that it markedly interrupts or severely impedes student learning.

It is important to understand that jokes, stories, cartoons, nicknames, the sending or posting of inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

Any one who feels they have been a victim of harassment or are being bullied should inform their Teacher and/or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. The teacher or school administrator will document the events, contact the appropriate parties, and take the appropriate steps to fully address the issue.

Expulsion & Suspension

Definition of Expulsion

Expulsion shall be defined as permanent dismissal from school, without re-enrollment privileges, and must be approved by the school board or their authorized designee.

Definition of Suspension

Suspensions shall be defined as a temporary leave of absence from school, from one or more regular classes, for no more than five (5) school days and includes all school-related activities.

Grounds for Suspension and Expulsion

A student may be subject to suspension and/or expulsion when it is determined that he/she, while on or within view of vendor locations, at a school-sponsored activity/field trip, or online.

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.

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- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, e-cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code sections 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This reason shall not be the basis of a suspension for children in kindergarten or any of grades 1 to 8, inclusive. This reason shall not constitute grounds for a student in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, such as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, Charter School's Board of Directors, or designee(s)'s concurrence.
- Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 289, or of former section 288a, or committed a sexual battery as defined in Penal Code section 243.4.
- Harassed, threatened, or intimidated a student who is a witness or complaining witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, or sold prescription drugs.
- Made terrorist threats against school officials, students, and/or school property.
- Committed sexual harassment as defined in Education Code section 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 33032.5.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section.
- Engaged in, or attempted to engage in, hazing. For purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective student. "Hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts

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committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable student to experience substantial interference with his or her academic performance.
- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

A. "Electronic act" means the creation or transmission originated on or off a school location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii)   (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include

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the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(iv) Notwithstanding paragraph (A) and subparagraph (i), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

B. "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Suspension & Expulsion for Students with Disabilities

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to general education students. All the procedural safeguards established by school policies and regulations shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having Special Education needs, the school shall comply with federal and state law.

Due Process Statement

The school shall provide for the fair treatment of students facing suspension and expulsion by affording them due-process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in school policy, regulation, or law.

In all cases, school disciplinary policies shall afford students due process. To this end, the School Board shall develop rules and regulations governing the procedures by which students may be suspended or expelled.

In the event of an expulsion, a student will be entitled to written notice of the grounds for their proposed removal and will be given a full due-process hearing in regard to the proposed expulsion. Parent(s)/guardian(s) will also be given written notice in advance of said hearing so that they may attend.

The school will maintain a record of the notice and of the hearing. The student will also be entitled to appeal a decision to expel said student, pursuant to the appeal procedures established by the school board.

Statements & Notices

Grievance Policy and Procedure

Our school is committed to achieving student/family satisfaction. The following procedure was developed to ensure that student, family and staff grievances are addressed fairly by the appropriate persons in a timely manner. Discrimination against students/families on the basis of ethnicity, sex, ancestry, physical or mental disability, race, color, gender, national origin, sexual orientation or religion is prohibited.

The parent/guardian will address in writing any concern or grievance initially with the student's Teacher and supervisor. Both Teacher and supervisor will respond within ten school days.

If the concern or grievance is not resolved, the parent/guardian may, within ten school days, request a meeting with school leadership to discuss the concern or grievance. The school leadership will investigate and respond within 10 school days. A written email and letter will be sent to the family that will address the concern and outcome.

Family Educational Rights and Privacy Act (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Schools

FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

   Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the school to amend a record should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record

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as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [Note: FERPA requires a school to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student

without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*2*) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Parental Notification of Teacher Qualifications

The School receives Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, schools receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the School will provide the parents on request (and in a

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timely manner), information regarding the professional qualifications of the student's teachers, including at a minimum:

1. Whether the student's teacher: Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and Is teaching in the field of discipline of the certification of the teacher.

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the School at (559) 258-0800.

School Accountability Report Card (SARC) Notification

The School's SARC is available on the school website. A hard copy is available for viewing at the school office located at 3610 E. Ashlan Avenue, Fresno, CA 93726.

Signature of Receipt & Acknowledgement

By signing, you are agreeing to the policies and procedures of the Parent Student Handbook including, but not limited to:

- Registration Requirements
- Parent/Guardian's Role
- Student Behavioral Expectations
- Curriculum Choices & Learning Paths
- High School Curriculum Agreement (Applicable for grades 9th-12th)
- Academic Expectations & Integrity
- Report Cards & Grading
- Attendance
- Educational Materials & Restitution Policy
- Special Education
- Planning Amounts & Educational Plans
- Field Trips & Events
- Technology Usage
- Non-Compliance
- Work Samples

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- Learning Period Meetings
- Testing & Assessments
- All Statements & Notices

_____
Student Name (Print)

_____   _____
Student Signature   Date

_____
Parent/Guardian Name (Print)

_____   _____
Parent/Guardian Signature
          Date

Cover Sheet
Changing from a Targeted to a School-Wide Title 1 School

Section: III. Academic Excellence
Item: E. Changing from a Targeted to a School-Wide Title 1 School
Purpose: Discussion & Potential Action - Vote

BACKGROUND:

- **A targeted assistance school** uses Title I funds to support programs for eligible children, i.e., children who are failing, or at risk of failing, to meet the state's standards.
- **A school-wide program** uses Title I funds to upgrade the entire educational Program of the school. Title I funds can be used to serve all children.
- **A targeted assistance school** must use its Title I funds only for eligible students to supplement, and in no case supplant, the amount of funds that, in the absence of Title I funds, would be made available from non- federal funds.
- **A school-wide program's** services must be extra to ALL students. The school must use its Title I funds to supplement, and in no case supplant, the amount of funds that, in the absence of Title I funds, would be made available from non-federal funds.

RECOMMENDATION:

- Consider approval of the revisions to change from a Title 1 Targeted Assistance School to a School-wide Title 1 School.

TITLE 1: TARGETED TO SCHOOL-WIDE

For the 23-24 school year, the charter will move from TAS to SWP:

Each charter school has followed the process and all the required steps to move from TAS to SWP.

Targeted (TAS) Title 1:

A TAS program is to assist schools and LEAs to meet their responsibility to provide for all their students served the opportunity to meet the challenging state academic standards (Every Student Succeeds Act [ESSA] Section 1115[b]). Schools selected to receive Title I may use funds to provide services to eligible students identified as having the greatest need for special assistance (ESSA Section 1115[a]).

Newly Authorized School Wide Program (SWP):

For schools that meet the 40 percent student low-income threshold, the LEA will provide the low-income percentage;

The local Board approval date of the approved SWP plan.

*The Local Governing Board approval date must occur on or before **June 30** of the current school year. A school may begin to operate as a SWP on the day the Local Governing Board approved the SWP plan. The SWP Waiver approval date must be either the same or before the Local Board's approval of the SWP Plan

A description of the activities the school will include ensuring that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:

o Ensure that those students' difficulties are identified on a timely basis; and

o Provide sufficient information on which to base effective assistance to those students. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Annually reviewing and revising, as necessary, the schoolwide plan (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c

Cover Sheet
Grant Plans

Section: **III. Academic Excellence**
Item: **F. Grant Plans**
Purpose: **Discussion & Potential Action - Vote**

BACKGROUND:

- The school is ready to approve updated or new grant plans for the 2023-2024 school year.
- Public Hearings were held at the May Board meeting if applicable.
- The schools have already presented each of the three grants and how the funds will be allocated to serve students.

RECOMMENDATION:

- Consider approval of the revised Educator Effectiveness Grant, Arts, Music, & Instructional Materials Block Grant, and the Prop 28 Arts Grant.

Educator Effectiveness Block Grant 2022

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

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
$145,504.00		

[EC 41480](EC 41480)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision A from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Ventura County Office of Education Induction Program	$55,504		$20,000			75,504.00
Professional Development - TCOE or Other Vendor	$12,000		$5,000			17,000.00
Internal-Director of Professional Growth & Development	$19,000		$15,000			34,000.00
	$16,000					16,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	$4,000					4,000.00
	$13,000					13,000.00
	$10,000					10,000.00
	$3,000					3,000.00
	$7,000					7,000.00
	$6,000					6,000.00
Subtotal	145,504.00	0.00	40,000.00	0.00	0.00	185,504.00

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Development connected to Community Academic Events			$15,000			15,000.00
Resources to support Community Academic Events			$5,000			5,000.00
Subtotal	0.00	0.00	20,000.00	0.00	0.00	20,000.00

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Student Success Practice and Recognition Program connected to Achievement			$9,394.06			9,394.06
Subtotal	0.00	0.00	9,394.06	0.00	0.00	9,394.06

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Resources and PD to Support five tier MTSS			$10,000			10,000.00
Subtotal	0.00	0.00	10,000.00	0.00	0.00	10,000.00

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	145,504.00	0.00	40,000.00	0.00	0.00	185,504.00
Subtotal Section (2)	0.00	0.00	20,000.00	0.00	0.00	20,000.00
Subtotal Section (3)	0.00	0.00	9,394.06	0.00	0.00	9,394.06
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	0.00	10,000.00	0.00	0.00	10,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	**145,504.00**	**0.00**	**79,394.06**	**0.00**	**0.00**	**224,898.06**

Total planned expenditures by the LEA:
224,898.06

Note:
Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:
- specific purchases made;
- the number of the following educators who received professional development:
    - Teachers;
    - Administrators;
    - Paraprofessional educators;
    - Classified staff.

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.

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

experiences
3. INSTRUCTIONAL MATERIALS, SUPPLIES, EQUIPMENT, & TECHNOLOGY: Ensure materials, equipment, and partnerships are maintained to provide creative spaces and resources for all arts programing
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

2. Statement of Need/Need Assessment:

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.

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.

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.

3. Program(s) Description:

Focus Area 1: School Culture
Continue to foster and sustain a school culture that values arts education

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.

Focus Area 2: Curriculum & Instruction

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 career[1]. 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.

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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.

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[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
Updated Sick Leave,
Personal Necessity Leave (PNL), & Paid Time Off (PTO)

Section: IV. Operations

Item: A. Updated Sick Leave, Personal Necessity Leave (PNL), & Paid Time Off (PTO)

Purpose: Discussion & Potential Action - Vote

BACKGROUND:

- The school is looking for approval to update Sick Leave, Personal Necessity Leave (PNL), & Paid Time Off (PTO) for the various staffing categories.
- Classified and Administrators do not need PNL because they have PTO. As such PNL is being rolled into PTO.
- This update, if approved, will be added to the Employee Handbook.

RECOMMENDATION:

- Consider approval of the updated Updated Sick Leave, Personal Necessity Leave (PNL), & Paid Time Off (PTO) language.

SICK LEAVE, PERSONAL NECESSITY LEAVE, & PAID TIME OFF

	Sick Leave	**PNL**	**PTO**
Teachers	• 32 hours annual • Cap 120 hours • Hours beyond cap go into STRS retirement bank	• 48 hours annual • Cap 48 hours • Hours beyond cap go into Sick Leave bank	None
Coordinators	• 40 hours annual • Cap 120 hours • Hours beyond cap go into STRS retirement bank	• 48 hours annual • Cap 48 hours • Hours beyond cap go into Sick Leave bank	None
Classified	• Cap 120 hours • See Below	• None	• Cap 168 hours
Administrators	• Cap 120 hours • See Below	• None	• Cap 168 hours

Full Time Teachers

Prior to the beginning of their school year teachers will receive 32 hours of Sick Leave and 48 hours of Personal Necessity Leave (PNL). If the additional hours of PNL put them over the 48 hour PNL cap the additional hours will be placed into an individual's Sick Leave bank. If an individual goes over the 120 hour Sick Leave cap additional hours will be placed in their STRS retirement account which is uncapped.

If an individual is hired as a full time teacher after the school year begins they will receive a prorated amount of Sick Leave and PNL based on the percentage of the remainder of the school year that is left. Fractional amounts will be rounded to the nearest tenth.

Part-time Teachers

Receive 24 hours of PNL on an annual basis. This time does not accrue from year to year.

Coordinators

Prior to August 1, will receive 40 hours of Sick Leave and 48 hours of PNL into their accounts. If the additional hours of PNL put them over the 48 hour PNL cap the additional hours will be placed into an individual's Sick Leave Bank. If an individual goes over the 120 hour Sick Leave cap additional hours will be placed in their STRS retirement account which is uncapped.

Administrators – Sick Leave and Paid Time Off (PTO) is based on days worked:

Sick Leave hours will be placed into individual administrators' accounts in July. Once the 120 Sick Leave cap is reached any additional hours will be placed into their STRS retirement account.

210-220 - 88 hours sick leave
221 + - 96 hours of sick leave

PTO - Capped at 168 PTO is accrued each pay period
210-220 – 88 hours PTO 3.67 hours per pay period
221+ – 96 hours PTO 4 hours per pay period

Full-time Classified Employees

Sick Leave in July all classified employees will have 24 hours placed into their Sick Leave Bank and then accrue 3 hours per pay period with a 120 cap.

PTO - Cap at 168 hours
- 215 - 88 hours PTO 3.67 hours per pay period
- 230 - 96 hours PTO 4 hours per pay period

On July 1, 2023 any remaining PNL will be rolled into Administrative and Classified team members PTO even if this places them above the 168 hour cap. They will be able to utilize these hours.

Part-time Classified Employees

On their first day of work they will have 24 hours of Sick Leave placed into their bank. These hours can not accrue from one school year to the next.

Cover Sheet
Compensation Policy

Section: **IV. Operations**

Item: **B. Compensation Policy**

Purpose: **Discussion & Potential Action - Vote**

BACKGROUND:

- The school worked with legal and CharterSAFE to revamp the Compensation Policy to include essential, required information.
- The proposed version is concise and better meets the needs of the school.
- Highlighted changes include:
    - Removal of the job descriptions and pay scales/schedules, which will be made accessible to staff through the internal repository of school information
    - Travel/mileage reimbursement
    - Classified overtime eligibility to align with employment status and regulations

RECOMMENDATION:

- Consider approving the updated Compensation Policy.

Monarch River Academy

Human Resource | Certificated, Classifies, Administrative and Supervisory Compensation Policy

Dedication to Non-discrimination

It is the policy of Monarch River Academy School not to discriminate on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations.

Important Information
- This summary does not alter the at-will nature of the employment relationship and nothing in this summary shall limit the School's right to terminate employment at-will or limit the School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. This includes, without limitation, the School's right to modify the compensation of any employee at any time, with or without notice and with or without cause.
- Pay increases are not granted automatically each year; therefore, neither past nor future compensation can be calculated, assumed, or predicted on the basis of this schedule or any information contained herein. Compensation of any employee may also be adjusted at any time based on operational needs of the School.
- The Superintendent shall recommend compensation for all School staff, consistent with the budget approved by the School Board. An employee's regular compensation is paid on a semi-monthly basis in accordance with the School's payroll practices and policies.
- The School reserves the right to change, suspend, revoke, terminate, or supersede provisions of this compensation schedule at any time. To the extent any of provisions herein differ from the terms of an employee's employment agreement, the terms of the agreement shall prevail.

Compensation Philosophy

A compensation philosophy is a statement that defines what an organization offers and chooses to reward via its compensation system. The School's compensation philosophy places emphasis on equity, transparency, excellence, and commitment. These five key values are the foundation for all School compensation structures and practices.

We offer…
- comprehensive compensation packages for all staff, including base salary and benefits. Certain employees may be eligible for bonuses and stipends, as set forth herein
- a dynamic culture and vibrant community of colleagues united by shared dedication to students, a commitment to innovation, and a strong growth mindset
- unique career pathways, growth and development opportunities, and leadership roles that

encourage staff to challenge themselves
- equitable compensation, regardless of gender, race/ethnicity, national origin, sexual orientation, age, religion, disability or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations
- a transparent and clearly communicated compensation system, so that staff understand what factors may determine individual compensation and how and when potential changes to compensation will be affected.

We recognize and reward…
- exceptional performance and contributions that enable excellent student outcomes
- commitment of staff who contribute to the long-term success of our students and our organization

For teachers…

Given the role they play in providing educational services, teachers are particularly critical to the success of our mission. As such, we offer teacher compensation to attract and retain talented educators, and we specially recognize and reward:

- exceptional teacher performance that leads to growth and excellence for students
- commitment of teachers who develop deep, high-quality educational experience (within or outside of the School) and assume critical leadership responsibilities

TEACHER COMPENSATION

Teacher Definition:

For purposes of this schedule, a Teacher is defined as a person who has a valid credential or certificate that allows them to teach a specific subject matter or special education.

Salary Placement Guidelines:

Upon hire, each employee's salary placement will be calculated based on the YEAR an employee fits, and in accordance to the professional and teaching experience gathered in previous years in the institutions outlined in this manual and on other factors such as prior performance (which includes a rehired employee).

The starting salary of a new employee may exceed the salary of a current employee in the same position based on the new employee's units and years of experience.

Creditable Years of Experience:
- The School has the option to grant one (1) YEAR for each one (1) year of approved creditable teaching or professional experience up to 5 (five) years.
- Up to five additional years of service may be approved by the Superintendent for candidates who have school-desired experience in what the school determines to be "hard-to-staff" positions.
- One year of creditable professional or teaching experience will be granted for full-time employment, which is employment for 100% of an institution's normal work schedule during the school year
- A partial year of creditable professional or teaching experience can be granted for up to a year of part-time employment, which is less than 100% of an institution's normal work schedule during the school year.
- Creditable professional or teaching experience may be earned in:
  - California and US public, charter, and private elementary and secondary schools
  - Accredited foreign public, charter, and private elementary and secondary schools
  - California, US, and foreign accredited universities and colleges

Page 2 of 9

- Non-public special education contract schools for special education teachers
- Other regionally accredited educational institutions
  - Creditable teaching experience is experience as a teacher in one of the institutions outlined above.
  - A maximum of 2 years of substitute teaching experience in California and US public, charter, and private elementary or secondary schools may be accepted.
  - Two years of teacher assistant experience in the above institutions will be equal to 1 YEAR in the salary schedule up to a maximum of 2 YEARS.
  - Other relevant professional experience may be considered by the Superintendent or designee.

The Superintendent or his or her designee may adjust a rehired teacher's placement on the pay scale as appropriate based on the employee's accumulated experience following the teacher's separation from the School, which may result in a higher or lower placement on the scale than the teacher would have otherwise been placed had the teacher been continuously employed.

Credential/Certification:
  - Teachers holding a valid and active credential (i.e., preliminary, clear, lifetime) California teaching certificate at the time of hiring/rehiring will generally be compensated in accordance with the applicable teacher salary table (B Basis, C Basis or Special Education) for certificated teachers.

  - The School may hire teachers with a bachelor's degree who do not hold a clear teaching credential. Staff holding an alternative certification (intern, emergency, or preliminary credential) are rated on the same salary teacher table as certificated teachers.

  - A teacher is eligible to advance to the proper Pay Scale level once they meet the requirement for that specific Pay Scale Level and Group based on their creditable years of service and post-BA units, if applicable.

  - For any given school year, teachers must submit any successfully completed post-BA units no later than October 1st in order for the units to be applied to the teacher's salary in that school year. Any proof of successfully completed post-BA units submitted to the School after October 1st will not result in an adjustment to compensation until the following school year. Teachers will be required to submit a form with their projected increase in units before the start of the school year.

  - Any increase in pay resulting from an advancement on the Pay Scale based on the successful completion of post-BA units will not take effect until after the School's receipt of sufficient documentation supporting the advancement. Pay increases for post-BA units will not be paid retroactively. For illustration purposes, if a teacher is awarded a degree on January 15 and provides proof of the degree on May 1, any advancement on the Pay Scale and increase in pay will be effective beginning the next school year on July 1st. The teacher will not be paid at the higher rate of compensation retroactively (i.e., for the periods between January 15 and July 1).

  - If a teacher is awarded a degree on August 15 and provides proof of the degree on October 1, any advancement on the Pay Scale and increase in pay will be effective beginning the first pay period following October 1. The teacher will not be paid at the higher rate of compensation during the periods between August 15 and October 1.

  - All teaching credentials must be reflected on the California Commission on Teacher Credentialing's website.

Advanced Degree/Certificate Stipends:

- Staff who hold a Masters degree will receive a $1000 stipend paid in equal installments throughout the pay periods .
- Staff who hold a Doctoral degree are entitled to additional compensation of a $3000 stipend paid in installments throughout the pay periods in addition to their current annual salary on the Salary Table. The Doctorate stipend is inclusive of the $1,000 Masters degree stipend.
- The stipend is not included in your annual salary and may be processed separately from regular earnings.
- The stipends will be paid as set forth in the Stipend Descriptions below.

Signing Bonus:
If the School decides to issue signing bonuses, the following requirements shall apply.
- Signing bonuses may be offered to teachers certified in an area of critical concern as defined by the School, to promote diversity, or to address specific concerns at the school.
- The Superintendent shall designate the individuals authorized to receive the signing bonus.
- The signing bonus must be approved by the Board.
- To qualify for a signing bonus, the teacher must:
    - be certified in the field they are hired to teach.
    - teach in that field of the bonus.

- The signing bonus will be at the conclusion of the contractual year for each year the bonus applies.

Voluntary Transfer to Lower Role Placement or Teaching position:
- Employees approved to voluntarily transfer to a position in a lower placement on the salary scale will be placed in the new salary placement or teacher salary schedule, and the salary will be calculated as it is in the new placement or schedule.

Supplemental Duty Stipends:
- Stipends are assigned and approved by the Superintendent or his/her designee at the beginning of the school year or semester or as otherwise noted in the Supplemental Chart located in the Employee Handbook.
- Teachers who perform the supplemental duties outlined in the Supplemental Chart are eligible to receive the corresponding stipends as indicated and only if assigned/awarded to the teacher by the Superintendent or his/her designee. The number of stipends awarded under each category and/or the periods of service during the school year are at the sole discretion of the Superintendent or his/her designee.
- Supplemental duty stipends are authorized for the specific year assigned and are not renewed for the future years unless specifically authorized for those years. This means additional duties such as New Teacher Trainer, SPED Lead Teacher, etc. are assigned on a year by year basis and are not guaranteed responsibilities that carry over from year to year.
- Supplemental pay will cease when there is no need for the duty, the employee becomes ineligible or as otherwise determined in the sole discretion of the School.
- The School, in its sole discretion, may choose not to offer certain stipends
- Stipend amounts and requirements will be reviewed periodically and may be modified from time to time at the sole discretion of the School.
- Supplemental duty stipends are prorated and will be paid as set forth in the Stipend Chart, once the Supplemental duty has started.
- Student stipends are paid per semester based on the teacher roster on a month by month basis throughout the school year.

- Certificated employees who work from a home office will receive a Utility stipend of $75.00 per month. Certificated employees that have a specialty position, will receive $100 per month. Employees who have a school provided cell phone or Hotspot or who work in the office on a part-time basis will have the stipend adjusted accordingly. Certificated employees who work from a home office will receive an Office Supplies stipend of $100 per school year.
- Certificated employees who are required to travel to work-related destinations outside of their normal work location will be compensated per mile based on the IRS current mileage reimbursement rate. Mileage from an employee's home, regardless of job description, to the normal work location is not reimbursable. The normal work location is the location to which an employee is regularly assigned. (Example: An employee may be required to work from home four days a week and one day a week at the office. In that example their normal work location is their home four days a week and the office one day a week.)

Additional Supplement Bonus ("Supplement"):
The Superintendent may recommend a Supplement for teachers as set forth in this section.

- An Superintendent, in his or her sole discretion, shall determine what duties shall be supplemented based upon the operational needs of the school.
- A supplement is not automatic, and can be provided at the discretion and approval of the Superintendent, based on additional work beyond the regular work responsibilities.
- A supplement will be paid to the employee in accordance with the schedule provided by the School at the time of supplement award.
- The supplemental award shall not exceed $35,000 or 50% of annual salary.
- All supplements listed are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the teachers' regular salary.
- Teacher supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the teacher and the Superintendent prior to performing the supplemental duties.
- Supplements will be paid in installments or one lump sum if less than $1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage, Extra Student Pay and Enrollment Milestones.
- To qualify for an extended duty supplement, the following criteria must be met as requested and assigned by the Superintendent:
    - 1. The Superintendent must first agree with the teacher on the terms
    - 2. The supplemental work must be separate from the normal job responsibilities.
    - 3. The work must be completed or in the progress of being completed.

Part-time Teachers:
For all part-time teachers.

- Part-time/Full time Status: Compensation for part-time teachers will be $32.00 per hour. Estimated hours for part-time teachers each week includes a maximum of 10 hours per week for approved non-instructional activities (recruiting, planning, grading, parent conferences, etc.) and one (1) additional hour per week per enrolled student. This allotted time should be sufficient to complete each part-time teacher's duties. All time worked will be compensated at the part-time teacher's hourly rate. Part-time teachers will work no more than up to 17 hours of work per pay period in July and for up to 8.5 hours of training in August.

- Part-time teachers must accurately record and timely submit records of all time worked and observe all lunch and rest breaks as outlined in the School's employee handbook. Part-time employees may not work overtime (i.e., over 8 hours in a workday or 40 hours per workweek) without written authorization from their direct supervisor.

When a caseload of 15 students is reached, employees may be rated in and placed on a salary table and given health care benefits contingent upon the teacher's expected maintenance of a case load at the norm of 28 students for full-time teachers. Carrying a caseload of less than 28 students over a course of three (3) consecutive months may result in a return to part time status.

CLASSIFIED COMPENSATION
<u>Experience and Placement</u>
- Each classified employee will be placed on the salary schedule based on their creditable years of experience, which will be categorized as equivalent or applicable experience.
- Equivalent experience is the directly related experience of an employee to the position held or hired. Applicable experience is the other administrative, teaching, or professional experience which is not directly related to the position held or hired.
    - Example: Office Manager experience at a private school is accepted as equivalent experience for a person in the Office Manager position, but teaching experience will be applicable experience.
    - Example: SPED instructional aide at a school district, or a company may be equivalent experience for the SPED instructional aide position, but SPED center aide will be applicable experience.
- The evaluation of prior experience and placement on the Salary Scale will be recommended by the Human Resources Department and the Superintendent or designee makes the final decision, consistent with the School's approved budget.
- The following criteria will be considered in the evaluation of prior experience:
    - The number of days worked in a year must be at least 180 days as a full-time employee
    - The percentage of days worked
    - Position held
    - Type of the organization and accreditation
- Each equivalent year of creditable experience will be equal to 1 YEAR, and each year of creditable applicable experience will be equal to a 0.5 YEAR. If the total years of experience is a fraction of a whole, it will be rounded up.
    - Example: 3.5 YEARS will be rounded to 4.0 YEARS of experience.
- Rehired employee's years of experience in the same or higher salary placements will be treated as equivalent experience.
- The starting salary of a new employee may exceed the salary of a current employee in the same position based on the creditable years of experience as defined herein.
- Creditable experience may be earned from other schools, districts or any other employer.
- The Superintendent shall recommend the creation of new positions as needed and will evaluate and recommend placement of the new positions in the appropriate role, together with any necessary budget adjustments required, to be approved by the School Board.
- Classified employees who work from a home office will receive a Utility stipend of $75.00 per month. Classified employees that have a specialty position, will receive $100 per month. Employees who have a school provided cell phone or Hotspot or who work in the office on a part-time basis will have the stipend adjusted accordingly. Classified employees who work from a home office will receive an Office Supply stipend of $100 per school year.

- Classified employees who are required to travel to work-related destinations outside of their normal work location will be compensated per mile based on the IRS current mileage reimbursement rate. Mileage from an employee's home, regardless of job description, to the normal work location is not reimbursable. The normal work location is the location to which an employee is regularly assigned. (Example: An employee may be required to work from home four days a week and one day a week at the office. In that example their normal work location is their home four days a week and the office one day a week.)

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

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

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

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

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

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

Experience – Nonexempt Employees

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

Experience - Exempt Employees:
- The Superintendent or his or her designee may designate or hire a Classified employee in an Exempt Employee's status and place on the appropriate pay scale, based on the employee's accumulated relevant experience, level and scope of responsibility, and Charter School needs.

Additional Supplement Bonus ("Supplement"):
The Superintendent may recommend a Supplement for classified staff members as set forth in this section.
- An Superintendent, in his or her sole discretion, shall determine what duties shall be supplemented based upon the operational needs of the school.
- A supplement is not automatic, and can be provided at the discretion and approval of the Superintendent, based on additional work beyond the regular work responsibilities.
- A supplement will be paid to the employee in accordance with the schedule provided by the School at the time of supplement award.
- The supplemental award shall not exceed $35,000 or 50% of annual salary.
- All supplements awarded are paid for the performance of duties beyond the regular work day and normal job responsibilities and are not approved solely on the basis of position classification or previous supplement payment. Additional time spent fulfilling job duties does not constitute a basis for compensation beyond the classified staff members' regular salary.
- Classified staff member's supplements will be set forth in a Supplement Performance Order. The Supplement Performance Order Request shall be completed and signed by the classified staff member and the Superintendent prior to performing the supplemental duties.
- Supplements will be paid in installments or one lump sum if less than $1,001. However, this option will not be available where it would cause the employee to receive compensation prior to providing the service.
- Additional Supplements may include things such as Winter Break Coverage and Enrollment Milestones.

- To qualify for an extended duty supplement, the following criteria must be met as requested and assigned by the Superintendent:
    - The Superintendent must first agree with the classified staff member on the terms
    - The supplemental work must be separate from the normal job responsibilities.
    - The work must be completed or in the progress of being completed.

Sick Leave Hours:

- Employees will be granted sick leave. Detailed Sick Leave Hours can be found in the Employee handbook.

Revised: June 20, 2023

Cover Sheet
Revised Salary Schedules

Section: **IV. Operations**

Item: **C. Revised Salary Schedules**

Purpose: **Discussion & Potential Action - Vote**

BACKGROUND:

- After careful consideration and strategic financial planning, the school is proposing a 5% salary increase for the following:
  - Counselors
  - Coordinators
  - Directors
  - Teachers
  - SPED Support
- The increase is reflected in the 2023-2024 school budget.
- The new salary amounts would go into effect July 1, 2023.

RECOMMENDATION:

- Consider approving the revised Salary Schedules.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Counselor	$68,250	$70,298	$72,407	$74,578	$76,816	$79,121	$81,494	$83,939	$86,457	$89,051	$91,723	$94,474	$97,308	$100,228	$103,234

1. Annual Salary for Counselor is based on 201 workdays. The 201 workdays is a minimum number of workdays, Counselors may need to work additional days beyond the work calendar.

2. Annual Stipend Additions:
    a. Master Stipend is $1,000 paid in two installments in December and March
    b. Annual Doctorate Stipend is $3,000
    c. NBC or Doctorate Differential is $3,000 paid in two installments in December and March; The $3,000 is inclusive of the $1,000 Master Stipend

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

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Coordinator 1	$78,301	$80,650	$83,069	$85,561	$88,128	$90,772	$94,225	$97,052	$99,963	$102,962	$106,051	$109,232	$112,509	$115,885	$119,361
Coordinator 2	$84,898	$87,445	$90,068	$92,770	$95,553	$98,420	$101,372	$104,414	$107,546	$110,772	$114,095	$117,518	$121,044	$124,675	$128,415
Coordinator 3	$91,279	$94,017	$96,837	$99,743	$102,735	$105,817	$108,991	$112,261	$115,629	$119,098	$122,671	$126,351	$130,141	$134,046	$138,067

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

2. Annual Stipend Additions:
   a. Master Stipend is $1,000 paid in two installments in December and March
   b. Annual Doctorate Stipend is $3,000
   c. NBC or Doctorate Differential is $3,000 paid in two installments in December and March; The $3,000 is inclusive of the $1,000 Master Stipend

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

June 2023

	1	2	3	4	5	6	7	8	9	10
Assistant Director 210 Day Calendar	$112,875	$115,500	$118,125	$120,750	$123,375	$126,000	$128,625	$131,250	$133,875	$136,500
Director 1 215 Day Calendar	$133,875	$136,500	$139,125	$141,750	$144,375	$147,000	$149,625	$152,250	$154,875	$157,500
Director 2 Assistant Superintendent 220 Day Calendar	$154,875	$157,500	$160,126	$162,750	$165,375	$168,000	$170,625	$173,250	$175,875	$178,500
Superintendent 230 Day Calendar	$170,625	$173,250	$175,875	$178,500	$181,125	$183,750	$186,375	$189,000	$191,625	$194,250

1. Directors may hold a student roster of 5 up to 10.

2. Annual Stipend Additions:
   a. Master Stipend is $1,000 paid in two installments in December and March
   b. Annual Doctorate Stipend is $3,000
   c. NBC or Doctorate Differential is $3,000 paid in two installments in December and March; The $3,000 is inclusive of the $1,000 Master Stipend

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

Independent Study Teacher & Virtual Independent Study Teacher Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL							
	A Minimum B.A.	B 14 Post Bac	C 28 Post Bac	D 42 Post Bac	E 56 Post Bac	F 70 Post Bac	G 84 Post Bac	H 98 Post Bac
1	$65,520 **	$65,520 **	$65,520	$65,520	$65,520	$65,520	$65,520	$65,520
2	$65,520 **	$65,520 **	$65,520	$65,520	$65,520	$65,520	$65,520	$67,158
3	$65,520	$65,520	$65,520	$65,520	$65,520	$65,520	$67,486	$68,837
4	$65,520	$65,520	$65,520	$65,520	$65,520	$67,158	$69,173	$70,558
5	$65,520	$65,520	$65,520	$67,158	$67,158	$68,837	$70,902	$72,322
6	$65,520	$65,520	$65,520	$68,837	$69,173	$70,558	$72,675	$74,130
7	$65,520	$65,520	$67,486	$70,558	$71,248	$72,322	$74,491	$75,983
8	$65,520	$65,520	$69,510	$72,322	$73,386	$74,491	$76,354	$77,883
9	$65,520	$65,520	$71,595	$74,130	$75,587	$76,727	$78,266	$80,998
10	$65,520	$65,520	$73,744	$76,725	$77,854	$79,028	$81,393	$84,643
11				$79,026	$80,191	$81,399	$84,242	$87,606
12				$81,397	$82,997	$83,840	$87,190	$90,234
13				$83,839	$85,487	$86,775	$90,242	$92,941
14					$88,051	$89,378	$93,401	$95,729
15						$92,507	$96,202	$98,600
20						$95,744	$99,089	$101,559
25							$102,061	$104,605
30								$108,267

1. Master Stipend is $1,000 paid in two installments in December and March

2. NBC or Doctorate Differential is $3,000 paid in two installments in December and March. The $3,000 is inclusive of the $1,000 Master Stipend.

3. Annualized salary includes 195 work days. The 195 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

4. ** Staff holding an alternative certification (Intern or Emergency) are restricted to A1, A2, B1, and/or B2.

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

Specialized Independent Study Teacher Salary Schedule

PAY SCALE GROUP	PAY SCALE LEVEL							
	A Minimum B.A.	B 14 Post Bac	C 28 Post Bac	D 42 Post Bac	E 56 Post Bac	F 70 Post Bac	G 84 Post Bac	H 98 Post Bac
1	$65,520 **	$65,520 **	$65,520	$65,520	$65,520	$65,520	$65,520	$66,830
2	$65,520 **	$65,520 **	$65,520	$65,520	$65,520	$65,520	$67,486	$68,835
3	$65,520	$65,520	$65,520	$65,520	$65,520	$67,486	$69,510	$70,900
4	$65,520	$65,520	$65,520	$65,520	$67,486	$69,510	$71,595	$73,028
5	$65,520	$65,520	$65,520	$67,486	$69,510	$71,595	$73,744	$75,218
6	$65,520	$65,520	$65,520	$69,510	$71,595	$73,744	$75,956	$77,474
7	$65,520	$65,520	$65,520	$71,595	$73,744	$75,956	$78,234	$79,799
8	$65,520	$67,486	$68,141	$73,744	$75,956	$78,234	$80,581	$82,193
9	$65,520	$69,510	$70,867	$75,956	$78,234	$80,581	$82,998	$84,658
10	$65,520	$71,595	$74,055	$78,234	$80,581	$82,998	$85,904	$87,621
11			$74,055	$80,581	$82,998	$85,489	$88,480	$90,689
12				$82,998	$85,489	$88,053	$91,135	$93,409
13				$85,489	$88,053	$90,695	$93,869	$96,212
14					$90,695	$93,415	$96,685	$99,098
15						$96,219	$99,586	$102,071
20						$99,105	$102,573	$105,133
25							$105,651	$108,287
30								$111,535

1. Master Stipend is $1,000 paid in two installments in December and March

2. NBC or Doctorate Differential is $3,000 paid in two installments in December and March. The $3,000 is inclusive of the $1,000 Master Stipend.

3. Annualized salary includes 195 work days. The 195 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

4. ** Staff holding an alternative certification (Intern or Emergency) are restricted to A1, A2, B1, and/or B2.

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

SPED Case Manager Salary Schedule

MONARCH RIVER ACADEMY

PAY SCALE GROUP	PAY SCALE LEVEL							
	A Minimum B.A.	B 14 Post Bac	C 28 Post Bac	D 42 Post Bac	E 56 Post Bac	F 70 Post Bac	G 84 Post Bac	H 98 Post Bac
1	$65,520 **	$65,520 **	$65,520	$65,520	$65,520	$66,830	$68,167	$69,530
2	$65,520 **	$65,520 **	$65,520	$65,520	$67,486	$68,501	$70,214	$71,618
3	$65,520	$65,520	$65,520	$67,486	$68,835	$69,871	$71,618	$73,051
4	$65,520	$65,520	$65,520	$68,835	$70,900	$71,967	$73,767	$75,242
5	$65,520	$65,520	$67,486	$70,212	$73,028	$74,127	$75,979	$77,499
6	$65,520	$65,520	$69,510	$71,616	$75,218	$76,720	$78,639	$80,212
7	$65,520	$66,830	$71,248	$73,765	$77,474	$79,406	$81,391	$83,019
8	$65,520	$68,835	$73,030	$75,978	$79,799	$82,186	$84,239	$85,925
9	$65,520	$70,900	$74,855	$78,257	$82,193	$85,062	$87,188	$88,932
10	$65,520	$73,382	$76,727	$80,604	$84,658	$87,613	$89,803	$91,600
11				$83,022	$87,198	$90,242	$92,498	$94,348
12				$85,513	$89,815	$92,949	$95,273	$97,179
13				$88,079	$92,509	$95,738	$98,131	$100,093
14					$95,284	$98,610	$101,075	$103,096
15						$102,061	$104,613	$106,705
20						$105,633	$108,274	$110,440
25							$111,523	$113,753
30								$117,165

1. Master Stipend is $1,000 paid in two installments in December and March

2. NBC or Doctorate Differential is $3,000 paid in two installments in December and March. The $3,000 is inclusive of the $1,000 Master Stipend.

3. Annualized salary includes 195 work days. The 195 work days is a minimum number of work days, and team members may need to work additional days beyond the work calendar.

4. ** Staff holding an alternative certification (Intern or Emergency) are restricted to A1, A2, B1, and/or B2.

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

SCHOOL PSYCHOLOGIST

STEP	1	2	3	4	5	6	7	10	13	16	20	24
SALARY	$89,250	$93,266	$97,463	$101,849	$106,432	$111,221	$116,227	$119,714	$123,305	$127,004	$130,814	$134,738

PROGRAM SPECIALIST

STEP	1	2	3	4	5	6	7	10	13	16	20	24
SALARY	$87,697	$91,205	$94,853	$98,648	$102,593	$106,697	$110,965	$114,294	$117,723	$121,254	$124,892	$128,639

SPEECH & LANGUAGE PATHOLOGIST

STEP	1	2	3	4	5	6	7	10	13	16	20	24
SALARY	$91,873	$95,548	$99,370	$103,345	$107,479	$111,778	$116,249	$119,736	$123,329	$127,028	$130,840	$134,764

OCCUPATIONAL THERAPIST

STEP	1	2	3	4	5	6	7	10	13	16	20	24
SALARY	$87,697	$91,205	$94,853	$98,648	$102,593	$106,697	$110,965	$114,294	$117,723	$121,254	$124,892	$128,639

NURSE

STEP	1	2	3	4	5	6	7	10	13	16	20	24
SALARY	$80,300	$83,512	$86,853	$90,327	$93,940	$97,698	$101,605	$105,669	$109,897	$114,292	$118,864	$123,618

1. Annual Salary for Counselor is based on 205 workdays of a 12-month calendar. The 205 workdays is a minimum number of workdays, Counselors may need to work additional days beyond the work calendar.
2. Annual Stipend Additions:
   a. Master Stipend is $1,000 paid in two installments in December and March
   b. Annual Doctorate Stipend is $3,000
   c. NBC or Doctorate Differential is $3,000 paid in two installments in December and March; The $3,000 is inclusive of the $1,000 Master Stipend
3. Annual Salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board.

Cover Sheet
Field Trip Policy
Board Policy No. 6153

Section: IV. Operations

Item: D. Field Trip Policy / Board Policy No. 6153

Purpose: Discussion & Potential Action - Vote

BACKGROUND:

- The school endeavors to provide extracurricular and supplemental, in-person learning opportunities through the Field Trip & Events Program.
- Unfortunately, it is common for families to sign up to attend and then do not. This is problematic for several reasons and has prompted the school to propose an adjustment to the Field Trip Policy to encourage families to honor their commitment to attend events they have reserved.

RECOMMENDATION:

- Consider approving the school's recommendation to revise the Field Trip Policy.

Monarch River Academy

Instructional | Program
FIELD TRIP POLICY

The Governing Board of Monarch River Academy recognizes that school-sponsored trips are an important component of a student's development. These types of trips supplement and enrich the homeschooling and classroom learning experience. In addition, field trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. School-sponsored field trips may be conducted in connection with the Monarch River Academy's course of study or school-related social, educational, cultural, athletic, school band activities or other extracurricular or co curricular activities.

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

1.   Define the Requirements for a Field Trip
2.   Explain Supervision, Chaperone and Guest Policies
3.   Identify Instructional Funds Available to Each Family for Field Trips
4.   Identify Transportation Options and Insurance Requirements for Transportation

1. Overview: No field trips may be made to locations, activities, or programs where students will be treated unfairly based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, equal rights, and opportunities in the educational institutions of the state.

School-sponsored trips are those that are single-day, community based or those that are specifically approved by the Governing Board of Monarch River Academy (such as multi-day trips, or those costing the Monarch River Academy in excess of $100 per pupil). The Superintendent of Monarch River Academy shall establish a process for approving a staff member's request to conduct a school-sponsored trip that fall outside the limitations of this section. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, school and student expense, and transportation and supervision requirements. Superintendents may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

All field trips are voluntary, and no student is required to attend any given field trip. A student's ability to attend any field trip is limited by the amount of enrichment funds available for that student. The teacher of records is responsible for mapping out a child's field trip plan for the year to enhance the child's educational plan.

2. Field Trip Supervision: Given the need for adequate supervision of the students attending school-sponsored trips and given the nature of the educational program offered by Monarch River Academy, Monarch River Academy has approved the use of student planning amounts to pay for the costs of admission for one chaperone per enrolled student, with a maximum of two chaperones per four (4)children in a family who are enrolled in Monarch River Academy. If applicable, Monarch River Academy will approve the use of student planning amounts to pay for the costs of

admission for an additional chaperone for additional children in a family and who are enrolled in Monarch River Academy in excess of four (up to eight). Children in a family means children living, part- or full-time, with a parent/guardian, irrespective of adoptive status or marital status of the parents/guardians. The funds used to pay for the chaperone as allowed in this paragraph shall be instructional funds available to each family. Student planning amounts cannot be used for non-enrolled siblings or guests.

Families are limited to one school-sponsored overnight field trip per year with admission paid for one chaperone using enrichment funds when available. Monarch River Academy will not provide the cost of admission for any chaperones for vendor trips and independent enrichment trips.

It is the responsibility of parents/guardians to ensure proper supervision over their children enrolled in Monarch River Academy at all times during a school-sponsored trip. In some instances, chaperones may take their own non-enrolled children (two years and older) as guests on appropriate school-sponsored trips, provided they make arrangements with the venue directly for the purchase of admittance and they assume full responsibility for their behavior and safety, with approval of the Superintendent. Guest tickets are no longer purchasable from the School directly and all transactions for non-enrolled students must be between the vendor and the parent/guardian directly.

The staff chaperone shall use a field trip attendance form to track attendance, emergency contact information, and identify any authorized adults to pick-up students after hours, if applicable. Staff chaperones shall always have an emergency contact phone number for the Superintendent. If a serious discipline incident occurs during a field trip, the School's staff chaperone shall notify the Superintendent immediately. No student shall be sent home or separated from the school group without prior approval of the School's staff chaperone.

3. Accommodations: If a family requires special accommodation due to a child's special education needs identified in the child's Individual Education Plan (IEP) or Section 504 plan, the family may request accommodation from the Superintendent.

4. Student and Family Responsibilities: All persons making the field trip or excursion shall be deemed to have waived all claims against the Monarch River Academy and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. All adults, parents, and guardians taking any field trip or excursion shall sign a statement waiving all claims when placing their orders in the Field Trip and Events system.

All students on a school-sponsored trip are under the jurisdiction of Monarch River Academy and shall be subject to school disciplinary rules and regulations.

Before a student can participate in a school-sponsored trip, the School's staff chaperone shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities.

5. Transportation: Parent(s)/guardian(s) are solely responsible for transporting their children to the location where the field trip starts. The staff chaperone will provide the location for the field trip, and the time to meet, to the parent(s)/guardian(s) once the field trip has been confirmed.

The School's staff chaperone shall use a field trip attendance form to track attendance, emergency contact information, and identify any authorized adults to pick-up students after hours, if applicable. School staff chaperones shall always have an emergency contact phone number for the Superintendent. If a serious discipline or safety incident occurs during a field trip, the School's staff chaperone shall notify the Superintendent immediately. No student shall be sent home or separated from the School group without prior approval of the School's staff chaperone.

6. Cancellation Policy: Parents may cancel prior to the booking close for a full refund. ~~After booking closes, if a waitlisted participant registers and fills the desired canceled spot(s), the same number of tickets may be canceled for a full refund.~~ After booking closes, ~~if the ticket cannot be transferred to a waitlisted student or chaperone~~ there is no refund.

7. Attendance Policy: If a cancellation is not completed in accordance with the policy, trip attendance is required. Students and chaperones unable to attend reserved trips must notify the School as soon as possible but no later than 24-hours prior to the trip start date. Failure to notify the School is considered trip non-attendance and may result in the revocation of future privileges.

The first incidence of trip non-attendance will result in a warning with no further remedial action.

The second incidence of trip non-attendance will immediately suspend future trip reservations for that student and require participation in an appeal process with the School's Director of Community Engagement. After appeal, the ability to reserve trips may be restored at the School's discretion.

The third incidence of trip non-attendance will immediately suspend future trip reservations for the student for the remainder of the school year with no possibility of appeal.

8. Waitlisting: The School will offer priority booking for the next trip that is the same as the missed trip for waitlisted families. For example, if Family A is waitlisted on Zoo Trip A they will get a priority invite to book for Zoo Trip B when booking opens for that trip.

9~~8~~. Pre-Release Priority Booking: When the School pre-releases a new trip to a waitlisted group, families will have one (1) week priority to book their tickets. After one (1) week, the trip will be released to all students. A family who has received the pre-release invite will be removed from the waitlist whether they booked a ticket or not.

10~~9~~. Independent Study Teacher (IST) Approval: Field Trip and Event orders require the approval of ISTs before they are processed. ISTs will consider chaperone guidelines and number of allowable tickets when reviewing a field trip request. Approved field trips will show IST Approved Status in the Ordering System

Adopted: January 25, 2022
Revised June 20, 2023

Cover Sheet
Board Metrics Report - June

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

BACKGROUND:

- End of School Year Board Report
- This report includes:
  - 2023-2024 Enrollment information
  - Testing & Assessment
  - Community Engagement
  - Special Education
  - End of Year Survey Data
  - 2023-2024 School Plans including:
    - Staffing (Org Chart)
    - Onboarding 2.0
    - Hiring Process
    - RTI
    - Middle School
    - ESVA
    - Community Engagement
    - Curricular Plan
    - Regional Coordinator Teams

RECOMMENDATION:

- Provide School Administrators with input and guidance.

Monarch River Academy
June 2023

School Enrollment

Students Currently Enrolled for the 2023-2024 School Year:

Grade	Totals
TK	4
KN	56
1	114
2	107
3	125
4	99
5	87
6	91
7	73
8	80
9	37
10	34
11	42
12	22
Totals	**971**

- There are new students currently in the process of being enrolled now.
- Between Monarch River Academy & Yosemite Valley Charter School there are 801 active In-Progress + Completed (awaiting import) new students in the Enrollment Process.
- Conservative projections include 398 expected new applicants between now and the first day of school.

Testing & Assessment
Becky Bennett, Testing Coordinator

Internal Benchmark Progress Report 2022-2023
Star 360 Assessments (Reading, Mathematics, Early Literacy)

Growth Report

To determine the rate of student growth the Student Growth Percentile (SGP) is calculated to see how adequately students are progressing over the course of the year. The SGP is determined by first calculating growth between current test scores and up to two previous scores, then comparing that calculation to the growth of academic peers. See table:

Greater Growth	Typical Growth	Less Than Typical Growth
66th – 95th SGP	35th – 65th SGP	5th – 34th SGP

Reported are the percent of students at or above the 35th student growth percentile, which shows growth relative to others in the same grade with a similar Star Assessment score history. The given calculations used the student's earliest score in Fall compared to their latest score in the given window. The Statewide Median is also provided for comparison.

Star Mathematics Assessment	Students 1st-12th Grades

- Fall- Spring 22-23
  - **56.8%** of students made typical or greater than typical growth.
  - *CA Statewide Median 48%*

Star Reading Assessment	Students 1st-12th Grades

- Fall- Spring 22-23
  - **57.8%** of students made typical or greater than typical growth.
  - *CA Statewide Median 47%*

Star Early Literacy Assessment	Students TK-KN Grades

- Fall- Spring 22-23
  - **64.7%** of students made typical or greater than typical growth.

Proficiency Report

Rather than measuring growth over time, proficiency levels are calculated based on California state referenced cut-scores. These show how the proficiency level on the state test corresponds to the Star Assessment scores. The standard against which the scores are judged can be described as performance levels such as Below Basic, Basic, Proficient, and Advanced. To remain consistent with California's standard benchmarks, performance levels in this report are referred to as Level 1, Level 2, Level 3, Level 4. Below you will find the percent of students in each Benchmark Category as described.

Star Mathematics Assessment	Students 1st-12th Grades

	Level 1	Level 2	Level 3	Level 4
Monarch River	24%	23%	25%	28%
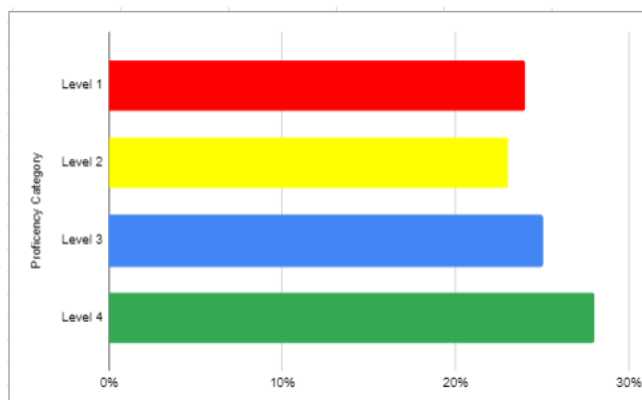
Star Reading Assessment — Students 1st-12th Grades

	Level 1	Level 2	Level 3	Level 4
Monarch River	15%	15%	30%	41%
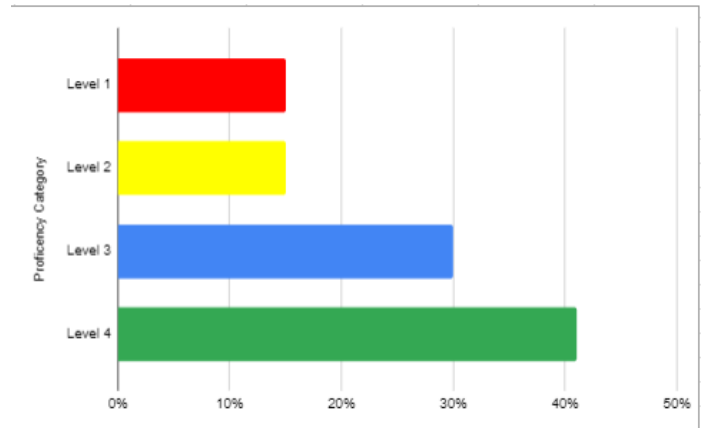
Star Early Literacy Assessment — Students TK-KN Grades

	Level 1 (Below 20 PR)	Level 2 (20-39 PR)	Level 3 (40-54 PR)	Level 4 (55 PR +)
Monarch River	13%	6%	4%	76%
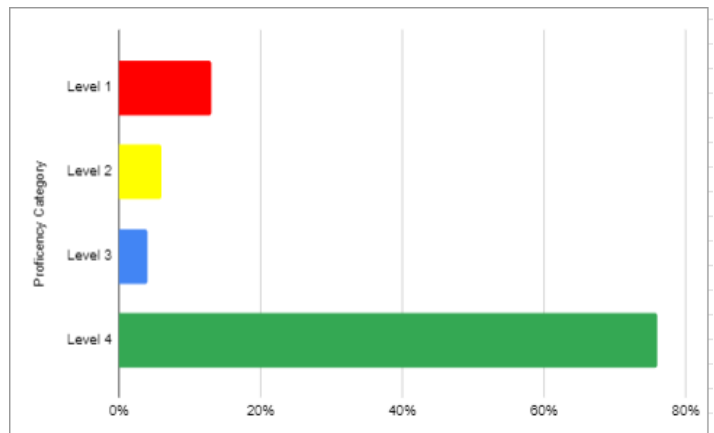
Participation

Participation rates for Star 360 were improved to 99% this Spring with only a handful of students not tested. This includes a particular sub-group for whom the assessment has been deemed inappropriate and an alternative assessment is given in its place.

Community Engagement
Michelene Fitzgerald, Director of Community Engagement

End of Year Progress Report

Our in-person comeback story is epic! The 2022-23 school year was our first attempt at community building after the global pandemic that halted all in-person interactions and moved our school to virtual connections. Our team consisted of adjunct duties for event implementation by the Teachers, event lead from the Regional Coordinators, Academic Adventure (field trip) planning by The Axia Group, the Community Resources Engagement Assistant, and the Director of Community Engagement. Graciously, the Board has granted us the building capacity to make a major impact on our in-person events for the 23-24 school year.

End of Year Statistics

2022-2023	Yosemite Valley Charter	Monarch River Academy	Total
Virtual Student Clubs	348	103	451
Adventure Days	633	179	821
MS/HS Hangouts	71	Events were hosted in Fresno, likely both schools represented.	71
Academic Adventures (50 total trips)	Student and Chaperone Tickets = 2544	Student and Chaperone Tickets= 693	3227 tickets

Our program serves the general student body throughout the sixteen counties in our most densely populated areas. Based on LCAP goals, the department increases student achievement by offering hands-on STEAM activities, thematic literature, physical activities, and social interactions for the whole family.

The charter was not sure how well these would be attended and you can see from the stats that we had incredible interest for the first year with a small team to implement our lofty goals. Our goals for the first year were to offer in-person community building, Academic Adventure opportunities, and online clubs and to reintroduce the community to our school. We surpassed the goal for 22-23 and have lofty goals for 23-24.

For the 23-24 school year, the Community Arts team will document and connect all activities and events to our LCAP goals, school mission, and vision. We have ten Community Arts Educators, a Secondary Activities Specialist, and paraeducators to support our events. The team plans to host events in Bakersfield, Visalia, Kingsburg, South Fresno, East Clovis, North Fresno, Northwest Fresno, Madera, Merced, Monterey County, and Mammoth. We will impact the student body by hosting consistent events that families can plan on and look forward to. Our locations and event planning have come from parent feedback surveys, accountability reports, and staff input from families.

Special Education
Dr. Steven James, Senior Special Education Director

End of Year Report

- **Assessment Team & Services Team**
  - We performed 144 Intellectual Assessments
    - Only 30 were contracted out
  - We kept 125 of our Virtual Speech and OT Services in-house.
  - Over 100 Health Assessments were performed by our School Nurse
  - The assessment team had their initial reports reviewed by F3 Law and we found 100% of their reports were defensible in a court of law.
  - We had over 80 initial SpEd Assessments this school year, compared to 30 last school year 2021-22.

- **Reading Horizons**
  - Is a Research Based Peer Reviewed program we are using for our struggling readers. It is Orton-Gillingham based and we have extended the duration and frequency from 1x 30 minutes a week to 3x 30 minutes a week. The data strongly indicates positive gains for a majority of our students.

- **Grade Appropriate Standards Based Education**
  - We graduated 24 Special Education from our two schools
  - We fully exited 14 students from special education (8 at YVC & 6 at MRA.)
  - We implemented a study skills course for our HSVA students.
  - The inclusion (Least Restrictive Environment) has grown and we are pushing into these virtual courses.
  - We piloted a Special Day Class (SDC) in our Moderate-to-Severe program.
    - We had great feedback from the families
      - Students have become more social
      - One went from refusing to be on camera to reading in front of her peers and attending prom
  - We have only one student currently receiving SAI in a 1:1 setting in our Mild-to-Moderate Program. Prior to the school year we had nearly 100. The families are also seeing the benefit as the students are working in small groups and can be observed by the Speech & Language teachers.

- **Future Developments**
  - We have hired internally for a SDC Coordinator and we will be building that program in the Fall
  - We will have a Study Skills program for the Middle School students next year
  - We have hired an additional Speech & Language Pathologist (SLP) to provide virtual services
  - We are hoping to have a BCBA, OT, and an in-person SLP for next school year.

MRA End of Year
Feedback Survey Data Analysis

Number of respondents - 65

Is this your first year with Monarch River Academy or Yosemite Valley Charter School?
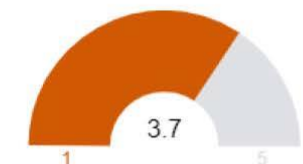
■ Yes 32% ■ No 68%

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

■ Yes 80% ■ No 20%

Please rate your Welcome and Introduction experience.
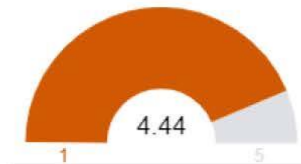
On a scale of 1-5
the average rating was **3.7**.

3.7

Welcome and Intro Experience - What could we do to improve?
The most common request was for more clarity and guidance in regard to curriculum options.

Please rate Administrative Support.

From a scale of 1-5
the average rating was **4.44**.

4.44

Administrative Support - What could we do to improve?
All responses were positive, some admins were given praise by name. Overall, communication was being listened to were the main celebrations.

Please rate your experience with Adventure/Park Days.

From a scale of 1-5
the average rating was **3.63**.

3.63

1   5
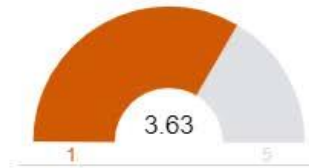
Adventure/Park Days - What could we do to improve?
The vast majority of the responses related to having more events, structured learning activities, and a wider range of locations.

Please rate your experience with Curriculum Ordering.

From a scale of 1-5
the average rating was **4.28**.

4.28

1   5
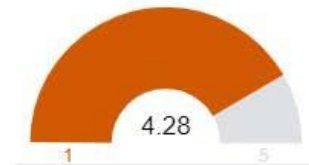
Curriculum Ordering - What could we do to improve?
The responses were mostly positive, there were a couple of suggestions in order to make the ordering system more user friendly.

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

From a scale of 1-5
the average rating was **3.92**.
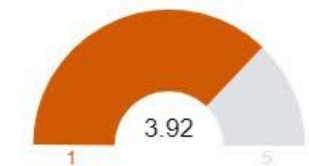
3.92

1   5

**Elementary School Virtual Academy/Middle School Virtual Academy -
What could we do to improve?**
Most responses were positive, there were suggestions made to improve the process to upload work assignments, improve instructional time, and include more brain breaks/movement.

Please rate your experience with Enrichment Academy Online.

From a scale of 1-5
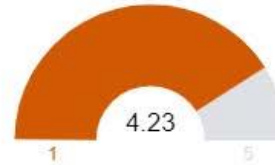the average rating was **4.33**.

4.33

1   5
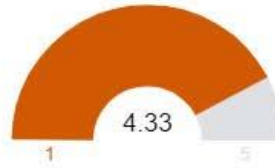
Enrichment Academy Online - What could we do to improve?
There was one response submitted, they really enjoyes EA online and requested in person learning options.

Please rate your experience with Enrichment/Tech Ordering.

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

4.23

1   5

Enrichment/Tech Ordering - What could we do to improve?
The most common request for what we can do to improve related to the variety of vendors and sites, and how some are slower or more difficult to work with than others. There were some requests to improve ordering processes.

Please rate your experience with the High School Virtual Academy.

From a scale of 1-5
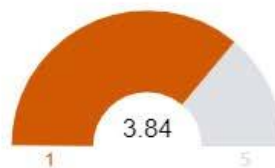the average rating was **3.75**.

3.75

1   5
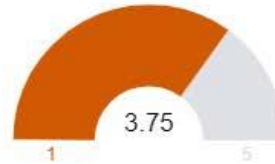
High School Virtual Academy - What could we do to improve?
Most of the responses were positive, the only requests were to offer more sports and electives that are not "self-paced", and to teach the students more accountability.

Please rate your experience with Intervention.

From a scale of 1-5
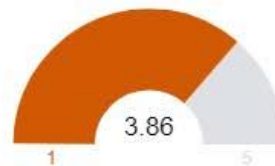the average rating was **3.8.**

3.84

1   5

Intervention - What could we do to improve?
Most of the feedback was positive, there was one comment on improving communication and another on offering better options for students who are performing higher academically.

Please rate your experience with the Lending Library.

From a scale of 1-5
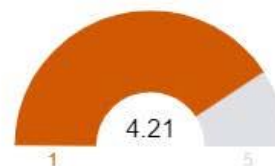the average rating was **3.86.**

3.86

1   5

Lending Library - What could we do to improve?
The most common requests were to increase the Lending Library hours, improve systems and processes like online ordering and checking in items, and better advertise the park days.

Please rate your experience with School Communication

From a scale of 1-5
the average rating was **4.21.**

4.21

1   5

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

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

From a scale of 1-5
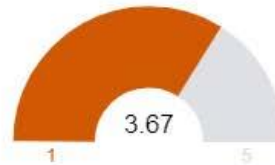the average rating was **2.67**.

2.67

1 5
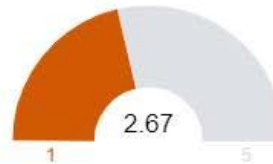
Social Emotional Learning (SEL) - What could we do to improve?
The only responses made were requests for improvement: prioritization of SEL, communication improvement, and more constant scheduling.
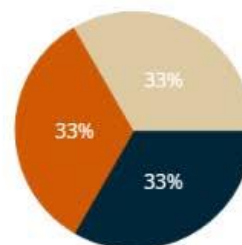

Please rate your experience with Special Education.
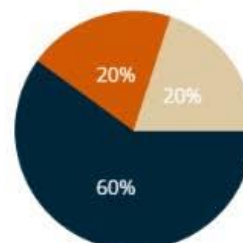
From a scale of 1-5
the average rating was **3.67**.

3.67

1 5

Please rate your experience with SAI (Specialized Academic Instruction)

Very Satisfied 33%
Satisfied 33%
Somewhat Satisfied 33%

33%
33%
33%

Please rate your experience with VA Inclusion

Very Satisfied 60%
Satisfied 20%
Somewhat Satisfied 20%

20%
20%
60%

Please rate your experience with Case Management

- Very Satisfied 33%
- Satisfied 11%
- Somewhat Satisfied 44%
- Not Satisfied 11%

Special Education - What could we do to improve?
There were many great comments. The most common requests were to improve student placement, increase the opportunity to be placed with an in house speech therapists, and to improve communication.

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

From a scale of 1-5
the average rating was **4.67**.

4.67
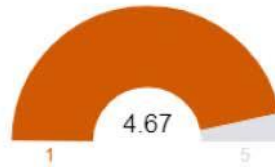
IST Support and Communication - What could we do to improve?
One comment mentioned the need to switch to a different IST due to "strictness" and amount of writing samples. Other than that, all responses were positive. Many comments were made praising teacher communication, grace, attentiveness, support, care, and availability. One comment mentioned the need to switch to a different IST due to "strictness" and amount of writing samples.

General School Feedback:

Students found the following core academic subject the most challenging:

- Math 58%
- ELA/Reading 40%
- Social Studies 2%

Highschool students' post-graduation plans consist of the following:

College 58%
Trade School 40%
Police Work 2%

40%
2%
58%

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

From a scale of 1-5 the average rating was **4.52**.

4.52
1   5
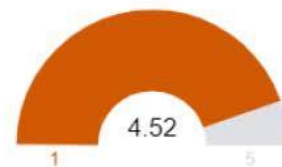
Do you have any general questions or feedback?
Mostly all responses were positive comments about the school. The only recommendations were to have more clear communications and to limit mid-semester changes.

Other - What other feedback would you like to provide? How are we doing and/or what might we do to Improve?
The main responses were positive comments with a few recommendations. Parents asked for more guidance on tips/tools for student specific needs, and more face to face opportunities.

MRA End of Year Feedback Survey Data Analysis
Number of respondents - 65

95% of parents/guardians feel satisfied with the school's progress in building relationships with families.

99% 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.

97% of parents/guardians feel the MRA provides a quality education that focuses on the academic success of each child.

98% of parents/guardians feel that MRA offers support that promotes learning at high levels.

95% of parents/guardians feel that MRA provides a variety of activities as well as vendor and enrichment opportunities in which students can participate.

96% of parents/guardians feel that MRA welcomes parental participation at all levels.

99% of parents/guardians feel that MRA treats all students with respect.

97% of parents/guardians feel that MRA keeps them well informed about school activities.

97% of parents/guardians feel that MRA has teachers that go out of their way to help students.

100% of parents/guardians feel that MRA has adults that really care about students.

100% of parents/guardians feel that MRA effectively communicates in regard to their student's academic progress.

School Leadership
2023-2024

SUPERINTENDENTS

Steph Johnson
Superintendent

Jenny Plumb
Assistant Superintendent
Student Support Services

Maria Thoeni
Assistant Superintendent
Educational Services

DIRECTORS

Dr. Steven James
Deputy Director to the Superintendents

Barbara Bolanos
Regional Coordinators (Student Support Services)

Natalie Douty
Regional Coordinators (Ed. Services)

Lorraine Sewell
Special Education

Dr. Yolanda Vazquez
Student Support

Dr. Damien Phillips
Human Resources & Financial Operation

Anna Wilkinson
Assistant Director of Professional Growth & Development

Denise Voth
Secondary Education (HSVA)

Amy Friesen
Assistant Director of Secondary Education

Michelene Fitzgerald
Community Engagement

COORDINATORS

Vikki Shumaker
504

Amy Guerrero
Early Learning

Kelly Pettit
English Language

Emily Catron
Secondary Virtual Academy

Paige Beard
Special Day Coordinator

Valerie Blackburn
Student Success

Jennifer Clymer
Student Success

Jeff Grunau
Student Success

Rebecca Bennett
Testing

Lorinda Riffel
Elementary Virtual Academy

REGIONAL COORDINATORS

Melanie Hemaidan **Mary Lowe** **Corrine Hernandez** **Stacey Pettitt** **Kristen Rhodes** **Christina Schwarz** **Lindsay Tharp** **Brooklyn Vanderveen** **Stephanie Williams**

PROGRAM SPECIALISTS

Kristina Emig **Melissa Patt** **Nicolle Solorio**

The Journey of Learning... Continues.

Onboarding 2.0 – Anna Wilkinson, Dr. Yolanda Vazquez, Denise Voth, Natalie Douty
- Tiers of Support Flyer (behavioral, emotional, academic)
- SPED separate office hour sessions
- Paraprofessional summer curriculum ordering before 1st day of school
- New Family Orientations beginning in May

Hiring Process – Anna Wilkinson & Dr. Damien Phillips
- Revised screening process
- HR paper screening
- Pre-screening interview
- Group session for top-tier candidates
- Summer Work for Classified
    - Management/Classified Handbooks
    - Ed Plan/Bright Thinker Alignment
    - Ordering
    - Ed Plan revisions

RTI – Jenny Plumb, Maria Thoeni, Dr. Yolanda Vazquez, Barbara Bolaños
- SPED Tiers of Support
- 5 Levels - staff training, parent education, improved 504 process, expanded SST team
- Special Day Classes
- Alignment of Case Managers and Specialized Academic Instruction (SAI)
- Staff feedback survey
- Website - Visual support/resource/training vault for families
- Parent training (1-1 consult and/or group live, recorded series)

Middle School Updates – Amy Wilkinson, Maria Thoeni
- Secondary Team
- 7th-8th is MSVA
- 3-day per week option added for 7-8 ELA and 7-8 Math
- MSVA Teachers also oversee Edgenuity
- Report Cards required
- Events specific to this age group
- SS/Science Course Outlines- developing a more structured plan

ESVA Updates – Lorinda Riffel, Maria Thoeni
- 3-day per week option added for 3-6 ELA and K-6 Math
- TK-2 has 4-day per week foundational reading plus 2 day for Literature and writing
- Homework club available so that students can get help 4 days per week no matter what
- Events- field trips, park days, virtual academic events

[Community Engagement](#) – Michelene Fitzgerald, Jenny Plumb, Dr. Damien Phillips

        Parent Education

        Community Arts Educators

                -10 total, spread throughout the community

                -Intended to provide Arts Education, Parent training, and Community groups

                - 1 Secondary Activity Specialist - Sports, e-Sports, Secondary events

        Arts & Music Grant

                -Used to bring Art and STEM to the community

        Awards and Incentives delivered in person at events

[Streamlined Curricular Plan](#) – Natalie Douty, Jenny Plumb

- Bright Thinker/Ed Plan Alignment/Writing Project
- Curriculum and Instruction Specialist Team
    - IST & Parent supports and resources
    - Onboarding curriculum plan in place by 1st day of school
- [Curriculum Flyer](#)
- TK Update
    - Putting on a regional team
    - Overseen by Natalie

RC Teams – Barbara Bolaños

- [RC Teams (ISTs only)](#) - 9 RC Teams
- [IST Meetings Schedule 23-24](#)
- [All-Staff Meetings Schedule 23-24](#)
- [Staff In-Service Days (Draft)](#)

Cover Sheet
2023-2024 Board Meeting Calendar

Section: V. Governance
Item: B. 2023-2024 Board Meeting Calendar
Purpose: Discussion & Potential Action - Vote

BACKGROUND:

- The 2023-2024 Board Meeting Calendar was drafted in line with the previously approved annual meeting schedule.

RECOMMENDATION:

- Consider approving the 2023-2024 School Board Meeting Calendar.

July 2023

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

August 2023

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

September 2023

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

October 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	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				

November 2023

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

December 2023

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

January 2024

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

February 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024

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

April 2024

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

May 2024

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

June 2024

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

School Year Dates

Date	Event
Aug 7	Teachers Back to Work
Aug 23	First Day of School
Aug 28-Sept 8	Fall Star 360
Sept 15	HS Senior Sunrise
Dec 11-Jan 12	Winter Star 360
Nov 30	HS Sadie Hawkins Dance
Jan 26	End of Semester 1
Feb	Physical Fitness Testing
Feb 9	Report Cards Due
Mar 11-May 10	State Testing
April 26	HS Prom
May 13-24	Spring Star 360
May 24	Graduation - Monterey
May 31	Graduation - Fresno
June 7	Last Day of School
June 12	Report Cards Due
Jun 14	Last Teacher Work Day

School Holidays

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

Important Board Items

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

Regular Board Meeing Dates

Date
Sept 26
Dec 5
Jan 23
Feb 20
May 21
June 18

Important Board Items

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

- School Closed
- Regular Board Meeting
- * Important Board Dates

Cover Sheet
Annual Brown Act Training for 2023-2024

Section: **V. Governance**

Item: **C. Annual Brown Act Training for 2023-2024**

Purpose: **Discussion & Board Direction - Informational**

BACKGROUND:

- Annually, Board Members must complete Brown Act and Conflict of Interest Training.
- The school organizes the training and needs guidance to plan this year's:
  - Month: August or September
  - Good days/times that work for all Board members
  - Live or recorded training
  - If live: In person, virtual, or both

BROWN ACT & BOARD TRAINING

1. **Governance Fundamentals/Basics**
   a. Brown Act Basics
   b. General Governance
   c. Managing & Mitigating Conflicts of Interest
   d. Governance vs. Management

2. **Mission & Planning**
   a. Creating/Refining a Mission & Vision
   b. Overview of Strategic Planning

3. **Performance Monitoring and Oversight**
   a. Lead Administrator/Executive Director Evaluation Process (Toolkit)
   b. Bylaws Review (Toolkit)
   c. Monitoring Academic Growth & Performance
   d. Monitoring Financial Performance & Sustainability

Cover Sheet
PUBLIC EMPLOYEE PERFORMANCE EVALUATION:
Superintendent - Closed Session

Section: **V. Governance**

Item: **D. PUBLIC EMPLOYEE PERFORMANCE EVALUATION:**

                                    Superintendent - Closed Session

Purpose: **Discussion & Potential Action - Vote**

BACKGROUND:

- The Board will meet in Closed Session to continue the Board's evaluation of the Superintendent.
- Any action taken in Closed Session will be reported out in Open Session.

Cover Sheet
PUBLIC EMPLOYEE APPOINTMENT:
Superintendent - Closed Session

Section: **V. Governance**

Item: **E. PUBLIC EMPLOYEE Appointment:**
                         Superintendent - Closed Session

Purpose: **Discussion & Potential Action - Vote**

BACKGROUND:

- The Board will meet in Closed Session to consider the appointment of the Superintendent.
- Any action taken in Closed Session will be reported out in Open Session.

Cover Sheet
Report Out of Any Action Taken in Closed Session

Section: V. Governance
Item: F. Report Out of Any Action Taken in Closed Session
Purpose: Board Report of Action, if Any

BACKGROUND:

- The Board will report out any actions taken in Closed Session for both Public Employee Performance Evaluation and Public Employee Appointment.

Cover Sheet
Superintendent Contract,
Compensation Package, & Fringe Benefits
(Medical Insurance, Mileage Stipend, & Utility Stipend)

Section:	**VI. School Administration**
Item:	**A. Superintendent Contract, Compensation Package, & Fringe Benefits (Medical Insurance, Mileage Stipend, & Utility Stipend)**
Purpose:	**Discussion & Potential Action - Vote**

BACKGROUND:

- The Board must approve the lead administrator's contract and compensation package in Open Session.
- The proposed contract is unchanged from the previous year including the same stipends, with one exception to the change in salary which reflects a move from Superintendent Column 1 to Column 2, inclusive of the proposed 5% Salary Schedule increase.

RECOMMENDATION:

- Consider approving the Superintendent's 2023-2024 Contract and Compensation Package.

FIXED TERM EMPLOYMENT AGREEMENT BETWEEN MONARCH RIVER ACADEMY
CHARTER SCHOOL & Stephanie Johnson, Superintendent

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the above named employee ("Employee") and the Governing Board ("Board") of Monarch River Academy Charter School. The Board desires to hire employees who will assist Monarch River Academy Charter School in achieving the goals and meeting the requirements of the school. The parties recognize that Monarch River Academy Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting Monarch River Academy Charter School in implementing its purposes, policies, and procedures.

WHEREAS, Monarch River Academy Charter School and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. **STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT**

1. Monarch River Academy Charter School has been established and operate pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq*. Monarch River Academy Charter School has been duly approved by the Alta Vista Elementary School District ("District"), according to the laws of the State of California.

2. Pursuant to Education Code section 47604, Monarch River Academy Charter School has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 et seq. of the Corporations Code). As such, Monarch River Academy Charter School is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of Monarch River Academy Charter School, and the Employee signing below expressly recognizes that Employee is being employed by Monarch River Academy Charter School and not the District.

3. Pursuant to Education Code section 47610, Monarch River Academy Charter School must comply with all of the provisions set forth in their charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.

4. Monarch River Academy Charter School shall be deemed the exclusive public school employer of the employees at Monarch River Academy Charter School for purposes of Government Code section 3540.1.

B. **EMPLOYMENT TERMS AND CONDITIONS**

1. **Duties**

Employee will perform such duties as Monarch River Academy Charter School may reasonably assign and Employee will abide by all school policies and procedures as adopted and amended from time to time. In person SAI is an essential part of this

position. It is the policy of Monarch River Academy Charter School that all employees must reside, live, and stay in the state of California on all school days and pupil free workdays in order to be employed by Monarch River Academy Charter School. If you do not reside, live, and stay in the state of California or move out of California during your identified work days, you cannot work for Monarch River Academy Charter School. Monarch River Academy Charter will not have out of state compliance such as other state's tax withheld or workers comp insurance available. Any employee found out of compliance with this policy will be removed from their position and terminated from employment.

2. **Term and Work Schedule**

Subject to Section C, "Termination of Agreement" herein, Monarch River Academy Charter School hereby employs Employee for the term of the school year, commencing on or after **July 1, 2023.** Minimum workdays for the Employee shall be consistent with the applicable calendar of workdays for this position, and Employee may need to work additional days beyond the work calendar.

Monarch River Academy Charter School shall have the right to assign or reassign the Employee to positions, duties, or additional duties and to make changes in responsibilities, work, or transfers, at any time during the contract term. All School employees will provide educational services either online or in-person. Specific programs will have specific needs and the Employee is expected to work in accordance with those specific needs. Any question should be directed to the immediate supervisor.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with Monarch River Academy Charter School.

3. **Compensation**

Employee will receive a salary schedule by October 30th each year indicating their placement on the salary schedule based on years of experience, post-baccalaureate credits, and the most current Board adopted salary schedule. You will be paid on the 10th and 25th of each month. which the Board shall withhold all statutory and other authorized deductions. This position is exempt from overtime law and Employee shall not be entitled to overtime. **Your position requires you to work 230 days. Your salary for SY 23-24 will be $173,250. Stipends: $4,200 annually for Mileage, $900 annually for Utility (Phone/Internet/etc.), and $1,000 annually for Degree [Masters] Stipend.**

4. **Employee Benefits**

Employee shall be entitled to participate in designated employee benefit programs and plans established by Monarch River Academy Charter School (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by Monarch River Academy Charter School in its sole discretion.

5. **Employee Rights**

Employment rights and benefits for employment at Monarch River Academy Charter School shall only be as specified in this Employment Agreement, the Charter Schools Act and Monarch River Academy Charter School's Personnel Handbook, which from time to time may be amended and modified by Monarch River Academy Charter School, in Monarch River Academy Charter School's sole discretion. Employment rights and benefits may be affected by other applicable agreements or directives or advisories from the California Department of Education or State Board of Education. During the term of this Agreement, Employee shall not acquire or accrue tenure, or any employment rights with Monarch River Academy Charter School.

6. **Licensure**

Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

7. **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in Employee's professional capacity or within the scope of Employee's employment whom Employee knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges Employee is a childcare custodian and is certifying that Employee has knowledge of California Penal Code section 11166 and will comply with its provisions.

8. **Fingerprinting/TB Clearance**

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee will be required to submit evidence from a licensed physician that Employee was found to be free from active tuberculosis. Both clearances need to be in place prior to the first day of service. This job offer is contingent upon completion of a satisfactory background check. If the background check is not satisfactory, this job offer is withdrawn.

9. **Conflicts of Interest**

Employee understands that, while employed by Monarch River Academy Charter School, Employee will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with Employee's employment with Monarch River Academy Charter School. Employee agrees that Employee will not enter into any contract(s), or participate in making any contracts, in which Employee has a material financial interest. Employee also specifically agrees that Employee will not refer students to, or encourage students to utilize, any Monarch River Academy Charter School approved vendor to which the Employee has a familial or marital connection. Employee also specifically agrees that Employee will not

recommend that Monarch River Academy Charter School enter into a contractual relationship with a vendor to which the Employee has a familial or marital connection

10. **Outside Professional Activities**

Any outside professional activities (including consulting, speaking, and writing not on behalf of Monarch River Academy Charter School) shall not occur from 8:30 a.m. – 5 p.m. Monday through Friday, except holidays. Monarch River Academy Charter School shall in no way be responsible for any expenses attendant to the performance of such outside activities performed outside of employment with Monarch River Academy Charter School.

11. **School Intellectual Property and Non-Competition**

Employee may during the course of Employee's duties be advised of certain confidential business matters and affairs of Employer regarding its business practices, students, suppliers and employees. Employee's duties may also place Employee in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of Employer and not generally known to the public or competitors. Such proprietary information may include student information, competitive strategies, marketing plans, special designs or systems, and accounting information. Employee shall not, either during Employee's employment with Employer, or any time in the future, directly or indirectly:

a.   disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during Employee's employment;

b.   individually or in conjunction with any other person, firm, agency, company, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of Employer;

c.   without the written consent of Employer, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of Employer, except to the extent required in the ordinary course of Employee's duties;

Upon termination of employment, Employee is required to immediately return to Employer all property of Employer in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, curriculum, equipment and supplies, promotional materials, and similar items relating to the business of Employer.

C.   **TERMINATION OF AGREEMENT**

This Agreement may be terminated by any of the following:

1. **Early Termination with/without Cause:** The School Administration or Board may unilaterally, and with or without cause or advance notice, terminate this Agreement. In consideration of the right to terminate this Agreement without cause, the School shall pay to Employee two weeks of Employee's salary after termination occurs based on receipt of a release of claims agreement and the return of items identified in B.12.c. If the Employee refuses to sign a release of claims the Employee will be paid for one day of employment.

2. **Revocation/Nonrenewal of Charter**: In the event that Monarch River Academy Charter School is either revoked or non-renewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the process outlined in Section B above.

3. **Death or Incapacitation of Employee:** The death of Employee shall terminate this Agreement and all rights provided under this Agreement. In the event that Employee becomes incapacitated to the extent that, in the judgment of the Board, Employee may no longer perform the essential functions of Employee's job with or without reasonable accommodation, as set forth in the job specifications, the Board may terminate this Agreement.

D. NON-RENEWAL/EXPIRATION OF TERM

The Board may elect not to offer future employment agreements to Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.

E. PROVISIONS

1. **Waiver of Breach**

   The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. **Assignment**

   The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. **Governing Law**

   This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. **Partial Invalidity**

   If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions herein will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

F. **ACCEPTANCE OF EMPLOYMENT**

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with Monarch River Academy Charter School on the terms specified herein.

2. All information I have provided to Monarch River Academy Charter School related to my employment is true and accurate.

3. This is the entire agreement between Monarch River Academy Charter School and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement. It also supersedes any and all other agreements or contracts, either oral or written, between the Parties with respect to the subject matter hereof.

Employee Approval:

Employee Signature	**Date**

Monarch River Academy Charter School Approval:

Board President	**Date**