



Board Meeting Agenda

Jan 23rd 2024 6:00pm - 8:00pm

3610 E. Ashlan Avenue, Fresno, CA 93726

Regular Board Meeting - January 23, 2024

Join Virtually: <https://zoom.us/j/99162534048>

Meeting ID: 991 6253 4048

Join by Phone: (669) 444-9171

I. Opening Items

6:00pm

- A. Record Attendance
- B. Call the Meeting to Order
- C. Flag Salute
- D. Discussion & Potential Action on the Approval of the Agenda
- E. Public Comment
- F. Discussion & Potential Action to Approve the December 13, 2023 Special Board Meeting Minutes



12-13-2023 - Board Meeting Minutes - Draft.pdf












II. Finance

6:10pm

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

Christopher Williams

6:10pm

<div> Coversheet - Dec. Financials.pdf</div> <div> December Financial Report - MR.pdf</div>			
B. Discussion & Potential Action on the December 2023 Superintendent Divvy Expenses	Steph Johnson	6:20pm	
<div> Coversheet - Divvy.pdf</div> <div> Divvy Charges - MR.pdf</div>			
III. Academic Excellence		6:25pm	
A. Discussion & Potential Action on the School Accountability Report Card (SARC)	Steph Johnson	6:25pm	
<div> Coversheet -SARC.pdf</div> <div> 2022-2023 SARC - MR.pdf</div>			
B. Discussion & Potential Action on the Mid-Year LCAP Update & Budget Overview for Parents	Steph Johnson	6:35pm	
Informational			
<div> Coversheet -Mid Year LCAP & BOP.pdf</div> <div> 2024 LCAP Mid-Year Monitoring_Report for the 2023-24 LCAP - MR.pdf</div> <div> 2023 LCFF Budget Overview for Parents - MR.pdf</div>			
C. Discussion & Potential Action on the Extended School Year (ESY) for 2024	Steph Johnson	6:40pm	
<div> Coversheet -ESY.pdf</div> <div> Extended School Year (ESY) - MR.pdf</div>			
D. Discussion & Potential Action on the Annual Review of the Homeless Education	Steph Johnson	6:50pm	

Policy

Board Policy No. 6173



Coversheet - Homeless.pdf



6173 - Homeless Education Policy - MR - 2024 Annual Review.pdf

E. Discussion & Potential Action on the Annual Review & Revised Immigration Enforcement Policy

Board Policy No. 5145.13



Coversheet - Immigration.pdf



5145.13 - Immigration Enforcement Policy - MR - 1-23-2024.pdf

Steph Johnson

7:00pm

IV. Operations

7:10pm

A. Discussion & Potential Action on the 2024-2025 Enrollment & Staffing Proposal

Steph Johnson

7:10pm



Coversheet - Enrollment & Staffing Proposal.pdf



Enrollment & Staffing Proposal - 2024-2025 - MR.pdf

B. Discussion & Potential Action on 2024-2025 School Calendar

Steph Johnson

7:20pm



Coversheet - 2024-2025 School Calendar.pdf



School Calendar 25-26 - MR.pdf



School Calendar 24-25 - MR.pdf

C. Discussion & Potential Action on the Independent Auditor Selection

Steph Johnson

7:25pm



Coversheet - Auditor.pdf



MRA - Audit Contract 2022-2023 through 2024-2025.pdf

V. Governance

7:30pm

A. Presentation & Discussion of the Board Metrics Report - January 2024

Steph Johnson

7:30pm



Coversheet - Board Metrics.pdf



Board Metrics Report - January 2024 - MR.pdf

B. Public Employee Performance Evaluation Process: Superintendent

Steph Johnson

7:40pm



Coversheet - Admin Performance Eval.pdf



MR Administrator Evaluation - Steph Johnson.pdf

C. Presentation & Potential Discussion of the Annual Form 700 Filings

Rhonda Duerksen

7:50pm



Coversheet - Form 700.pdf

VI. Closing Items

7:55pm

A. Board of Director Comments & Request

B. Announcement of the Next Scheduled Board Meeting

1. Regular: February 20, 2024 at 6:00 PM

C. Adjourn Meeting

VII. Meeting Notes

- A. **Public Comment Rules:** Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate to the administrative team of your desire to address the Board or simply communicate orally your desire to address the Board when the Board asks for

public comments. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per single topic. If a member of the public utilizes a translator to address the Board, those individuals are allotted 4 minutes each. If the Board utilizes simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

- B. Note: The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at (562) 758-0511 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 1213))
- C. Note: Times listed on the agenda are estimates only and do not represent the actual time each agenda item will take place during the Board meeting. Similarly, the length of time noted for each of the agenda items also represents estimated duration, and not the actual length of time allocated for each.

END
8:00pm

I. Opening Items

A. Record Attendance

Directors Present In-Person: Dr. Sam Nofziger, Dr. Craig Wheaton, & Elizabeth Wagner

Director Present Remote under Just Cause for Travel: Dr. Monique Ouwinga-DeRuiter

Director Absent: Sarah Sanchez

School Staff In Person: Steph Johnson, Rhonda Deurksen, & Dr. Steven James

School Staff Remote: Denise Voth, Amy Friesen, Maria Thoeni, Anna Wilkinson, Natalie Douty, & Dr. Damien Phillips

Guests Present Remote: Christopher Williams & 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 Wednesday, December 13, 2023 at 6:39 PM.

C. Flag Salute

Dr. Nofziger led the Flag Salute.

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

Dr. Craig Wheaton made a motion to approve the agenda without item V.C. Employee Handbook.

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 September 26, 2023 Board Meeting Minutes

Elizabeth Wagner made a motion to approve the September 26, 2023 Board Meeting minutes.

Dr. Craig Wheaton seconded the motion.

The Board VOTED unanimously to approve the motion.

II. Closed Session

A. STUDENT PRIVACY ACT: Petition for Early Graduation (Student: 11383)

Dr. Craig Wheaton made a motion to enter into Closed Session at 6:42 pm.

Monique Ouwinga-Deruijter seconded the motion.

The Board VOTED unanimously to approve the motion.

Elizabeth Wagner made a motion to end Closed Session and return to Open Session at 6:50 pm.

Monique Ouwinga-Deruijter seconded the motion.

The Board VOTED unanimously to approve the motion.

B. Report Out of Any Action Taken in Closed Session

Dr. Sam Nofziger reported the Board took action to approve the student's petition to graduate early.

III. Finance

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

Christopher Williams from Absolute Charter Group presented the school's current financial report. His presentation included information about the financial climate and information to be aware of in anticipation of state funding.

Dr. Craig Wheaton made a motion to approve the July-October 2023 Financial Report.

Elizabeth Wagner seconded the motion.

The Board VOTED unanimously to approve the motion.

B. Discussion & Potential Action on the First Interim Report

Christopher Williams presented the school's First Interim Report.

Dr. Monique Ouwinga-Deruijter inquired about the staffing and benefits as well as the costs with regard to spending amounts.

Mr. Williams shared that Tulare County inquired about both items above and a third item questioning the increase in state revenue.

Elizabeth Wagner made a motion to approve the First Interim Report.

Dr. Craig Wheaton seconded the motion.

The Board VOTED unanimously to approve the motion.

C. Discussion & Potential Action on the Fiscal Policies & Procedures

Board Policy No. 1300

Christopher Williams presented the revisions to the Fiscal Policies and Procedures Manual.

Dr. Craig Wheaton made a motion to approve the Fiscal Policies & Procedures.

Elizabeth Wagner seconded the motion.

The Board VOTED unanimously to approve the motion.

D. Discussion & Potential Action on the Superintendent Divvy Expenses

There were no Divvy transactions to report.

IV. Academic Excellence

A. Discussion & Potential Discussion of the Winter Superintendent Report

Steph Johnson provided a school update including: Enrollment goals, projections, and plan for the remainder of the year; Expanded office space impacting Special Education Services; Administrative Professional Development - Charter School Development Center Conference in November; New Mission & Vision Statement.

Dr. Steven James reported there were no findings from the CDE SPED audit. He also shared testing data from last year's CAASPP testing results.

B. Presentation & Potential Discussion on the Annual Submission of the Local Indicators

Informational

Steph Johnson shared the school's Local Indicators were submitted on time.

V. Operations

A. Discussion & Potential Action on the 2022-2023 Audit Report

Steph Johnson shared the school's 2022-2023 audit came back without any findings.

Elizabeth Wagner made a motion to approve the 2022-2023 Audit Report.

Dr. Craig Wheaton seconded the motion.

The Board VOTED unanimously to approve the motion.

B. Discussion & Potential Action on the Updated Comprehensive Safety Plan

Dr. Damien Phillips Senate Bill 10, Melanie's Law, requiring high schools to include opioid training and plan for awareness campaign.

Dr. Monique Ouwinga-DeRuiter asked for clarification about the rest of the Plan, to ensure it remained unchanged.

Dr. Craig Wheaton made a motion to approve the Updated Comprehensive Safety Plan.

Monique Ouwinga-DeRuiter seconded the motion.

The Board VOTED unanimously to approve the motion.

**C. Discussion & Potential Action on the Updated Employee Handbook
(Daily/Hourly Rate Changes)**

This item was tabled during the agenda approval process at the beginning of the meeting.

VI. Governance

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

Maria Thoeni presented the school's December Board Metrics Report.

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

No action taken.

VII. Closing Items

A. Board of Director Comments & Request

Confirm quorum for January's meeting.

B. Announcement of the Next Scheduled Board Meeting

Regular: January 2024

C. Adjourn Meeting

Elizabeth Wagner made a motion to adjourn the Board Meeting at 8:01 PM.

Dr. Craig Wheaton seconded the motion.

The Board VOTED unanimously to approve the motion.

VIII. Meeting Notes

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Cover Sheet

December 2023 Financial Report

Section:	II. Financial
Item:	A. December 2023 Financial Report
Purpose:	Discussion & Potential Action - Vote
Related Material:	Financial Report - MR

BACKGROUND:

- Absolute Charter Group has prepared a financial report through December 2023.

RECOMMENDATION:

- Consider the approval of the December 2023 Financial Report



Monarch River Academy

FINANCIAL PRESENTATION

DEC 2023 YEAR-TO- DATE

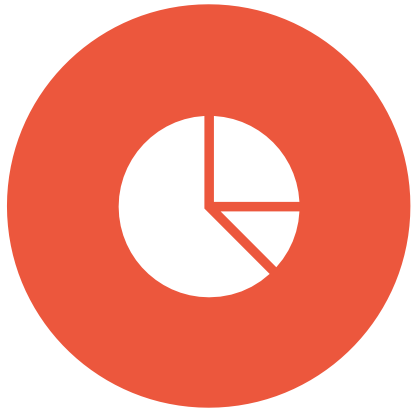
Financial Outlook

Governor's Budget: Gov. Newsome released his first draft of the 24-25 state budget.

Takeaways

1. The deficit (using the Governor's math) is \$38B, not \$68B.
2. **BAD NEWS:** Lower state revenues = lower mandatory payments to schools. This also creates a gap in available revenues to fund schools.
3. **GOOD NEWS:** The gap will be covered using the Public School System Stabilization Account, reappropriation and reversion funds. No fundings cuts and NO deferrals.
4. Continues to support the expansion of the TK program
5. The budget will support a COLA of 0.76% instead of the 3% in the October forecast for 24-25.
 1. 25-26 = 2.73% Forecast = 3.00%
 2. 26-27 = 3.11% Forecast = 3.00%
 3. 27-28 = 3.17% Forecast = 0.00%

Authorizer Page



Cash balance is 4.0MM
and represents 2.5
months of expenses



The 2023 Fund Balance
was \$4,464,936 and the
2024 Fund Balance is
projected to be
\$4,621,209



ADA was budgeted at 1,169
and the current ADA is being
measured at 1,128.

Board of Director Points To Consider

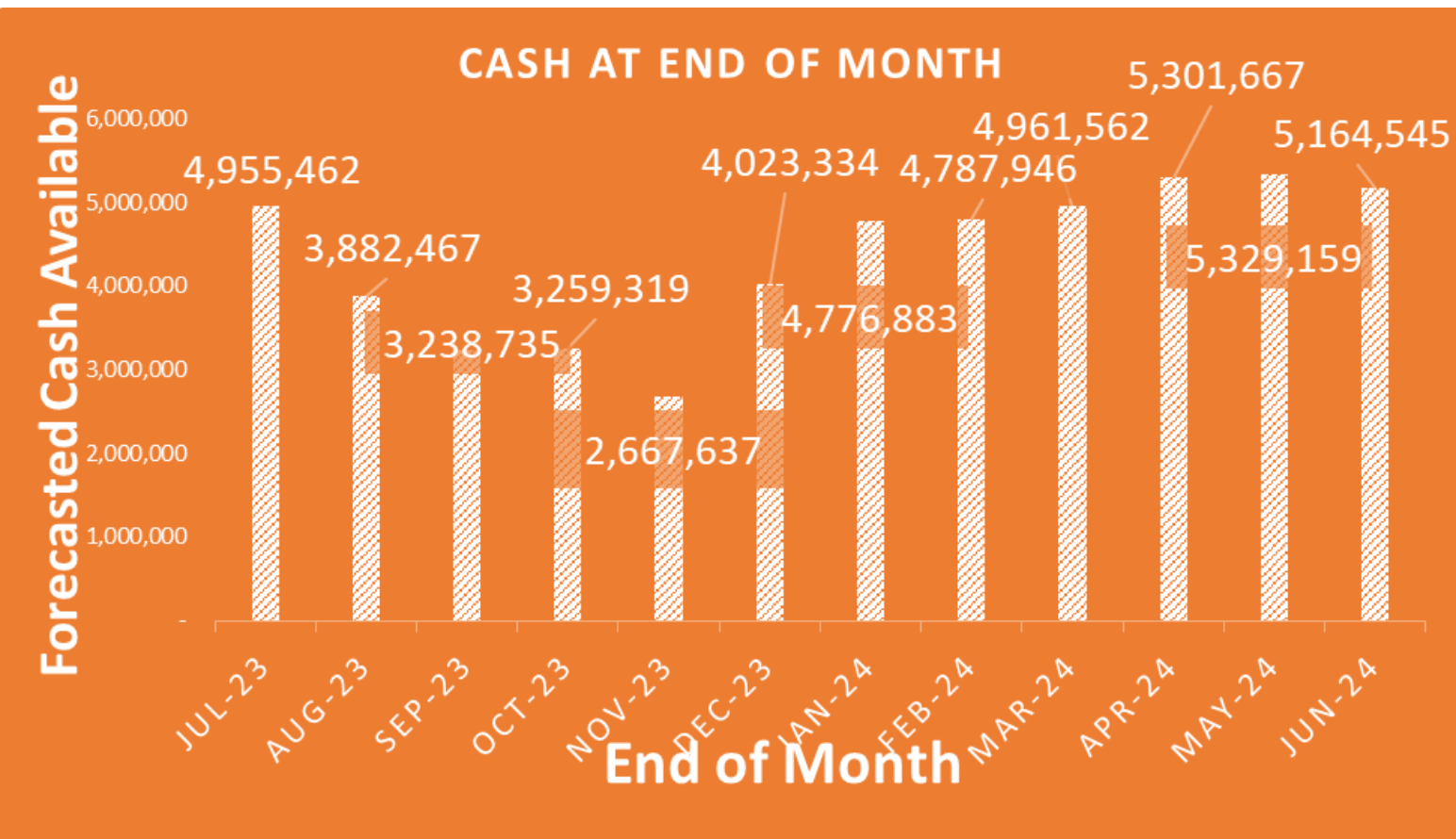
Opportunities

1. N/A

Challenges

1. Can the school sustain its current operational cost levels without the use of one-time funds?
2. What happens financially during a “stress-test” environment?
 - A. Is a 0% COLA sustainable?
 - B. Is a 10% medical cost scenario sustainable?
 - C. What are the effects of a 2% salary increase?

Cash Flow Balance



Notes:

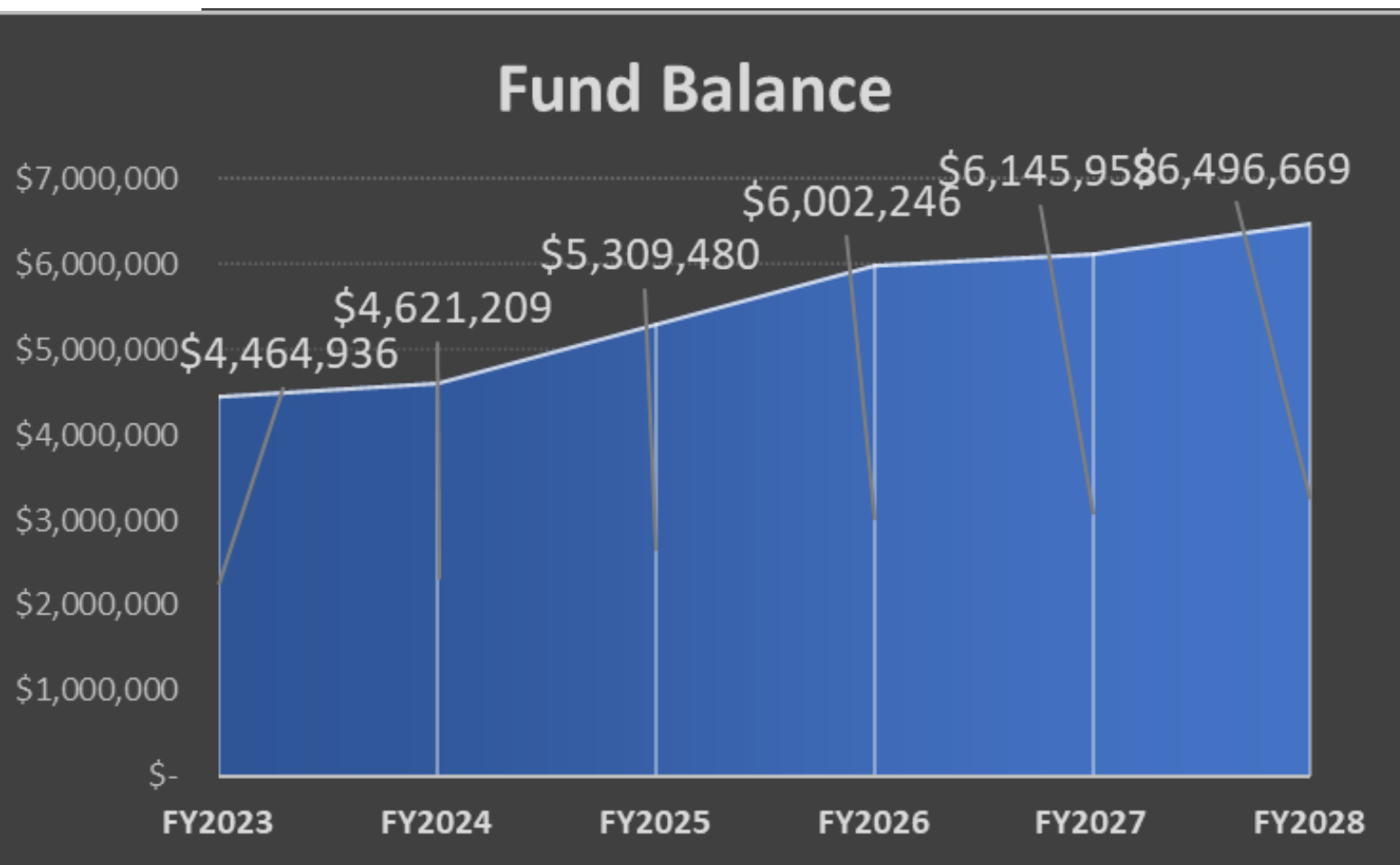
1 – End of year cash balance is expected to cover 3.2 months of expenses.

2 - CASH RATIO:

Cash Coverage ratio: $1.42 > 1.0$

Current Ratio: $1.68 > 1.0$

Fund Balance



FUND BALANCE PERCENTAGE

State Requirement = 3%

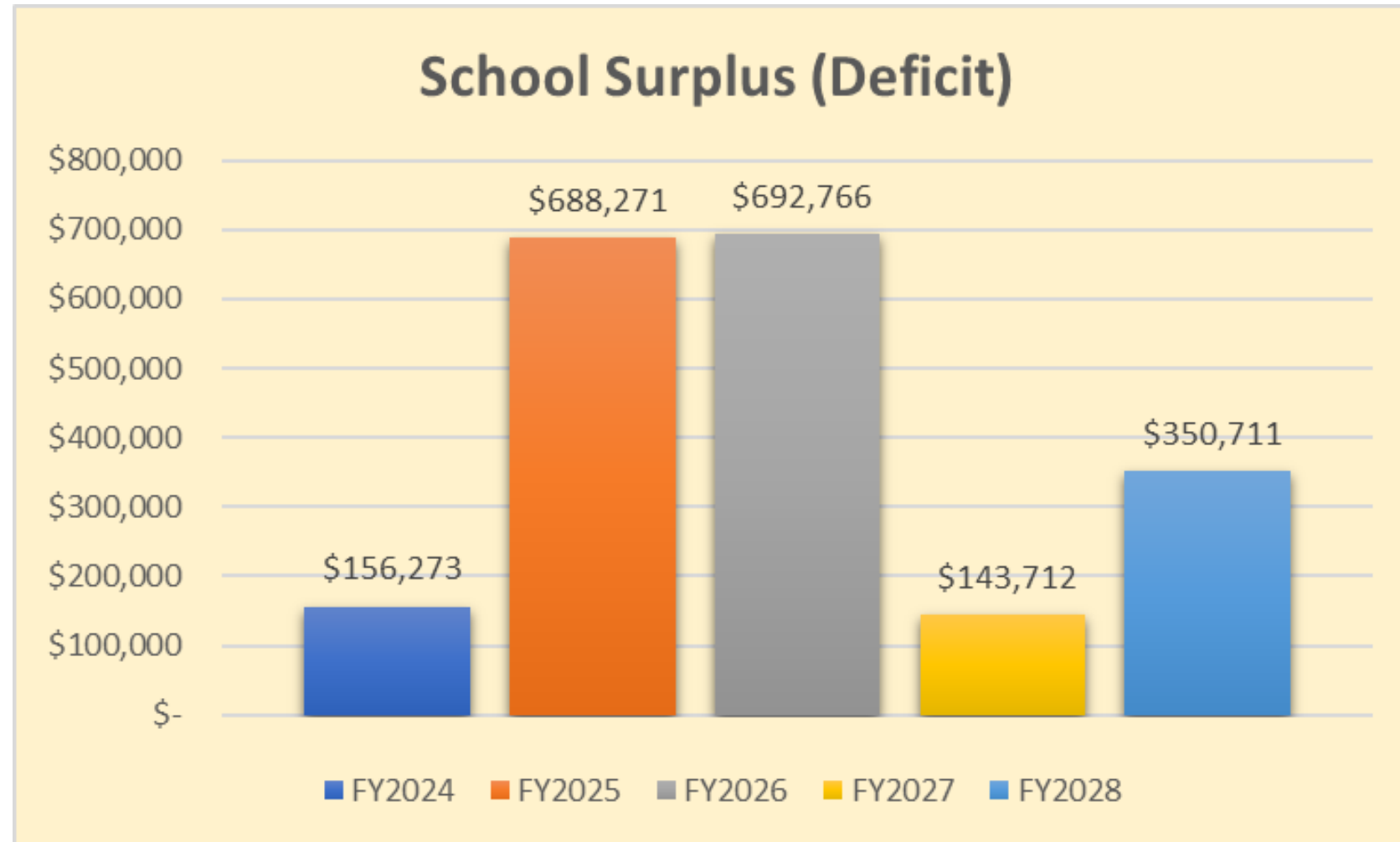
FY2024	23.8%
FY2025	26.7%
FY2026	29.5%
FY2027	29.6%
FY2028	30.5%

Surplus / (Deficit)

Notes

1 - The surplus is the amount that revenue exceeds expense. Deficit is the amount that expense exceeds revenue.

2 – The surplus includes cash, accounts receivable, fixed assets, prepaid assets and others. The most important component is cash.



Monarch River Academy

Multi-Year Budget



	2023-24	2024-25	2025-26	2026-27	2027-28
	Forecast	Budget	Budget	Budget	Budget
Assumptions					
LCFF COLA	8.22%	0.76%	2.73%	3.11%	3.17%
Attendance Rate	97.3%	97.0%	97.0%	97.0%	97.0%
Enrollment	1,159.00	1,159.00	1,159.00	1,159.00	1,159.00
Average Daily Attendance	1,127.75	1,124.23	1,124.23	1,124.23	1,124.23
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	\$ 12,897,449	\$ 12,984,524	\$ 13,339,913	\$ 13,767,691	\$ 14,215,373
8012 Education Protection Account	225,550	225,550	225,550	225,550	225,550
8096 In Lieu of Property Taxes	187,635	187,635	187,635	187,635	187,635
	<u>13,310,634</u>	<u>13,397,709</u>	<u>13,753,098</u>	<u>14,180,876</u>	<u>14,628,558</u>
Federal Revenue					
8181 Special Education - Entitlement	140,971	140,529	140,529	140,529	140,529
8290 Title I, Part A - Basic Low Income	150,000	150,000	150,000	150,000	150,000
	<u>290,971</u>	<u>290,529</u>	<u>290,529</u>	<u>290,529</u>	<u>290,529</u>
Other State Revenue					
8311 State Special Education	966,133	963,117	963,117	963,117	963,117
8550 Mandated Cost	25,655	28,310	29,364	30,301	30,301
8560 State Lottery	294,555	266,443	266,443	266,443	266,443
8599 Other State Revenue	292,682	962,996	856,335	53,000	53,000
	<u>1,579,025</u>	<u>2,220,866</u>	<u>2,115,259</u>	<u>1,312,861</u>	<u>1,312,861</u>
Other Local Revenue					
8660 Interest Revenue	1,211	-	-	-	-
8689 Other Fees and Contracts	4,374,035	4,677,330	4,911,197	5,156,756	5,414,594
	<u>4,375,247</u>	<u>4,677,330</u>	<u>4,911,197</u>	<u>5,156,756</u>	<u>5,414,594</u>
Total Revenue	<u>\$ 19,555,876</u>	<u>\$ 20,586,434</u>	<u>\$ 21,070,082</u>	<u>\$ 20,941,023</u>	<u>\$ 21,646,543</u>

Monarch River Academy

Multi-Year Budget



	2023-24	2024-25	2025-26	2026-27	2027-28
	Forecast	Budget	Budget	Budget	Budget
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	4,297,985	4,698,572	4,816,328	4,939,926	5,051,332
1140 Teachers' Extra Duty/Stipends	740,172	549,800	549,800	549,800	549,800
1150 Teachers' Extra Duty/Stipends	51,486	71,000	71,000	71,000	71,000
1200 Pupil Support Salaries	1,064,330	965,126	985,781	999,063	1,013,287
1300 Administrators' Salaries	805,176	774,375	787,500	800,625	811,125
1900 Other Certificated Salaries	288,796	505,046	520,197	535,803	551,877
	<u>7,247,945</u>	<u>7,563,919</u>	<u>7,730,606</u>	<u>7,896,218</u>	<u>8,048,421</u>
Classified Salaries					
2100 Instructional Salaries	227,079	389,369	397,346	414,991	416,045
2340 Classified Stipends	22,962	5,300	5,300	5,300	5,300
2400 Clerical and Office Staff Salaries	57,472	50,019	51,507	51,507	51,507
2900 Other Classified Salaries	61,355	49,083	50,400	51,985	53,549
	<u>368,868</u>	<u>493,772</u>	<u>504,553</u>	<u>523,783</u>	<u>526,402</u>
Benefits					
3101 STRS	1,369,403	1,454,491	1,486,613	1,518,245	1,547,316
3301 OASDI	15,636	27,438	28,014	29,207	29,369
3311 Medicare	129,261	116,837	119,410	122,090	124,335
3401 Health and Welfare	1,127,807	886,397	928,213	970,028	1,011,843
3501 State Unemployment	55,825	25,748	25,748	25,717	25,684
3601 Workers' Compensation	19,000	38,000	38,000	38,000	38,000
3760 Accrued Leave	27,703	55,032	56,311	57,679	58,731
3999 Payroll Tax Adjustments	(2,504)	-	-	-	-
3901 Other Benefits	(10,374)	-	-	-	-
	<u>2,731,757</u>	<u>2,603,944</u>	<u>2,682,308</u>	<u>2,760,965</u>	<u>2,835,277</u>
Books and Supplies					
4100 Textbooks and Core Curricula Materials	8,879	-	-	-	-
4302 School Supplies	1,785,133	1,287,919	1,287,919	1,287,919	1,287,919
4400 Software	140,050	140,000	140,000	140,000	140,000
4311 Office Expense	37,644	40,000	40,000	40,000	40,000
4310 Noncapitalized Equipment	149,067	75,000	75,000	75,000	75,000
	<u>2,120,772</u>	<u>1,542,919</u>	<u>1,542,919</u>	<u>1,542,919</u>	<u>1,542,919</u>

Monarch River Academy

Multi-Year Budget



	2023-24	2024-25	2025-26	2026-27	2027-28
	Forecast	Budget	Budget	Budget	Budget
Subagreement Services					
5102 Special Education	719,905	666,408	679,014	692,249	706,147
5106 Other Educational Consultants	3,389,001	4,081,106	4,238,569	4,403,904	4,577,507
5108 Instructional Services	1,592,224	1,668,377	1,694,604	1,655,269	1,702,276
	<u>5,701,131</u>	<u>6,415,891</u>	<u>6,612,186</u>	<u>6,751,423</u>	<u>6,985,929</u>
Operations and Housekeeping					
5200 Auto and Travel	59,462	60,000	60,000	60,000	60,000
5300 Dues & Memberships	10,700	10,472	10,472	10,472	10,472
5400 Insurance	203,229	209,664	220,147	231,155	242,712
5501 Utilities	4,884	-	-	-	-
5502 Janitorial Services	1,200	2,400	2,400	2,400	2,400
5900 Communications	8,356	12,130	12,130	12,130	12,130
5910 Postage and Shipping	1,500	3,000	3,000	3,000	3,000
	<u>289,330</u>	<u>297,666</u>	<u>308,149</u>	<u>319,156</u>	<u>330,714</u>
Facilities, Repairs and Other Leases					
5610 Rent	21,261	29,497	30,382	31,293	32,232
5611 Additional Rent	600	-	-	-	-
5630 Repairs and Maintenance	33,386	24,000	24,000	24,000	24,000
	<u>55,247</u>	<u>53,497</u>	<u>54,382</u>	<u>55,293</u>	<u>56,232</u>
Professional/Consulting Services					
5820 Audit & Taxes	20,290	10,066	10,066	10,066	10,066
5810 Legal	32,710	50,000	50,000	50,000	50,000
5804 Professional Development	17,803	19,800	19,800	19,800	19,800
5815 General Consulting	6,500	7,500	7,500	7,500	7,500
5806 Special Activities/Field Trips	36,292	36,400	36,400	36,400	36,400
5514 Bank Charges	5,824	5,100	5,100	5,100	5,100
5892 Other taxes and fees	3,192	5,000	5,000	5,000	5,000
5811 Management Fee	305,028	318,182	323,178	315,685	324,639
5812 District Oversight Fee	399,319	401,931	412,593	425,426	438,857
5840 Public Relations/Recruitment	3,022	3,000	3,000	3,000	3,000
	<u>829,981</u>	<u>871,980</u>	<u>887,637</u>	<u>892,978</u>	<u>915,362</u>
Depreciation					
6900 Depreciation Expense	54,574	54,576	54,576	54,576	54,576
	<u>54,574</u>	<u>54,576</u>	<u>54,576</u>	<u>54,576</u>	<u>54,576</u>
Total Expenses	<u>\$ 19,399,603</u>	<u>\$ 19,898,163</u>	<u>\$ 20,377,316</u>	<u>\$ 20,797,311</u>	<u>\$ 21,295,832</u>

Monarch River Academy

Multi-Year Budget

	2023-24	2024-25	2025-26	2026-27	2027-28
	Forecast	Budget	Budget	Budget	Budget
Surplus (Deficit)	\$ 156,273	\$ 688,271	\$ 692,766	\$ 143,712	\$ 350,711
	0.8%	3.3%	3.3%	0.7%	1.6%
Fund Balance, Beginning of Year	\$ 4,464,936	\$ 4,621,209	\$ 5,309,480	\$ 6,002,246	\$ 6,145,958
Fund Balance, End of Year	\$ 4,621,209	\$ 5,309,480	\$ 6,002,246	\$ 6,145,958	\$ 6,496,669
	23.8%	26.7%	29.5%	29.6%	30.5%
Cash Flow Adjustments					
Surplus (Deficit)	156,273	688,271	692,766	143,712	350,711
Cash Flows From Operating Activities					
Depreciation/Amortization	54,574	54,576	54,576	54,576	54,576
Public Funding Receivables	262,452	(586)	(586)	(586)	(586)
Grants and Contributions Rec.	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-
Unearned Revenue	274,297	-	-	-	-
Prepaid Expenses	391	-	-	-	-
Other Assets	-	-	-	-	-
Accounts Payable	(279,812)	-	-	-	-
Accrued Expenses	167,988	-	-	-	-
Other Liabilities	245,749	-	-	-	-
Cash Flows From Investing Activities					
Purchases of Prop. And Equip.	(31,250)	-	-	-	-
Notes Receivable	-	-	-	-	-
Total Change in Cash	916,560	742,261	746,756	197,703	404,701
Cash, Beginning of Year	4,247,985	5,164,545	5,906,806	6,653,562	6,851,265
Cash, End of Year	\$ 5,164,545	\$ 5,906,806	\$ 6,653,562	\$ 6,851,265	\$ 7,255,966

Monarch River Academy

Budget vs Actual Year-end Projection



ADA = 1127.75		FY 23-24 Forecast	Oct 23-24	Favorable / (Unfav.)	VARIANCE ANALYSIS
Revenues					
State Aid - Revenue Limit					
8011	LCFF State Aid	12,897,449	13,084,891	(187,443)	P1 ADA decreased from October forecast trend
8012	Education Protection Account	225,550	228,622	(3,072)	
8096	In Lieu of Property Taxes	187,635	190,191	(2,556)	
		13,310,634	13,503,704	(193,070)	
Federal Revenue					
8181	Special Education - Entitlement	140,971	142,889	(1,918)	
8290	Title I, Part A - Basic Low Income	150,000	150,000	-	
8299	Prior Year Federal Revenue	-	-	-	
		290,971	292,889	(1,918)	
Other State Revenue					
8311	State Special Education	966,133	979,292	(13,159)	
8550	Mandated Cost	25,655	25,777	(122)	
8560	State Lottery	294,555	270,917	23,638	
8590	Other State Revenue	292,682	342,085	(49,404)	
		1,579,025	1,618,071	(39,046)	
Other Local Revenue					
8689	Other Fees and Contracts	4,374,035	4,371,325	2,711	
8699	School Fundraising	1	1	-	
		4,374,036	4,371,325	2,711	
Total Revenue		19,554,665	19,785,989	(231,324)	
Expenses					
Certificated Salaries					
1100	Teachers' Salaries	4,297,985	4,284,724	(13,261)	
1140	Teachers' Extra Duty/Stipends	740,172	735,507	(4,665)	
1150	Teachers' Extra Duty/Stipends	51,486	51,086	(400)	
1200	Pupil Support Salaries	1,064,330	1,062,330	(2,000)	
1300	Administrators' Salaries	805,176	805,176	-	
1900	Other Certificated Salaries	288,796	285,919	(2,877)	
		7,247,945	7,224,742	(23,203)	
Classified Salaries					
2100	Instructional Salaries	227,079	259,611	32,532	
2340	Classified Stipends	22,962	22,141	(821)	
2400	Clerical and Office Staff Salaries	57,472	59,791	2,319	
2900	Other Classified Salaries	61,355	63,600	2,246	
		368,868	405,143	36,276	
Benefits					
3101	STRS	1,369,403	1,508,128	138,725	Made accounting adjustment to account for how TCOE reduces the apportionment check by capturing the STRS deposit.
3312	OASDI	15,636	20,848	5,212	
3321	Medicare	129,261	123,640	(5,621)	
3401	Health and Welfare	1,127,807	910,188	(217,620)	increased health care projections to match the trend
3501	State Unemployment	55,825	46,233	(9,591)	
3601	Workers' Compensation	19,000	25,333	6,333	
3761	Accrued Leave	27,703	36,938	9,234	
3999	Payroll Tax Adjustments	(2,504)	(2,504)	-	
3901	Other Benefits	(10,374)	(10,010)	364	
		2,731,757	2,658,794	(72,963)	

Monarch River Academy

Budget vs Actual Year-end Projection



ADA = 1127.75		FY 23-24 Forecast	Oct 23-24	Favorable / (Unfav.)	VARIANCE ANALYSIS
Books and Supplies					
4100	Textbooks and Core Curricula Materi	8,879	8,879	-	
4302	School Supplies	1,785,133	1,581,304	(203,829)	increases in this account are directly offset by decreases in account 5106
4400	Software	140,050	160,804	20,755	
4311	Office Expense	37,644	40,310	2,666	
4310	Noncapitalized Equipment	149,067	156,504	7,438	
		2,120,772	1,947,802	(172,970)	
Subagreement Services					
5102	Special Education	719,905	645,348	(74,557)	
5106	Other Educational Consultants	3,389,001	3,579,733	190,731	decreases in this account are directly offset by increases in account 4302
5108	Instructional Services	1,592,224	1,616,446	24,222	
		5,701,131	5,841,527	140,397	
Operations and Housekeeping					
5200	Auto and Travel	59,462	43,369	(16,092)	
5300	Dues & Memberships	10,700	-	(10,700)	
5400	Insurance	203,229	203,228	(1)	
5520	Utilities	4,884	4,884	-	
5502	Janitorial Services	1,200	1,600	400	
5900	Communications	8,356	10,158	1,802	
5910	Postage and Shipping	1,500	2,000	500	
		289,330	265,238	(24,092)	
Facilities, Repairs and Other Leases					
5610	Rent	21,261	12,454	(8,808)	
5611	Additional Rent	600	600	-	
5630	Repairs and Maintenance	33,386	24,000	(9,386)	
		55,247	37,054	(18,193)	
Professional/Consulting Services					
5820	Audit & Taxes	20,290	15,178	(5,112)	
5810	Legal	32,710	49,376	16,667	
5804	Professional Development	17,803	19,937	2,135	
5815	General Consulting	6,500	7,750	1,250	
5806	Special Activities/Field Trips	36,292	34,116	(2,176)	
5514	Bank Charges	5,824	969	(4,855)	
5892	Other taxes and fees	3,192	3,104	(88)	
5830	Payroll Service Fee	-	-	-	
5811	Management Fee	305,028	334,237	29,208	
5812	District Oversight Fee	399,319	405,111	5,792	
5840	Public Relations/Recruitment	3,022	3,022	-	
		829,981	872,801	42,821	
Depreciation					
6900	Depreciation Expense	54,574	52,488	(2,086)	
		54,574	52,488	(2,086)	
Total Expenses					
		19,399,603	19,305,590	(94,013)	
Surplus (Deficit)					
		155,062	480,399	(325,338)	
		0.8%	2.4%		

Monarch River Academy
Monthly Cash Flow/Forecast FY23-24



ADA = 1127.75

	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 Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	-	615,583	615,583	1,108,050	1,108,050	1,108,050	1,109,407	1,109,407	1,224,664	1,224,664	1,224,664	1,224,664	1,224,664	12,897,449
8012 Education Protection Account	-	-	-	53,671	-	-	53,671	-	61,821	-	-	56,388	-	225,550
8096 In Lieu of Property Taxes	-	-	569	46,583	14,333	14,333	14,288	14,288	27,747	13,874	13,874	13,874	13,874	187,635
	-	615,583	616,152	1,208,304	1,122,383	1,122,383	1,177,365	1,123,694	1,314,231	1,238,537	1,238,537	1,294,925	1,238,537	13,310,634
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	2	-	-	-	-	-	-	140,969	-	140,971
8290 Title I, Part A - Basic Low Income	-	-	-	-	(17,106)	-	112,500	-	-	-	-	-	54,606	150,000
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	(17,104)	-	112,500	-	-	-	-	140,969	54,606	290,971
Other State Revenue														
8311 State Special Education	45,309	45,309	81,555	82,763	80,347	-	164,318	82,763	76,754	76,754	76,754	76,754	76,754	966,133
8550 Mandated Cost	-	-	-	-	-	25,655	-	-	-	-	-	-	-	25,655
8560 State Lottery	-	-	-	-	27,278	-	75,144	-	-	63,684	-	-	128,449	294,555
8590 Other State Revenue	93,282	4,343	4,343	7,817	7,817	44,908	22,484	21,538	21,538	21,538	21,538	21,538	-	292,682
	138,591	49,652	85,898	90,580	115,442	70,563	261,946	104,301	98,291	161,975	98,291	98,291	205,203	1,579,025
Other Local Revenue														
8660 Interest	-	-	-	-	1,211	-	-	-	-	-	-	-	-	1,211
8689 Other Fees and Contracts	-	392,329	394,233	399,029	401,929	397,214	398,217	398,217	398,217	398,217	398,217	398,217	-	4,374,035
	-	392,329	394,233	399,029	403,140	397,214	398,217	398,217	398,217	398,217	398,217	398,217	-	4,375,247
Total Revenue	138,591	1,057,565	1,096,284	1,697,913	1,623,862	1,590,161	1,950,028	1,626,212	1,810,739	1,798,729	1,735,045	1,932,401	1,498,346	19,555,876
Expenses														
Certificated Salaries														
1100 Teachers' Salaries	370,548	373,044	339,452	367,356	364,853	355,711	354,504	354,504	354,504	354,504	354,504	354,504	-	4,297,985
1140 Teachers' Extra Duty/Stipends	31,109	65,343	63,117	67,247	65,169	66,054	63,689	63,689	63,689	63,689	63,689	63,689	-	740,172
1150 Admin Extra Duty/Stipends	5,260	3,417	8,883	3,992	3,892	3,892	3,692	3,692	3,692	3,692	3,692	3,692	-	51,486
1200 Pupil Support Salaries	80,469	80,469	89,760	90,181	90,181	92,181	90,181	90,181	90,181	90,181	90,181	90,181	-	1,064,330
1300 Administrators' Salaries	62,038	64,531	97,826	64,531	64,531	64,531	64,531	64,531	64,531	64,531	64,531	64,531	-	805,176
1900 Other Certificated Salaries	25,247	25,247	8,202	25,247	25,247	28,124	25,247	25,247	25,247	25,247	25,247	25,247	-	288,796
	574,671	612,051	607,240	618,554	613,874	610,493	601,844	601,844	601,844	601,844	601,844	601,844	-	7,247,945
Classified Salaries														
2100 Instructional Salaries	69	14,465	19,848	22,458	20,878	23,770	20,932	20,932	20,932	20,932	20,932	20,932	-	227,079
2340 Classified Stipends	7,751	1,546	1,333	1,444	1,467	1,871	1,258	1,258	1,258	1,258	1,258	1,258	-	22,962
2400 Clerical and Office Staff Salaries	3,311	5,084	4,627	4,826	3,973	4,194	5,243	5,243	5,243	5,243	5,243	5,243	-	57,472
2900 Other Classified Salaries	5,903	9,474	4,325	4,516	3,707	3,894	4,923	4,923	4,923	4,923	4,923	4,923	-	61,355
	17,034	30,569	30,133	33,243	30,025	33,728	32,356	32,356	32,356	32,356	32,356	32,356	-	368,868
Benefits														
3101 STRS	107,127	111,992	112,044	113,723	108,452	112,589	117,246	117,246	117,246	117,246	117,246	117,246	-	1,369,403
3301 OASDI	-	-	-	-	-	-	2,606	2,606	2,606	2,606	2,606	2,606	-	15,636
3321 Medicare	12,541	12,045	11,377	11,595	11,329	13,312	9,510	9,510	9,510	9,510	9,510	9,510	-	129,261
3401 Health and Welfare	89,237	69,415	89,426	99,054	97,713	95,670	97,882	97,882	97,882	97,882	97,882	97,882	-	1,127,807
3501 State Unemployment	17,529	2,410	319	173	347	9,244	21,345	3,457	319	319	319	41	-	55,825
3601 Workers' Compensation	-	-	-	-	-	-	3,167	3,167	3,167	3,167	3,167	3,167	-	19,000
3760 Accrued Leave	-	-	-	-	-	-	4,617	4,617	4,617	4,617	4,617	4,617	-	27,703
3999 Payroll Tax Adjustments	-	(2,504)	-	-	-	-	-	-	-	-	-	-	-	(2,504)
3901 Other Benefits	3,750	(13,760)	-	-	(364)	-	-	-	-	-	-	-	-	(10,374)
	230,184	179,598	213,166	224,545	217,477	230,816	256,374	238,486	235,348	235,348	235,348	235,069	-	2,731,757

Monarch River Academy
Monthly Cash Flow/Forecast FY23-24

ADA = 1127.75

Books and Supplies

4100 Textbooks and Core Curricula Materials	8,642	-	237	-	-	-	-	-	-	-	-	-	-	8,879
4302 School Supplies	51,400	217,135	302,346	173,991	182,230	169,824	66,772	95,503	126,899	130,868	189,886	78,279	-	1,785,133
4400 Software	20,804	-	-	-	-	(20,755)	-	-	-	-	25,000	115,000	-	140,050
4311 Office Expense	743	7,056	2,081	3,763	1,263	2,738	3,333	3,333	3,333	3,333	3,333	3,333	-	37,644
4310 Noncapitalized Equipment	115,701	13,021	10,496	2,286	2,184	5,378	-	-	-	-	-	-	-	149,067
	197,291	237,212	315,160	180,040	185,678	157,184	70,105	98,836	130,233	134,202	218,219	196,612	-	2,120,772

Subagreement Services

5102 Special Education	37,126	52,280	67,273	55,082	99,138	81,805	54,534	54,534	54,534	54,534	54,534	54,534	-	719,905
5106 Other Educational Consultants	-	265,128	258,804	256,276	254,803	254,347	349,940	349,940	349,940	349,940	349,940	349,940	-	3,389,001
5108 Instructional Services	126,000	126,000	126,000	126,000	126,000	134,620	134,620	134,620	134,620	134,620	134,620	134,620	19,884	1,592,224
	163,126	443,408	452,077	437,359	479,940	470,772	539,094	539,094	539,094	539,094	539,094	539,094	19,884	5,701,131

Operations and Housekeeping

5200 Auto and Travel	1,561	9,878	5,628	2,302	5,840	5,343	4,818	4,818	4,818	4,818	4,818	4,818	-	59,462
5300 Dues & Memberships	-	-	-	-	2,675	8,025	-	-	-	-	-	-	-	10,700
5400 Insurance	-	16,640	36,828	16,640	16,640	16,641	16,640	16,640	16,640	16,640	16,640	16,640	-	203,229
5501 Utilities	-	-	4,884	-	-	-	-	-	-	-	-	-	-	4,884
5502 Janitorial Services	-	-	-	-	-	-	200	200	200	200	200	200	-	1,200
5900 Communications	697	475	470	428	145	75	1,011	1,011	1,011	1,011	1,011	1,011	-	8,356
5910 Postage and Shipping	-	-	-	-	-	-	250	250	250	250	250	250	-	1,500
	2,259	26,993	47,810	19,370	25,300	30,084	22,919	22,919	22,919	22,919	22,919	22,919	-	289,330

Facilities, Repairs and Other Leases

5610 Rent	-	1,133	1,133	1,133	2,276	1,133	2,522	2,386	2,386	2,386	2,386	2,386	-	21,261
5611 Additional Rent	600	-	-	-	-	-	-	-	-	-	-	-	-	600
5630 Repairs and Maintenance	-	-	-	-	15,386	-	2,000	2,000	2,000	2,000	2,000	8,000	-	33,386
	600	1,133	1,133	1,133	17,662	1,133	4,522	4,386	4,386	4,386	4,386	10,386	-	55,247

Professional/Consulting Services

5820 Audit & Taxes	5,112	-	-	-	-	5,112	-	5,033	-	-	-	5,033	-	20,290
5810 Legal	99	(5,044)	154	-	-	-	8,333	8,333	8,333	4,167	4,167	4,167	-	32,710
5804 Professional Development	732	5,679	1,793	-	499	300	1,467	1,467	1,467	1,467	1,467	1,467	-	17,803
5815 General Consulting	-	-	1,500	-	-	-	1,250	1,250	-	-	1,250	1,250	-	6,500
5806 Special Activities/Field Trips	1,250	2,746	1,060	4,060	1,731	3,445	2,000	3,000	3,000	4,000	5,000	5,000	-	36,292
5514 Bank Charges	-	-	169	-	2,233	2,822	100	100	100	100	100	100	-	5,824
5892 Other taxes and fees	(419)	90	66	32	484	438	417	417	417	417	417	417	-	3,192
5832 Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5811 Management Fee	51,511	25,568	25,568	25,568	25,568	1,040	25,568	25,568	25,568	25,568	25,568	25,568	(3,203)	305,028
5812 District Oversight Fee	31,767	31,767	31,767	31,767	31,767	31,767	31,767	31,767	31,767	31,767	31,767	31,767	18,110	399,319
5840 Public Relations/Recruitment	1,996	1,026	-	-	-	-	-	-	-	-	-	-	-	3,022
	92,050	61,833	62,079	61,427	62,282	44,925	70,902	76,935	70,652	67,485	69,735	74,769	14,907	829,981

Depreciation

6900 Depreciation Expense	4,374	4,374	4,374	4,374	5,242	4,548	4,548	4,548	4,548	4,548	4,548	4,548	-	54,574
	4,374	4,374	4,374	4,374	5,242	4,548	4,548	4,548	4,548	4,548	4,548	4,548	-	54,574

Total Expenses

	1,281,588	1,597,170	1,733,171	1,580,045	1,637,480	1,583,682	1,602,664	1,619,405	1,641,380	1,642,182	1,728,449	1,717,597	34,791	19,399,603
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Surplus (Deficit)

	(1,142,997)	(539,605)	(636,888)	117,869	(13,618)	6,479	347,364	6,807	169,360	156,547	6,596	214,804	1,463,555	156,273
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Monarch River Academy
Monthly Cash Flow/Forecast FY23-24



ADA = 1127.75

	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 Forecast
Cash Flow Adjustments														0.8%
Monthly Surplus (Deficit)	(1,142,997)	(539,605)	(636,888)	117,869	(13,618)	6,479	347,364	6,807	169,360	156,547	6,596	214,804	1,463,555	156,273
Cash flows from operating activities														
Depreciation/Amortization	4,374	4,374	4,374	4,374	5,242	4,548	4,548	4,548	4,548	4,548	4,548	4,548	-	54,574
Public Funding Receivables	1,262,703	(560,655)	(297,932)	(103,459)	(298,769)	1,194,318	401,929	-	-	162,662	-	-	(1,498,346)	262,452
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenue	-	-	-	-	331,020	(37,092)	(3,272)	(3,272)	(3,272)	(3,272)	(3,272)	(3,272)	-	274,297
Prepaid Expenses	33,080	40,747	29,539	(3,414)	(170,631)	3,269	2,980	2,980	2,980	19,620	19,620	19,620	-	391
Accounts Payable	284,910	(207,597)	(52,960)	(312,185)	33,803	(60,575)	-	-	-	-	-	-	34,791	(279,812)
Accrued Expenses	5,560	305,374	295,363	293,929	(631,145)	299,222	-	-	-	-	-	(400,315)	-	167,988
Other Liabilities	265,055	38,965	6,818	16,855	(32,921)	(49,024)	-	-	-	-	-	-	-	245,749
Unposted transactions	-	(149,391)	18,369	11,823	190,545	(5,448)	-	-	-	-	-	-	-	65,898
Cash flows from investing activities														
Purchases of Prop. And Equip.	(5,208)	(5,208)	(10,417)	(5,208)	(5,208)	-	-	-	-	-	-	-	-	(31,250)
Total Change in Cash	707,477	(1,072,995)	(643,732)	20,584	(591,682)	1,355,697	753,549	11,063	173,616	340,105	27,492	(164,615)		
Cash, Beginning of Month	4,247,985	4,955,462	3,882,467	3,238,735	3,259,319	2,667,637	4,023,334	4,776,883	4,787,946	4,961,562	5,301,667	5,329,159		
Cash, End of Month	4,955,462	3,882,467	3,238,735	3,259,319	2,667,637	4,023,334	4,776,883	4,787,946	4,961,562	5,301,667	5,329,159	5,164,545		

MONARCH RIVER ACADEMY**Payment Register**

County	TULARE COUNTY
District	Alta Vista Elementary
Fiscal Year	2024
Begin Date	11/1/2023
End Date	12/31/2023

Vendor	Vendor Type	Amount
Yosemite Valley Charter School	Shared consulting services	1,142,377.33
Axia Group	Instructional Services	269,240.00
Alta Vista Elementary School District	Oversight fees	40,131.84
Outsiders Adventure Community, Inc.	School supplies	35,100.00
CharterSafe	Business insurance	33,282.00
Lighthouse Therapy LLC	Special education services	23,038.32
Wild Hearts Adventure Co LLC	School supplies	21,259.00
Effectual Educational Consulting Services	Special education services	19,365.30
Voya Financial FBO CalSTRS Pension2	403B	16,492.00
Fynaut & Johnson Incorporated	Building repairs	15,385.62
Sequoia Learning Community	School supplies	15,185.00
E-Therapy, LLC	Special education services	15,163.59
Enrichment Academy LLC	School supplies	13,500.00
The Advantage Group	Medical provider	11,257.46
Acorns & Arrows, Inc.	School supplies	10,815.00
Delta Dental of California	Medical provider	10,725.00
Ventura County Office of Education/Business	Professional Development	10,700.00
Specialized Therapy Services, Inc	Special education services	9,308.00
Farrah McWilliams	School supplies	7,445.82
Anchor Counseling & Education Solutions	Special education services	7,313.33
Adventures in Education	School supplies	6,150.00
AATK2, LLC	Technology	5,208.34
Growing Healthy Children Therapy Services, Inc.	Special education services	5,148.00
Aspire Speech & Learning Center	Special education services	5,120.00
Christy White, Inc	Auditor	5,112.00
America's Kids Inc.	Education Consultant	4,942.60
Fresno Music Academy & Arts	Education Consultant	4,546.00
Beyond Behavior California	Special education services	4,499.09
Break the Barriers, Inc	School supplies	4,076.00
CrunchLabs, LLC	Education Consultant	4,062.91
Grace Note Music Studio	School supplies	4,054.00
Rob's Music Lessons	Education Consultant	4,000.00
PRN Nursing Consultants LLC	Special education services	3,995.00
American Kids Sports Center	Education Consultant	3,852.20
Brian Hammons Piano	School supplies	3,650.00
MicroAge	Technology	3,455.65
Rainbow Resource Center	Education Consultant	3,424.84
Williamsburg Learning	School supplies	3,325.00
Christine Beltz	Education Consultant	3,305.00
Learning Ally	School supplies	3,099.00
Lee's United Gymnastics Academy	Education Consultant	2,944.00

Kathryn Buckley	2,630.61
McColgan & Associates Inc.	2,537.00
Sequoia Hills Stables LLC	2,520.00
Madella Stables LLC	2,475.00
Reverent School of Movement LLC	2,475.00
Kevin Freeman dba Impact Tutoring	2,470.00
Michele Lafferre	2,450.00
Central California Gymnastics Institute Inc	2,300.50
Patrick's Music	2,140.00
Outschool, Inc.	2,120.00
Grace Note Music Studio	2,072.00
KiwiCo, Inc	1,999.86
Abriana Lantz DBA:High Voltage Sporthorses LLC	1,950.00
Steinway Piano Gallery of Fresno	1,950.00
Rise Fitness x Ninja Warrior LLC	1,850.00
Kids Edition	1,750.00
Kathleen Atchley	1,680.00
America's Kids Inc.	1,663.60
Pacific Martial Arts	1,650.00
Wendy DeRaud	1,650.00
Moving Beyond the Page	1,641.66
Moving Beyond the Page	1,603.40
Colleen Snyder	1,600.00
Breely Unruh	1,590.00
Singapore Math, Inc.	1,583.67
Cullinan Education Center, Inc.	1,560.00
Sylvan Learning	1,554.00
iLEAD Online Charter School	1,540.00
Braille Abilities, LLC	1,528.96
Reedley School of Music	1,517.00
Steinway Piano Gallery of Fresno	1,500.00
Colleen Snyder	1,480.00
Shirley Winters Ballet	1,433.00
Empower Speech Therapy & Life Skills Center LLC	1,400.00
Jenna Hulsey	1,400.00
Good Dirt Pottery Studio	1,393.00
CrunchLabs, LLC	1,388.26
Cal Music Industry dba United Conservatory of Music	1,360.00
California Arts Academy	1,338.50
Studies Weekly	1,335.79
KiwiCo, Inc	1,330.70
Nicole Medeiros	1,317.00
Sequoia Learning Community	1,310.00
BookShark	1,291.85
Katie Verrue	1,240.00
Bungalow Lane ALC, Inc	1,220.00
Guido's Martial Arts Academy	1,219.00
TALK Enterprises Inc. DBA Fresno Gymnastics Center	1,200.00
Dr Steven James	1,198.65
Sequoia Hills Stables LLC	1,190.00
Wendy DeRaud	1,140.00

Clovis Crossfire	1,136.00
America's Kids Inc.	1,129.75
Rebecca Balakian	1,127.50
Sarah Siliznoff	1,125.00
Zuleima Martinez-Barajas	1,118.24
Farrah McWilliams	1,101.50
Gateway Ice Center	1,094.00
Bakersfield Gymnastics Academy	1,086.00
The Village	1,060.00
Enlightened Minds LLC	1,040.00
GL Kenpo	1,020.00
The Dancers Edge LLC	1,020.00
Janet Williams Group LLC	1,017.00
Guido's Martial Arts Academy	1,011.00
Math Crazy	1,000.00
Olga Shabanov	1,000.00
Perfect 10 Gymnastics	1,000.00

Cover Sheet

Superintendent Divvy Expenses

Section:	II. Finance
Item:	B. Superintendent Divvy Expenses
Purpose:	Discussion & Potential Action - Informational
Related Material:	Divvy Charges - MR

BACKGROUND:

- Part of the fiscal checks and balances process to ensure proper spending of school funds.
- This will be a monthly agenda item.
- Board review will be on the prior, not current month's transactions.

Monarch River Academy
Divvy Charges

Period: July 2023 - December 2023

Vendor	Vendor Type	Amount
Fire Ice Anaheim	Restaurant	480.34

Cover Sheet

School Accountability Report Card (SARC)

Section:	III. Academic Excellence
Item:	A. School Accountability Report Card (SARC)
Purpose:	Presentation & Potential Discussion - Informational
Related Material:	2022-2023 SARC - MR

BACKGROUND:

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

RECOMMENDATION:

- Consider the approval of the 2023 SARC Report.

Monarch River Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



MONARCH RIVER ACADEMY

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Monarch River Academy
Street	3636 E. Ashlan Ave
City, State, Zip	Fresno, CA 93726
Phone Number	559-289-7069
Principal	Stephanie Johnson, Superintendent
Email Address	steph.johnson@centralvcs.org
School Website	http://monarchriveracademy.org/
County-District-School (CDS) Code	54718110139477

2023-24 District Contact Information

District Name	Alta Vista Elementary
Phone Number	(559) 782-5700
Superintendent	Brandon Chiapa
Email Address	bchiapa@altavistaesd.org
District Website	www.altavistaesd.org

2023-24 School Description and Mission Statement

Monarch River Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students in Tulare, Kings, Fresno, Kern, and Inyo Counties. 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.

Mission:

The mission of Monarch River Academy is to increase student academic success in an independent study program through mastery of California standards by building strong partnerships between parents, teachers, and the community that focus on the development of a personalized, rigorous educational plan and integrated measurements of student achievement.

Vision:

Monarch River Academy will foster wholistic education through rigorous academics; social-emotional growth; and collaborative community so our students become innovative, analytical, and responsible leaders.

Schoolwide Learner Outcomes:

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

Monarch River Students Are:

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

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

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

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

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

Effective Communicators - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	166
Grade 1	119
Grade 2	133
Grade 3	112
Grade 4	107
Grade 5	102
Grade 6	86
Grade 7	92
Grade 8	75
Grade 9	36
Grade 10	49
Grade 11	23
Grade 12	25
Total Enrollment	1,125

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9%
Male	48%
American Indian or Alaska Native	0.1%
Asian	2.1%
Black or African American	2.4%
Filipino	0.1%
Hispanic or Latino	33.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	6.8%
White	49.8%
English Learners	0.6%
Foster Youth	0.7%
Homeless	3%
Socioeconomically Disadvantaged	45.3%
Students with Disabilities	11.8%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	57.90	47.50	66.30	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	4.18	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.31	2.00	2.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	18.50	39.76	18.50	25.91	11953.10	4.28
Unknown	0.00	0.00	0.50	0.70	15831.90	5.67
Total Teaching Positions	46.70	100.00	71.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	12.60	18.50
Total Out-of-Field Teachers	12.60	18.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.2	6.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill ALEKS Edgenuity Edgenuity Instructional Services	Yes	0

	K12 Acellus Lincoln Empowered Moby Max Reading Horizons IXL Achieve 3000 Smarty Ants Edmentum Bright Thinker Online and Textbook Shmoop BookShark McRuffy Moving Beyond the Page All About Reading ABeCeDarian Company Explode the Code Logic of English Institute For Excellence in Writing (IEW) Lightning Literature Bravewriter Essentials in Writing Write Shop Course Outline Curriculum (School created)		
Mathematics	McGraw-Hill ALEKS Edgenuity Edgenuity Instructional Services K12 Acellus Lincoln Empowered Moby Max Bridgeway Eureka IXL Dreambox Edmentum Bright Thinker Online and Textbook Shmoop Beast Academy Dimensions Singapore Math TK-5 Dimensions Singapore Math 6-8 Math Mammoth Right Start Math Saxon Math Homeschool Course Outline Curriculum (School created)	Yes	0
Science	McGraw-Hill ALEKS Edgenuity Edgenuity Instructional Services K12 Acellus Lincoln Empowered Moby Max IXL Gizmos Edmentum Bright Thinker Online Shmoop	Yes	0

	Generation Genius Mystery Science Studies Weekly Moving Beyond the Page (3 -6) BookShark McRuffy (K - 3) Oak Meadow (5 -6) Course Outline Curriculum (School created)		
History-Social Science	McGraw-Hill ALEKS Edgenuity Edgenuity Instructional Services K12 StrongMind Acellus Odysseyware Lincoln Empowered Moby Max IXL Edmentum Bright Thinker Online Shmoop The Curiosity Chronicles History Odyssey Story of the World Studies Weekly Moving Beyond the Page (3-6) BookShark Oak Meadow (5-6) Course Outline Curriculum (School created)	Yes	0
Foreign Language	McGraw-Hill ALEKS Edgenuity Edgenuity Instructional Services K12 Acellus Lincoln Empowered Edmentum Bright Thinker Online	Yes	0
Health	McGraw-Hill ALEKS Edgenuity Edgenuity Instructional Services K12 Acellus Odysseyware Lincoln Empowered Edmentum Bright Thinker Online Shmoop	Yes	0
Visual and Performing Arts	McGraw-Hill ALEKS Edgenuity Edgenuity Instructional Services K12 Acellus	Yes	0

	Lincoln Empowered Edmentum Bright Thinker Online Shmoop		
--	--	--	--

School Facility Conditions and Planned Improvements

Monarch River Academy is a non-classroom based program; however, there is an office and library related to school operations located in Fresno, CA. There are no playgrounds/school grounds.

Year and month of the most recent FIT report	January 05, 2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Monarch River Academy is a non-classroom-based program therefore there are no playgrounds/school grounds.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	47	46	13	34	47	46
Mathematics (grades 3-8 and 11)	29	31	6	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	527	517	98	2	46
Female	265	260	98	2	50
Male	261	256	98	2	43
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	50.00
Black or African American	12	12	100.00	0.00	50
Filipino	0	0	0	0	0
Hispanic or Latino	162	159	98	2	38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	65	97	3	52
White	271	266	98	2	50
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	31
Military	--	--	--	--	--
Socioeconomically Disadvantaged	226	220	97	3	36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	48	94	5	17

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	530	519	98	2	31
Female	266	261	98	2	31
Male	263	257	98	2	31
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	67
Black or African American	12	12	100.00	0.00	25
Filipino	0	0	0	0	0
Hispanic or Latino	165	162	98	2	21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	65	97	3	25
White	271	265	98	2	37
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	15
Military	--	--	--	--	--
Socioeconomically Disadvantaged	227	221	97	3	19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	50	94	6	16

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	38.07	43.20	6.56	8.33	29.45	30.18

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	183	170	93	7	43
Female	92	84	91	9	43
Male	91	86	95	5	44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	57	90	10	30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	22	88	12	32
White	87	83	95	5	54
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	71	92	8	30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	17	81	19	19

2022-23 Career Technical Education Programs

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

This year we are now able to offer 26 different pathways through eDynamics with in-house CTE teachers overseeing the courses. We have also launched a Middle School CTE course for Career Exploration that allows students to be introduced to the various career pathways and choose one that best fits their interests.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	4
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	90
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	26

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	83	83	83	83	83
Grade 7	85	85	85	85	85
Grade 9	81	81	81	81	81

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement
Monarch River Academy actively fosters opportunities for parental involvement in various aspects of the school's governance and activities. The board of directors includes voting members who are parents or guardians, ensuring their direct representation in decision-making processes. These parent representatives contribute valuable insights into students and families, offering perspectives crucial to program planning, design, and implementation.
Parents and guardians play a hands-on role by assisting with field trips, community events, and other school-related activities. The school places a strong emphasis on soliciting feedback from parents through annual electronic satisfaction surveys conducted throughout the year. These surveys are thoughtfully designed to gauge parent perspectives on the school's overall effectiveness, taking into account their unique experiences and insights. Survey results are reviewed alongside data from in-house assessments, including student and staff engagement surveys, summative and formative assessment data. The transparent sharing of these results with both families and the community reinforces a collaborative approach to school improvement. Furthermore, Monarch River Academy extends its commitment to enriching the educational experience by partnering with local community organizations and businesses to provide educational workshops and outreach initiatives.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate		13.5	0		13.5	0	9.4	7.8	8.2
Graduation Rate		83.8	92.3		83.8	92.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	26	24	92.3
Female	12	11	91.7
Male	14	13	92.9
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	11	9	81.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	15	14	93.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1160	1128	21	1.9
Female	604	589	11	1.9
Male	555	538	10	1.9
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	24	24	0	0.0
Black or African American	28	26	2	7.7
Filipino	1	1	0	0.0
Hispanic or Latino	392	376	8	2.1
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	74	73	1	1.4
White	577	566	10	1.8
English Learners	9	8	1	12.5
Foster Youth	9	8	0	0.0
Homeless	34	34	2	5.9
Socioeconomically Disadvantaged	540	524	14	2.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	146	140	5	3.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	3.59	1.87	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The Monarch River Academy Comprehensive Safety Plan underwent its latest revision in November 2023, receiving board approval on 12/13/2023. This tailored plan takes into account the distinctive needs of a non-classroom-based school, prioritizing efficiency in emergency response. It adopts an incident command structure, streamlining the process by distilling emergency actions into four initial responses: "Duck and Cover," "Evacuation," "Shelter-in-place," and "Lock-Down," ensuring a swift and appropriate reaction to any emergency.

Following the initial actions, the Safety Plan delineates specific responsibilities for various roles during emergencies. These roles encompass the Incident Commander, Public Liaison Officer, Student Release Group, Student Accountability Group, Student Care Group, Search and Rescue Group, First Aid Group, Request Point Team, and Release Point Team. The plan covers essential sections such as Emergency Phone Numbers, Media Relations Guide, Earthquake Procedure, Hazardous Material Release Procedure, Intruder On-Site Procedure, Severe Weather Procedure, Student Release Request, Utility Loss or Damage Procedure, Bomb Threat Procedure, Basic Medical Emergency, Covid-19 Reporting, Incident Reporting, and Opioid Prevention and Response.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	34	0	0
1	4	28	0	0
2	4	30	0	0
3	4	31	0	0
4	4	29	0	0
5	4	28	0	0
6	3	29	0	0
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	48	0	0
Mathematics	2	45	1	0
Science	2	35	1	0
Social Science	2	44	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	3750

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	
Other	0.6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17189	1782	15407	87178
District	N/A	N/A	15407	87178
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	67.8	14.0

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,857	\$48,481
Mid-Range Teacher Salary	\$79,823	\$73,129
Highest Teacher Salary	\$105,667	\$99,406
Average Principal Salary (Elementary)	\$149,292	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$157,280	\$138,991
Percent of Budget for Teacher Salaries	26.78%	29.34%
Percent of Budget for Administrative Salaries	3.58%	5.99%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

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

Based on data from the feedback we received from our teachers, we moved to an individualized Professional Development (PD) plan. We offered thirteen PD choices this year based on a needs self-assessment our teachers took.

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

PDs offered: Leadership Development, Social Emotional Learning, Secondary Education, Technology 1.0 and 2.0, The Science of Reading, The Art of Coaching, Having Difficult Conversations, Early Elementary Best Practices, Increasing Positive School Culture through the Arts, Artificial Intelligence for Educators, Navigating the Process of Taking College Courses, and Guiding Students to College and Career Readiness.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	49	111

Cover Sheet

Mid-Year LCAP Update & Budget Overview for Parents

Section:	III. Academic Excellence
Item:	B. Mid-Year LCAP Update & Budget Overview for Parents
Purpose:	Presentation & Potential Discussion - Informational
Related Material:	2023 - LCFF Budget Overview for Parents - MR 2024 LCAP Mid-Year Monitoring Report for 23-24 LCAP - MR

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.

RECOMMENDATION:

- Provide input and or direction to school staff as needed, then approve the mid-year report.



MONARCH RIVER ACADEMY

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description
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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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.	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.	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 had access to standard aligned instructional materials.	100% of students have access to standards aligned instructional materials
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 occurred.	100% implementation of state standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Enable ELs access to CCSS and ELD standards	<p>The 2020 CA School Dashboard did not include an ELPI due to the COVID-19 pandemic.</p> <p>In 2019-20, for the Summative ELPAC: 20% scored a level 1 Beginning to Develop 80% scored an overall level of 3 Moderately Developed</p>	<p>The 2020 CA School Dashboard does not have data available.</p> <p>For the Summative ELPAC of the 2020-21 school year; 20% scored at level 2, 40% scored at level 3, 40% scored at level 4.</p>	<p>The 2022 CA School Dashboard does not have data available.</p> <p>For the Summative ELPAC of the 2021-22 school year: 33% scored at level 1 0% scored at level 2 33% scored at level 3 33% scored at level 4</p>	<p>The 2023 CA School Dashboard does not have data available.</p> <p>For the Summative ELPAC for the 2022-23 school year, data is suppressed because fewer than 11 students tested.</p>	Increase the percentage of students who are making progress towards English proficiency from prior year's data
<p>ELA CAASPP</p> <p>Note: Local benchmarks will be used until CAASPP Results become available</p>	<p>The 2020 assessment was waived due to the COVID-19 pandemic.</p> <p>STAR 360 Overall Reading Fall 41% Winter 44%</p>	<p>Unavailable CAASPP to be given in the Spring semester.</p> <p>82% of students participated in the reading STAR360. 42% of students tested above Benchmark for the Fall semester of 2021.</p>	<p>47.49% of students met or exceeded standard on the ELA CAASPP in 2022.</p> <p>81% of students participated in the Reading STAR 360. 43% of students tested at/above Benchmark for the Winter semester or 2022.</p>	<p>Based on the results in the CAASPP, 46.42% of students met or exceeded the standards in 2023.</p> <p>The Reading Star 360 results showed the following results: 99% of students participated 72% of students tested at/above the benchmark for the first semester of 2023.</p>	Increase the percentage of students who scored met or exceeded standard on from prior year's data
<p>Math CAASPP</p> <p>Note: Local benchmarks will be used until CAASPP Results become available</p>	<p>The 2020 assessment was waived due to the COVID-19 pandemic.</p> <p>STAR 360 Mathematics Fall 31% Winter 35%</p>	<p>Unavailable CAASPP to be given in the Spring semester.</p> <p>97% of students participated in the math STAR360. 35% of students tested above Benchmark for the Fall semester of 2021.</p>	<p>29.06% of students met or exceeded standard on the Math CAASPP in 2022.</p> <p>83% of students participated in the math Star 360. 79% of students at/above Benchmark for the Winter semester of 2021.</p>	<p>Based upon the results in the CAASPP, 31.02% of students met or exceeded standard on the Math CAASPP in 2023.</p> <p>The Math Star 360 results showed the following results: 99% of students participated 56.1% of students tested at/above the benchmark for the first semester of 2023.</p>	Increase the percentage of students who scored met or exceeded standard on from prior year's data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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%.	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 2022-2023 was 6%	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.	Based upon the results of the ELA EAP, 66.3% of high school students nearly met standards.	Increase the percentage of students scored met or exceeded standard on from prior year's data
EAP Math Note: Local benchmarks will be used until CAASPP Results become available	The 2020 assessment was waived due to the COVID-19 pandemic. STAR 360 Mathematics Winter 11th grade 34%	Unavailable, the EAP is based on the 11th grade CAASPP scores and that is given in the Spring.	48% of high school students nearly met standard on the Math EAP.	Based upon the results in the Math EAP, 18.1% of high school students nearly met standards.	Increase the percentage of students scored met or 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 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.	As of December 2023, 38% of MRA students have been reclassified for the 22-23 school year.	Maintain or increase the number of students who are reclassified from prior year's data

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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 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.	No	Fully Implemented	Monarch River Academy has utilized different sources to successfully recruit and hire fully credentialed and highly qualified teachers to ensure full support to students and families.		\$5,380,976.03	\$2882298.26

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	Yes	Fully Implemented	Monarch River Academy has successfully integrated Regional Coordinators into its system, playing a pivotal role in supporting teachers, monitoring academic progress, and facilitating Professional Learning Communities (PLCs). These coordinators ensure compliance with state and local requirements, oversee comprehensive work, and provide essential support to students, significantly benefiting various student groups.		\$635,476.70	\$271121.86

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
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,	No	Fully Implemented	Monarch River Academy has successfully implemented comprehensive enrichment strategies, providing diverse courses and enrichment opportunities leveraging vendors, Virtual Academy, and A-G courses. The initiative prioritizes equitable access for all students, resulting in increased academic achievement and A-G completion rates, particularly benefiting vulnerable groups like Low Income, Foster Youth, English Learners, and students		\$1,148,489.00	\$6305.04

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>			experiencing homelessness.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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 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	No	Fully Implemented	Monarch River Academy ensures access to standard-aligned texts and instructional materials through extensive systems. The institution's comprehensive resources and support mechanisms positively impact academic progress, attendance rates, and behavior affecting learning for students, particularly those from marginalized backgrounds.		\$2,238,063.00	\$834584.33

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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	Yes	Fully Implemented	Monarch River Academy has fully implemented technology, ensuring equitable access for all students, especially those from underserved groups. This initiative aims to improve academic progress, attendance rates, and behavior affecting learning, with ongoing assessment through state and local data and educational partner feedback.		\$100,505.00	\$50232.73

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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 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	Yes	Fully Implemented	Monarch River Academy has successfully implemented a comprehensive plan, providing all students, including those from underserved groups, with access to technology and learning platforms. Utilizing its technology department, assessment system, and lending library, the academy ensures compliance with state and local requirements, fostering equity, supporting academic progress, and enhancing success in areas such as attendance rates, suspension rates, and academic achievement, with ongoing assessment through state and local data and educational partner feedback.		\$87,885.00	\$37709.89

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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	No Yes	Fully Implemented	The goal of providing access to intervention has been fully implemented at Monarch River Academy. Utilizing state and local assessment data, educational partner feedback, and research findings, credentialed teachers have successfully delivered targeted support in both English and math through individualized and small-group lessons. This multi-tiered intervention program ensures equity and access for all students, contributing to increased		\$165,955.76	\$120122.01

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			success, particularly benefiting Low Income, Foster Youth, English Learner students, and students experiencing homelessness.			
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	Yes	Fully Implemented	Monarch River Academy has fully implemented its commitment to mental health by providing additional school mental health, speech services, and support/assessments by experts. Recognizing the exacerbated need due to the COVID-19 pandemic, all students, staff, and families now have		\$412,973.12	\$372203.39

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			equitable access to these professionals, particularly benefiting Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact is evidenced by increased participation and achievement on state and local assessments, as measured by the most current data and educational partner feedback.			
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,	No	Fully Implemented	Monarch River Academy has fully implemented a comprehensive Special Education Services program, addressing the priority and need for families, particularly in the aftermath of learning loss from the COVID-19 pandemic. Utilizing state		\$763,034.95	\$199,566.09

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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 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.			and local assessment data, educational partner feedback, and research findings, the expanded special education team, including internal specialized staff, delivers targeted support in alignment with each student's Individualized Education Plan (IEP). This ensures equitable access to specialized academic instruction and services, fostering increased success for students with an IEP, especially benefiting Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of the rigorous special education program is evident in the increased participation and achievement on state and local assessments, as measured by the most current data and educational partner feedback.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	No	Fully Implemented	Monarch River Academy has fully implemented a comprehensive professional development and training program, addressing the unique needs of a non-classroom-based program. Utilizing state and local assessment data and educational partner feedback, contracted professional development and experts are providing tailored support to teachers, parents, and students. This initiative aims to reduce the achievement gap, improve attendance rates, lower suspension rates, and enhance behavior affecting learning, particularly benefiting foster and homeless youth, English Learners, and low-income students. The success of this program is measured through ongoing assessment using state and local assessment data and educational partner feedback.		\$93,501.00	\$8450.04

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
1.11	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,	No	Fully Implemented	Monarch River Academy has fully implemented multiple supplemental academic support programs, utilizing subscriptions, software, and professional development to address the academic achievement, reading comprehension, and learning progress of struggling students. This coordinated effort aims to provide greater student access to improving missing skills and reaching standards, particularly benefiting foster and homeless youth, English Learners, and low-income students. The success of these programs is measured through ongoing assessment, showing a positive impact on attendance rates, suspension rates, and behavior affecting learning, as evidenced		\$45,317.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			by state and local assessment data, educational partner feedback, and other collected data.			
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	No	Fully Implemented	Monarch River Academy has fully implemented dedicated and integrated English language development (ELD) support programs for English Learners (ELs), aligning virtual courses with their needs based on comprehensive assessment data. Credentialed and trained teachers facilitate this specific program, providing greater access for ELs to improve missing skills and reach academic standards. This coordinated effort, focusing on EL coordination and facilitation of services, is expected to reduce the achievement gap and enhance success in		\$59,365.41	\$96590.05

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	improving missing skills and more opportunities to reach standards through a 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.			attendance rates, suspension rates, and behavior affecting learning, 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	Yes	Fully Implemented	Monarch River Academy has fully implemented a comprehensive Student Study Teams and Intervention Support program, addressing the needs of Low Income, Foster Youth, English Learner students, and homeless youth. Utilizing state and local assessment data and educational partner feedback, the academy employs a 5-Tier MTSS system to provide differentiated learning, student-centered approaches, and		\$129,249.64	\$109584.43

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 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</p>			<p>individualized support. This initiative has increased accessibility to resources for students, staff, and families, leading to improvements in attendance rates, reduced suspension rates, and enhanced behavior affecting learning and academic achievement. The ongoing implementation of the student study team process is expected to further reduce the achievement gap, providing tailored support in line with the most current state and local assessment data, educational partner feedback, and other collected data.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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	Yes	Fully Implemented	Monarch River Academy has fully implemented a comprehensive Coordination of Intervention, Assessment, Analysis, and Achievement program, addressing the needs of Low Income, Foster Youth, English Learner students, and homeless youth. Leveraging regional coordinators, coordinators, assistant directors, classified staff, and directors, the academy coordinates all systems and data to provide tailored intervention, enrichment, and academic support. This initiative includes a process and systems for charter leaders to analyze data and achievements using a learning/assessment platform, increasing accessibility to resources and supporting growth in attendance rates,		\$157,554.90	\$95073.28

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			reduced suspension rates, and enhanced behavior affecting learning and academic achievement. The school-wide implementation is expected to benefit all struggling students, with ongoing assessment through state and local assessment data, educational partner feedback, and other collected data.			
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	No	Fully Implemented	Monarch River Academy has fully implemented a robust Academic Achievement Assessments, Management Platform, and Support program, utilizing web-based platforms and programs that include assessments, assessment analysis, data analysis, interactive lesson design, and		\$76,906.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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</p>			<p>course resources. Coordinated by directors, the tech department, and professional development, this initiative provides comprehensive support for Low Income, Foster Youth, English Learner students, and homeless youth. The platform facilitates intervention, enrichment, and academic support to address the achievement gap, with a focus on improving attendance rates, reducing suspension rates, and addressing behavior affecting learning. The ongoing implementation is expected to benefit students, staff, and families, with continual assessment.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	state and local assessment data, educational partner feedback, and other collected data.						
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 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,	No	Fully Implemented	After a comprehensive review of state and local assessment data and partner feedback, Monarch River Academy successfully implemented a program to coordinate services and support for students with 504 plans. The program aligns with students' needs, including those enrolled in virtual courses, based on data-driven insights. Credentialed and trained teachers actively monitor and assist students with 504 plans, providing a tailored program to address skill gaps and meet standards as guided by the Student Success Team (SST) supported by the Multi-Tiered System of Support (MTSS). This initiative has led to a significant reduction in the achievement gap, demonstrating increased student support and engagement. The implemented program has notably improved attendance rates, work		\$42,238.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			completion rates, and behavior affecting the learning and academic achievement of our students, including those in vulnerable groups such as Foster Youth and students experiencing homelessness. Continuous assessment through state and local data and partner feedback consistently affirms the positive impact of these efforts.			
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	No	Fully Implemented	Monarch River Academy (MRA) has fully implemented a plan aligning events at our lending library and other locations with families' needs, promoting academic progress and achievement. Credentialed teachers and paraprofessionals facilitate tailored events aiming to enhance family literacy/math development and student engagement. This comprehensive program targets increased attendance, engagement, and improved behavior, positively impacting learning and academic achievement. MRA's commitment to coordination and implementation ensures		\$90,217.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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 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.			grade-level specific programs, fostering increased student support and engagement. Continuous assessment using state and local data and partner feedback affirms the positive impact on attendance rates, suspension rates, and the academic progress of vulnerable student groups.			

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Seek parent input & promote parental participation in programs	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 2023 Dashboard.	Full Implementation and Sustainability according to the Fall 2024 Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
for unduplicated students and students with exceptional needs					
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. Data from 04/2021-01/2021 shows that our website had 65,755 page views.	For the school year 2022-23, Facebook has reached 15,768 individuals and Instagram reached 903. Data from 08/15/22-03/20/22. The school website reached 98,477 views.	For the school year 2023-24, Facebook has reached 5,880 individuals and Instagram reached 1,138. Data from 8/23/2023-12/14/2023. The MRA school website reached 90,532 views.	Increase parent communication as measured by page visits to the Beehively Website platform from prior year's data
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.	MRA provided multiple parent engagement opportunities throughout the 23-24 school year.	Provide parent education opportunities

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	No	Fully Implemented	Monarch River Academy (MRA) has seen positive outcomes from its comprehensive parent engagement strategy, led by teams of educators and paraprofessionals. The initiative, aimed at boosting school connectedness among unduplicated students, offers diverse engagement		\$45,317.00	\$11528.57

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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 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,			<p>opportunities, including newsletters, phone calls, meetings, field trips, professional development, and events for all grade levels.</p> <p>MRA has replaced the School Site Council with a Parent Advisory Committee, and parents actively participate in Title 1 and LCAP surveys. These coordinated efforts have resulted in increased participation and academic achievement in local assessments. While initially targeting Low Income (LI), Foster Youth (FY), and English Learner (EL) students, MRA's parent engagement systems benefit all students, contributing to a reduction in the achievement gap. Expected outcomes encompass improved attendance, reduced suspensions, and positive behavior, particularly impacting Low Income, Foster Youth, English Learner, and homeless students. Assessment relies on state and local data, educational partner feedback, and other collected information.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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	Yes	Fully Implemented	Monarch River Academy (MRA) fully implemented robust measures through its technology and marketing departments, ensuring weekly updates across online platforms for easy access to essential information by parents and students. Improved school-to-parent communication significantly increased student engagement in programs and support services. MRA's diverse communication methods, including the website, home letters, and a weekly newsletter, effectively enhanced		\$92,078.00	\$37631

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 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.</p>			<p>participation and support for students. These comprehensive communication channels notably improved access and support, resulting in enhanced attendance, reduced suspensions, and improved academic achievement, particularly benefiting vulnerable student groups. Continuous assessment using state and local data and partner feedback consistently confirms the positive impact of these technology resources on academic achievement and overall student success.</p>			
2.3	Parent Support and Professional Development	No	Partially Implemented	Monarch River Academy has initiated measures		\$47,250.00	\$735.58

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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</p>			<p>utilizing teacher trainers, regional coordinators, community educators, and contracted providers to offer a range of services, professional development, and support for learning coaches/parents. This ongoing effort aims to increase parent participation and effectiveness through tailored training, materials, and academic support, primarily focusing on improving student outcomes. While progress has been made in providing support and resources to learning coaches/parents, the school's ultimate goal is to expand and enhance these initiatives. The intention is to further increase and refine parent trainings, utilizing both formal and informal data collection to continually improve instructional techniques for various student groups. The ongoing implementation targets reducing the achievement gap by enhancing student support and engagement, with an ultimate aim to positively</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			impact attendance rates, suspension rates, and behavior affecting Foster Youth and homeless students. Continuous assessment using state, local assessment data, and partner feedback will guide the refinement and expansion of these efforts.			

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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.	The attendance rate was at 99.4% for the 2022-2023 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.	The Chronic Absenteeism rate decreased by 0.5% according to the 2023 California 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.	There were 0 suspensions in 2023-24 according to the 2023 California School Dashboard.	Decrease suspension rate from the prior year according to the California School Dashboard.
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.	There were 0 expulsions for 2022-23.	Decrease expulsion rate from the prior year according to the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
					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%.	There were 0 dropouts for the 22-23 school year according to DataQuest.	Decrease number of high school dropouts from the prior year according to the Four Year Adjusted Cohort Outcome report in Dataquest.
Middle school dropout rate	Local data shows 1 middle school dropout in 2020.	According to CALPADS certification data there were 3 middle school drop outs in 2021-22.	According to CALPADS certification data there were 11 middle school drop outs in 2021-22, with the rate of 0.99%	The dropout rate for middle schoolers for the 22/23 cycle (8/16/22 - 8/15/23) was: 2.857%	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.	Based on a local survey, 91% 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 & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	Yes	Fully Implemented	After thorough assessment of state and local data, educational feedback, and diverse sources, Monarch River Academy has fully implemented targeted support for Low-Income, Foster Youth, English Learners, and homeless students. The executed Multi-Tiered System of Support plan has successfully addressed		\$53,700.90	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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</p>			<p>attendance, behavior, and academic challenges, benefiting these student groups school-wide. This comprehensive action has significantly reduced the achievement gap, demonstrated by improved attendance, reduced suspensions, and enhanced learning environments. Continuous assessment validates the success of these interventions.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Learner students, and students experiencing homelessness learning as measured by the most state and local assessment data, educational partner feedback, and other collected data.						
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 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	No	Fully Implemented	Monarch River Academy (MRA) has implemented school-wide engagement strategies by extending these efforts to benefit every student, including Low-Income, Foster Youth, English Learners, and homeless students. MRA aims to bridge the achievement gap. This comprehensive action, which includes enrichment programs, aims to target areas such as attendance rates, suspension rates, and behavior affecting these diverse student groups. The success and impact of these enrichment systems is assessed through ongoing evaluation using the most current state and local assessment data, educational partner feedback, and other collected metrics.		\$351,541.00	\$150524

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>However, since the action will benefit all students, it will be provided school-wide. We expect this action will continue to reduce the achievement gap by providing enrichment and addressing the areas of attendance rates, suspension rates, and the behavior which affects our Low Income, Foster Youth, English Learner students, and students experiencing homelessness. The impact of these enrichment systems will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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 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	No	Fully Implemented	Monarch River Academy (MRA) successfully implemented strategies led by teams under the Director of Community Services and regional coordinators. These efforts have significantly enhanced parent engagement through various school and community events, fostering a stronger sense of school connection among all students, especially unduplicated ones. The comprehensive plan included newsletters, regular phone communication, monthly meetings, academic field trips, and a continuous offering of clubs throughout the school year for students across all grade levels. This implementation has effectively reinforced a sense of community and involvement, contributing to improved attendance rates and positive behavior among our diverse student population.		\$331,958.14	\$118164.92

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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	No	Fully Implemented	After analyzing State and local data along with educational partner feedback, the need for supplies and services for foster youth and homeless students was identified.		\$300.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	metric section, there is a need for support in attendance rate, suspension rate, and behavior that affects the 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.			<p>Monarch River Academy (MRA) successfully implemented a plan, coordinated by its transition teams and the local county office, led by the Director of Student Services.</p> <p>This initiative boosted school connectedness and addressed specific needs through various support systems. As a result, there's been marked progress in attendance, reduced suspensions, and improved behavior.</p> <p>Ongoing assessments using state and local data confirm the positive impact of these efforts.</p>			
3.5	<p>Increase student participation in clubs, leadership and academic programs</p> <p>State and local assessment data, educational partner feedback, and other collected data indicate a need</p>	No	Fully Implemented	Monarch River Academy (MRA) has successfully addressed the need for enhanced student engagement and academic achievement.		\$15,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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 the behavior which affects our Foster Youth, and students experiencing homelessness as measured by state and local assessment data,			Initiatives led by a leadership team, including teachers and paraprofessionals under the Director of Community Engagement, have provided avenues for students to develop leadership skills, collaborate, and participate in academic competitions and clubs. This has significantly increased student involvement and achievement.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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	Yes	Fully Implemented	Led by the Director of Transition and Student Support, a team of educators facilitates students' involvement in clubs, leadership development, and academic competitions, nurturing confidence and leadership skills. Through partnerships, the team provides a flexible learning experience, extending services in post-secondary education, employment, and independent living to all high school students, including those with disabilities. MRA's transition programs prepare students for key transitions, enhancing agency linkage opportunities for post-graduation success. This initiative has led to increased participation and achievement in local assessments. Coordinated support systems target connectedness, school engagement, and college		\$76,795.95	\$9893.1

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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 local assessment data, educational partner feedback, and other collected data.			and career readiness. Expected outcomes include a continued reduction in the achievement gap through heightened student support and engagement, influencing attendance rates, suspension rates, and behavior for Foster Youth and students experiencing homelessness. This is measured by state and local assessment data, educational partner feedback, and other collected information.			

Goal 4

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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%.	As of Dec. 2023, according to the CA Dashboard, the graduation rate for MRA is 92.3%.	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.	According to the 2023 CA Dashboard reports, 1 student completed a CTE pathway.	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. 20-21 data will become the baseline.	The A-G completion rate for 2021 was at 16% (1 out of 6 students).	In 2022, the A-G completion rate was 38%.	In 2023-2024, the A-G completion rate was 12 % (3 out of 25 students).	Increase the A-G completion rate from the prior year's data.
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%	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 2023-2024 was 14%. For 2023-2024, we had 0 students from MRA take AP tests.	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.	In 2023, 38.5% of students were prepared or approaching prepared according to the California Dashboard.	Increase the percentage of students who are prepared or approaching prepared according to the College and Career Indicator on the Dashboard.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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 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,	Yes	Fully Implemented	Analysis of assessment data and partner input revealed a need to enhance College and Career Indicators (CCI) for students, especially in CTE Pathways and A-G courses. Monarch River Academy (MRA) responded effectively by expanding opportunities in CCI, CTE, and A-G courses. Led by the High School Director, a team of specialists and counselors are working to increase student participation and achievement. Coordinated support systems fostered student engagement, improving college and career readiness. These efforts hold promise in reducing the achievement gap, impacting attendance rates, suspension rates, and behavior for vulnerable student groups. Ongoing assessment using state, local, and partner data validates these measures' success.		\$110,732.40	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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,	Yes	Partially Implemented	Monarch River Academy identified a need for enhanced student involvement through a secondary student success team and an online virtual specialist after analyzing assessments, educational partner feedback, and collected data. Successfully implemented, these initiatives focused on supporting Low Income, Foster Youth, and English Learner students to improve dropout rates, graduation rates, CCI		\$144,324.10	\$49872.45

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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 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.			<p>indicators, concurrent enrollment, and academic standards.</p> <p>The secondary student success team executed a program ensuring student academic goals were met through tailored support and regular progress monitoring. This implementation significantly improved course completion rates, graduation rates, and academic achievement based on state and local assessments. These efforts contributed to reducing the achievement gap, enhancing student support, and positively impacting attendance rates, suspension rates, and behavior among vulnerable student groups. Ongoing assessment validates the success of these measures.</p>			
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	No	Fully Implemented	Monarch River Academy has fully implemented a comprehensive High School Counseling Support program, ensuring academic		\$67,390.80	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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			guidance and support for students to meet A-G requirements and achieve College and Career readiness. The counseling team, through ongoing meetings with students and families, has contributed to improved outcomes for middle and high school students, evident in increased course completion rates, graduation rates, and achievement on state and local assessments. The ongoing success is reflected in enhanced attendance rates, reduced suspension rates, and positive behavior, as measured by state and local assessment data, educational partner feedback, and other collected data.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	partner feedback, and other collected data.						
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	No	Fully Implemented	Monarch River Academy has successfully implemented an expanded Dual/Concurrent Enrollment Opportunities program, prioritizing student success based on state and local assessment data and educational partner feedback. The collaboration between the high school success team, directors, and counseling team has resulted in increased opportunities for unduplicated students, particularly Low Income, Foster Youth, and English Learners, to engage in dual enrollment options. This initiative has positively impacted middle and high school student outcomes, evident in improved course completion rates, graduation rates, and achievement on state and local assessments, contributing to a reduction in the		\$300.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			achievement gap. The ongoing success is reflected in enhanced attendance rates, reduced suspension rates, and positive behavior, as measured by state and local assessment data, educational partner feedback, and other collected data.			

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

2023-24 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Monarch River Academy
CDS Code:	54718110139477
LEA Contact Information:	Name: Stephanie Johnson Position: Superintendent Email: steph.johnson@centralvcs.org Phone: (559) 258-0787
Coming School Year:	2023-24
Current School Year:	2022-23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year	Amount
Total LCFF Funds	\$13,410,506
LCFF Supplemental & Concentration Grants	\$1,084,959
All Other State Funds	\$1,604,796
All Local Funds	\$4,454,600
All federal funds	\$325,354
Total Projected Revenue	\$19,795,256

Total Budgeted Expenditures for the 2023-24 School Year	Amount
Total Budgeted General Fund Expenditures	\$19,250,743
Total Budgeted Expenditures in the LCAP	\$12,964,396
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,000,030
Expenditures not in the LCAP	\$6,286,347

Expenditures for High Needs Students in the 2022-23 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$8,964,012
Actual Expenditures for High Needs Students in LCAP	\$9,662,020

Funds for High Needs Students	Amount
2023-24 Difference in Projected Funds and Budgeted Expenditures	\$-84,929
2022-23 Difference in Budgeted and Actual Expenditures	\$698,008

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The remaining amount not listed in the LCAP will be used to cover general administrative costs to support the school.
The amount budgeted to increase or improve services for high needs students in the 2023-24 LCAP is less than the projected revenue of LCFF	There is a small deficit 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 for specific programs outlined in the LCAP.

<p>supplemental and concentration grants for 2023-24. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</p>	
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2022-23 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2022-23.</p>	<p>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.</p>



MONARCH RIVER ACADEMY

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monarch River Academy

CDS Code: 54718110139477

School Year: 2023-24

LEA contact information:

Stephanie Johnson

Superintendent

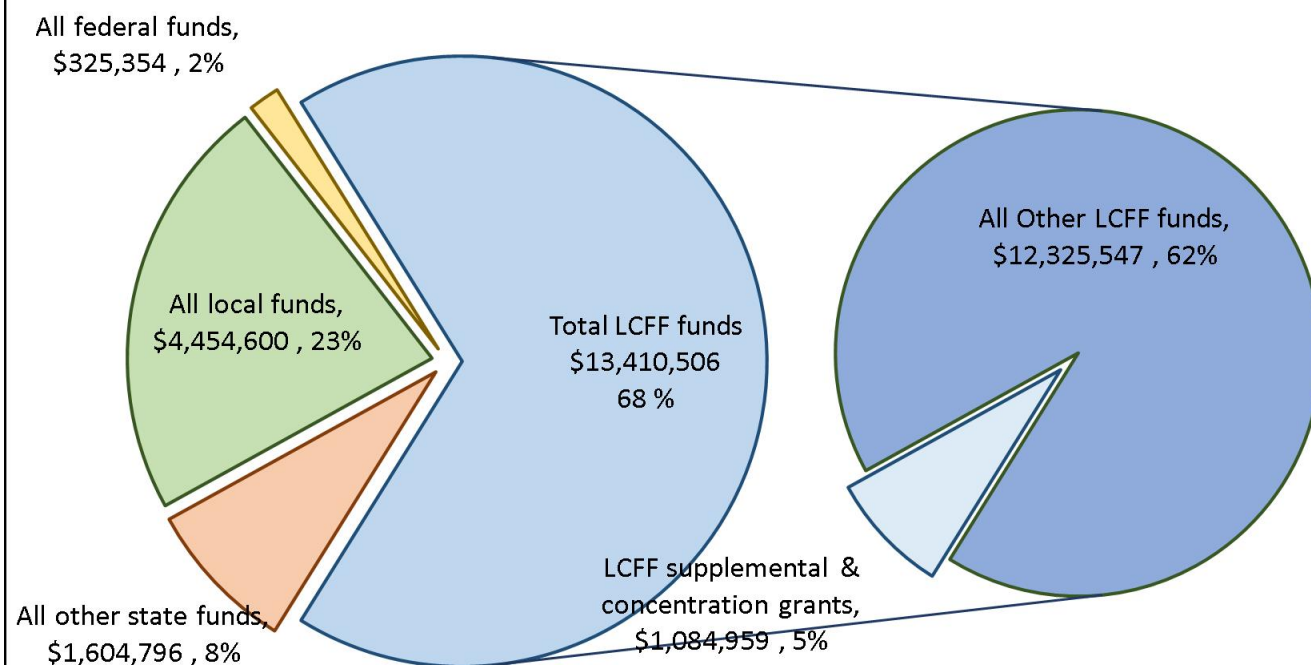
steph.johnson@centralvcs.org

(559) 258-0787

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

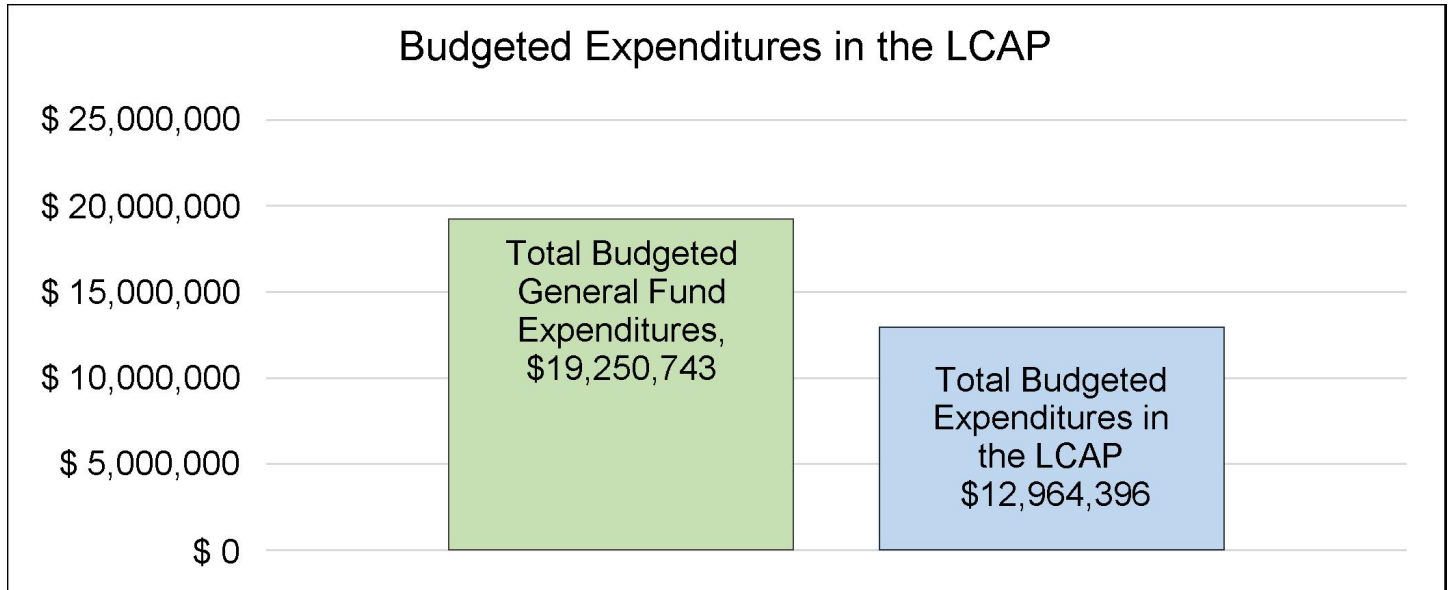


This chart shows the total general purpose revenue Monarch River Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monarch River Academy is \$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, \$1,084,959 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Monarch River Academy plans to spend \$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.

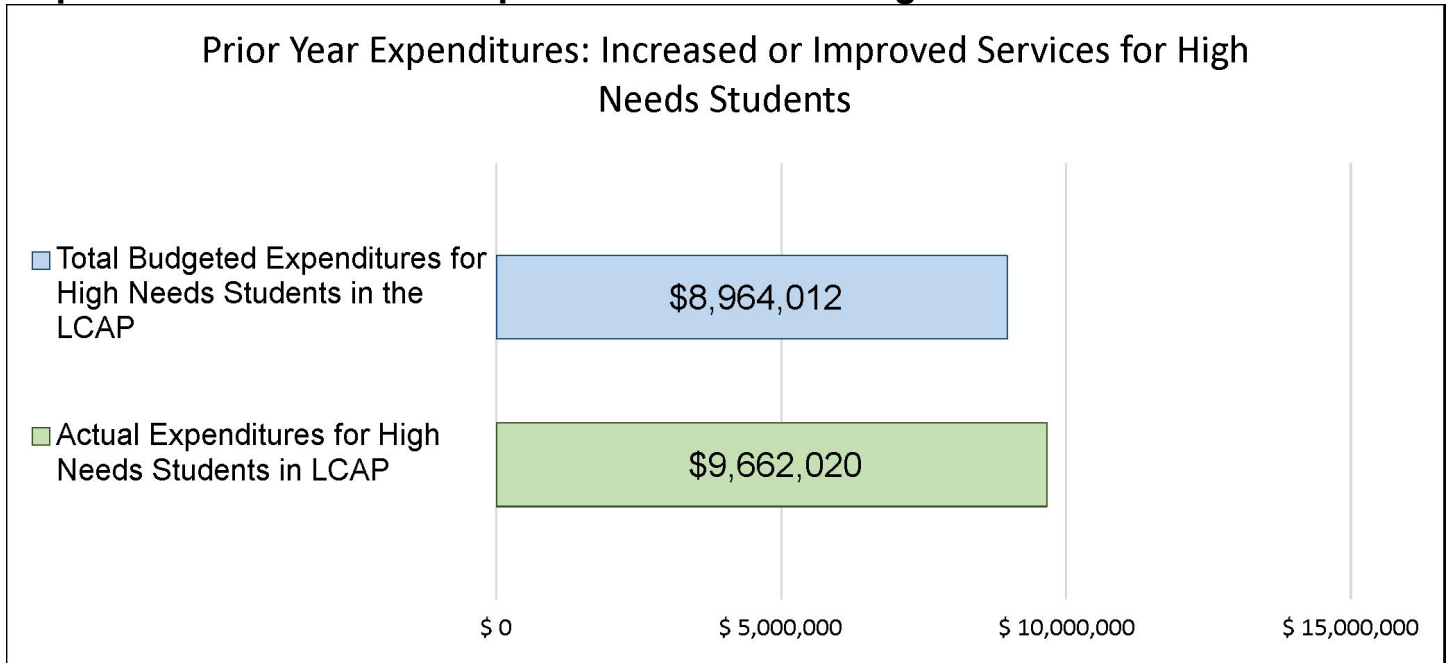
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Monarch River Academy is projecting it will receive \$1,084,959 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 \$1,000,030 towards meeting this requirement, as described in the LCAP.

There is a small deficit 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 for specific programs outlined in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Monarch River Academy's LCAP budgeted \$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.

Cover Sheet

Extended School Year (ESY) for 2024

Section:	III. Academic Excellence
Item:	C. Extended School Year (ESY) for 2024
Purpose:	Discussion & Potential Action - Vote
Related Material:	ESY - MR

BACKGROUND:

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

RECOMMENDATION:

- Consider approval of the proposed ESY plan/schedule.



Extended School Year (ESY)

ESY occurs directly after the school year ends and is four weeks in duration. For the current school year, ESY is scheduled to begin on June 10, 2024, and end on July 5, 2024.

This will provide students with 18 days of instruction and access to their related services.

Cover Sheet

Annual Review of the Homeless Education Policy

Board Policy No. 6173

Section:	III. Academic Excellence
Item:	D. Annual Review of the Homeless Education Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Homeless Education Policy - MR - 2024 Annual Review

BACKGROUND:

- Annual Review of the Homeless Education Policy.

RECOMMENDATION:

- Consider the approval of the updated Homeless Education Policy



Monarch River Academy

Instruction | Alternative/Specialized Programs HOMELESS EDUCATION POLICY

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

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

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

1. Definitions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 5. Transportation:** The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.
- 6. Comparable Education Services:** Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:
 - Educational services for which the homeless student meets federal, state, and local program eligibility criteria
 - Programs in career and technical education
 - Access to honors and AP courses
 - Access to field trips
 - Access to technology, including hotspots

- Access to a full range of support and intervention programs

7. Coursework and Graduation Requirements: The School shall accept coursework satisfactorily completed by a homeless student while attending another public school, a juvenile courts school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that homeless student full or partial credit for the coursework completed while attending the School.

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

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

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

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

A homeless student shall not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

A homeless student who transfers between schools any time after the completion of the pupil's second year of high school and is in the student's third or fourth year of high school, the School shall exempt from all coursework and other requirements adopted by the School that are in addition to the statewide coursework requirements specified in Education Code section 51225.3, unless the School makes a finding that the student is reasonably able to complete the

School's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

If the School determines that the homeless student is reasonably able to complete the School's graduation requirements within the student's fifth year of high school, the School shall do all of the following: 1) Consult with the student and the person holding the right to make educational decisions for the student of the student's option to remain in school for a fifth year to complete the School's graduation requirements; 2) Consult with the student, and the student's educational rights holder, about how remaining in the School for a fifth year to complete the School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; 3) Consult with and provide information to the student about transfer opportunities available through the California Community Colleges; 4) Permit the student to stay in school for a fifth year to complete the School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or if under 18 years of age, with the person holding the right to make educational decisions for the student; 5) Consult with the student and the student's educational rights holder regarding the student's option to remain in the School of origin.

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

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

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

A homeless student that has been exempted from local graduation requirements in accordance with Education Code section 51225.1 and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the school, the

School shall not require or request that the pupil graduate before the end of the student's fourth year of high school.

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

If a homeless student who is eligible for the exemption from local graduation requirements and would otherwise be entitled to remain in attendance at the School shall not be required to accept the exemption or be denied admission in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

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

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

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

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

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

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

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

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

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

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

Cover Sheet

Annual Review & Revised Immigration Enforcement Policy

Board Policy No. 5145.13

Section:	III. Academics
Item:	E. Annual Review & Revised Immigration Enforcement Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	5145.13 - Immigration Enforcement Policy - MR - 1-23-2024

BACKGROUND:

- Annual review of the Revised Immigration Enforcement Policy

RECOMMENDATION:

- Consider the approval of the updated Immigration Enforcement Policy.



Monarch River Academy

Students | Rights and Responsibilities

IMMIGRATION ENFORCEMENT POLICY

Monarch River Academy is committed to ensuring that public schools remain safe and accessible to all California residents regardless of immigration status.

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

1. Outline the Procedures for Responding to an Immigration or Law-Enforcement Officer
2. Outline the Procedures for Notifying Parents Before a Student is Interviewed or Searched by any Officer Seeking to Enforce Civil Immigration

1. Responding to an Immigration or Law-Enforcement Officer: The Charter School personnel shall notify the Superintendent or a designee~~Executive Director or Deputy Executive Director~~ of any request by an immigration or law-enforcement officer for school or student access, requests for review of the Charter school documents, or requests of the services of lawful subpoenas, petitions, complaints etc., as soon as possible.

In addition, if an officer appears at a school function specifically for immigration-enforcement purposes, the Charter School personnel must take the following actions:

1. Advise the officer that the Charter School personnel must have the Superintendent or a designee~~Executive Director or Deputy Executive Director~~ review written notification prior to beginning with request;
2. Ask to see (and make a copy of or note) the officer's name and badge number;
3. Ask the officer for her/his reason for being at the Charter School event and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for the Charter School records;
6. If the officer asserts that special exigent circumstances exist and demands immediate access to the Charter school location, the Charter school personnel should comply and contact the Superintendent or designee~~Executive Director or Deputy Executive Director~~.

If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:

- An ICE (Immigrations and Customs Enforcement) administrative warrant School personnel shall inform the agent that he or she cannot consent to any request without first consulting with the School's counsel or other designated agency official.
- A federal judicial warrant (search-and-seizure warrant or arrest warrant), prompt compliance with such a warrant is usually legally required. If feasible, consult with the School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant.

A subpoena for production of documents or other evidence, immediate compliance is not required. Therefore, School personnel shall inform the School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed.~~If the officer does not declare that exigent circumstances exist, the Charter School personnel shall inform the officer that the Charter School must consult its own legal counsel before proceeding. In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the Charter School's legal counsel shall be made before providing the agent access to the person or materials specified in the warrant if feasible.~~

The Charter School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document his or her actions while on campus.

The Charter School personnel shall provide notes of the interaction to the Charter School's legal counsel and provide the governing board a report of the interaction as timely as possible. These notes must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all the Charter School personnel who communicated with the officer;
3. Details of the officer's request;
4. Information on whether the officer presented a warrant or subpoena to accompany his/her request, the information/access requested and proof that the warrant was/wasn't signed;
5. The Charter school personnel's response to the officer's request;
6. Any further action taken by the officer;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school location or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

2. Parental Notification: Before a student can be interviewed or searched by any officer seeking to enforce civil immigration laws at the Charter School, the Charter School personnel must receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order, stating otherwise.

The Charter school personnel must immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Adopted: June 8, 2019
Revised: January 23, 2024

Cover Sheet

2024-2025 Enrollment & Staffing Proposal

Section:	IV. Operations
Item:	A. 2024-2025 Enrollment & Staffing Proposal
Purpose:	Discussion & Potential Action - Vote
Related Material:	Enrollment & Staffing Proposal - 2024-2025 - MR

BACKGROUND:

- Using historical data and trends, the school is proposing an overall targeted Enrollment increase of 5%.
- Staffing aligns with the growth goals/projections.
- Enrollment Timeline Proposal including Open Enrollment Window, Waitlist plan, and caps align with current Board Policy.

RECOMMENDATION:

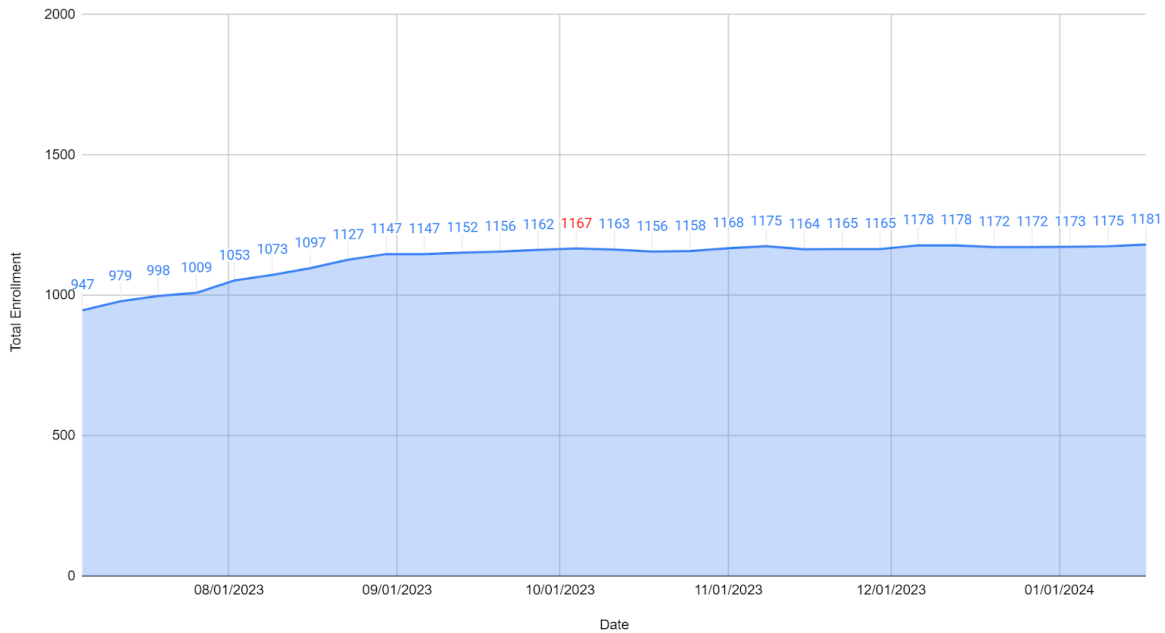
- Consider approving the Enrollment & Staffing Projection Proposal for 2024-2025.



Enrollment Proposal 2024-2025

2023-2024 Enrollment Trends

2023-2024 Enrollment Trends | Monarch River



Enrollment Growth Goal Proposal

School	Monarch River
Growth Goal - %	5%*
Growth Goal - Student Increase	60 Students
Target Total Enrollment	1270 Students

*5% of the 2023-2024 Enrollment Targets

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

Staffing Proposal (New Positions)

Independent Study Teachers (IST)	1-2
Case Managers	As needed, based on 13%SPED Population



Open Enrollment Window

February 15 - March 15, 2024

Public Random Drawing/Lottery (if needed)

March 21, 2024

Enrollment Parameters

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

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

Waitlist

The schools would like to utilize a Waitlist to replace students in line with grade level caps as they withdraw during the school year through February 1, 2025.

Cover Sheet

2024-2025 School Calendar

Section:	IV. Governance
Item:	B. 2024-2025 School Calendar
Purpose:	Discussion & Potential Action - Vote
Related Material:	

RECOMMENDATION:

- Consider approving the 2024-2025 School Calendar.

July 2024						
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December 2024						
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Events - Dates TBD

Community Opportunities
Field Trips
Adventure Days

2024-2025 School Calendar



**MONARCH RIVER
ACADEMY**

School Year Dates

Aug 5	Teachers Back to Work
Aug 21	First Day of School
Dec 20	End of Semester 1
Jan 10	Report Cards Due
June 6	Last Day of School
####	Report Cards Due
####	Last Teacher Work Day

Holidays

July 4	Independence Day
Sep 2	Labor Day
Nov 11	Veteran's Day
Nov 22-29	Thanksgiving Break
Dec 23-Jan 7	Winter Break
Jan 20	Martin Luther King, Jr. Day
Feb 10	Lincoln Day
Feb 17	Washington Day
Apr 14-21	Spring Break
####	Memorial Day
June 19	Juneteenth

Learning Period Dates

LP1	8/21-9/13 (17)
LP2	9/16-10/11 (20)
LP3	10/14-11/8 (20)
LP4	11/13-12/20 (22)
LP5	1/8 - 1/31 (17)
LP6	2/3 - 2/28 (17)
LP7	3/3 - 3/28 (20)
LP8	3/31- 5/9 (23)
LP9	5/12 - 6/6 (19)

School Accountability

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

January 2025						
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Testing Windows

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

School Closed

LP Start & End Dates

No School/Staff PD

Teacher In-Service Days

Report Cards

Graduations

* Last Day of Semester 1

○ First & Last Day of School

195 Teacher Work Days

Semester 1 = 79 days

175 Instructional Days

Semester 2 = 96 days

July 2024						
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2024-2025 School Calendar



MONARCH RIVER ACADEMY

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March 2025						
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Mar-May	SBAC Testing
Fall, Winter, Spring	STAR 360

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

-  Teacher In-Service Days
-  Report Cards
-  Graduations

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

195 Teacher Work Days

Semester 1 = 79 days

175 Instructional Days

Semester 2 = 96 days

Cover Sheet

Independent Auditor Selection

Section:	IV. Operations
Item:	C. Independent Auditor Selection
Purpose:	Discussion & Potential Action - Vote
Related Material:	MRA - Audit Contract 2022-2023 through 2024-2025

RECOMMENDATION:

- Consider approving the continuation of the Monarch River auditor, per the multi-year contract.



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

March 6, 2023

Management and the
Board of Directors of
Monarch River Academy
Fresno, California

RE: Renewal for Audit Services

We show that we do not have a current contract on file for the 2022-23 fiscal year. Christy White, Inc. (CW) truly appreciates Monarch River Academy's business and look forward to working with you on this year's audit. We are attaching our proposed renewal fees for audit and tax preparation services for your review.

A Note About Our Professional Fees: Increasingly, new laws and compliance requirements impact charter schools' operations and the State's fiscal oversight. In response, the State requires additional audit compliance procedures, on top of various Financial Accounting Standards Board's financial accounting and reporting requirements. And with more federal funds available, your charter could be required to have a Federal Single Audit, i.e., when your organization spends \$750,000 or more in federal dollars in a single fiscal year. As a firm, we are conscientious of the impact of rising audit fees on your budget, but, at the same time, we must comply with the expanding audit scope the State dictates. As such, we will be increasing our professional fees for all of our charter school audit clients.

Thank you for considering the above. We value our relationship with Monarch River Academy and look forward to the opportunity to continue working with you. Please do not hesitate to contact us with any questions or to arrange a meeting.

Sincerely,

Marcy Kearney, CPA
Partner

Enclosures:
Proposed Fee Schedule
Quality Control Peer Review Opinion Letter

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

PROPOSED FEE SCHEDULE

FEE STRUCTURE FOR MONARCH RIVER ACADEMY

The proposed fees are all-inclusive and will not change unless there are significant changes in the scope of the audit or tax services proposed, as imposed by state or federal agencies or directly requested by the Organization. Audit fees increase per year at a rate of six percent for consideration of research on updated accounting standards and compliance requirements as well as for a Cost of Living Adjustment (COLA). We do not bill for advisory services related to the audit or an application of accounting standards. We encourage our clients to contact us at any time year-round for free advice on general finance and accounting issues.

We propose to conduct the audit engagement and submit the audit reports in compliance with the instructions provided by the State Controller's Office. The fee schedule below includes a list of personnel by classification assigned to the audits, indicating the estimated number of hours and rate per hour for the audits.

<u>Classification</u>	<u>Billing Rates</u>	<u>Estimated Hours</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Partner	\$ 230	6	\$ 1,380	\$ 1,462	\$ 1,551
Supervisor	170	15	2,550	2,703	2,865
Senior	150	20	3,000	3,180	3,371
Staff	120	34	4,080	4,324	4,584
Clerical Assistant	70	5	350	371	394
		<u>80</u>			
Audit Fees			11,360	12,040	12,765
Federal Single Audit*			4,500	4,500	4,500
Total Audit Fees			\$ 15,860	\$ 16,540	\$ 17,265
Tax Preparation Fees**			1,600	1,600	1,600
Total Professional Fees			\$ 17,460	\$ 18,140	\$ 18,865

*A Federal Single Audit under OMB Uniform Grant Guidance is applicable in any given year that the Organization expends more than \$750,000 in Federal funds.

**Fees noted for preparation of tax returns include Federal IRS Form 990 and related schedules, and California Form 199. If these are not the appropriate forms or if any additional Federal or State forms are necessary, this fee may be modified based on the client tax compliance needs (i.e. Form 990-T for reporting of taxable income).

We will enter into an agreement with Monarch River Academy in the form of an engagement letter upon acceptance of these proposed fees. Thank you!

Name of Accounting Firm: Christy White Inc.

Authorized By: 

Name: Marcy Kearney, CPA

Title: Partner

Date: March 6, 2023

Grant Bennett Associates

A PROFESSIONAL CORPORATION

Report on the Firm's System of Quality Control

February 26, 2021

To Christy White Associates, Inc. and the Peer Review Committee of the California Society of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Christy White Associates, Inc. (the firm) in effect for the year ended December 31, 2019. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Christy White Associates, Inc. in effect for the year ended December 31, 2019, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Christy White Associates, Inc. has received a peer review rating of *pass*.



GRANT BENNETT ASSOCIATES
A PROFESSIONAL CORPORATION
Certified Public Accountants



www.gbacpa.com

1375 Exposition Boulevard, Suite 230
Sacramento, CA 95815
916/922-5109 FAX 916/641-5200

P.O. Box 223096
Princeville, HI 96722
888/769-7323

Cover Sheet

Board Metrics Report - January 2024

Section:	V. Governance
Item:	A. Board Metrics Report - January 2024
Purpose:	Discussion & Potential Action - Vote
Related Material:	Board Metrics Report - January 2024

BACKGROUND:

- Monthly Board Report
- This month's report includes:
 - Current Enrollment Numbers
 - Community Arts Education / In Person Enrichment Events

RECOMMENDATION:

- Consider providing school leadership with input and guidance.



BOARD METRICS REPORT

January 2024

Program Enrollment

Current Enrollment by Grade:
As of 1/19/2024

Grade	Totals
TK	23
KN	112
1	132
2	131
3	156
4	121
5	100
6	92
7	87
8	87
9	39
10	34
11	48
12	21
Totals	1,183

- 175 withdrawals were processed since 8/1, 6 pending.
- The school continues to offer enrollment as students withdraw, with 10 expected new applicants
- 99% target completion
- Enrollment officially closes on January 29, 2024

In Person Enrichment Events / Community Engagement

Micheline Fitzgerald

Progress Report

The Community Arts Educators have hosted five months of Adventure Days, Hangouts, Student Clubs, and Academic Adventures (field trips) across counties. The team has collected informal feedback, and attendance data, and works to serve their developing communities frequently. Each month we adjust plans to best serve the needs of our students and their families.

Department Highlights

- **STAFF:** The Community Arts Educators are new for the 2023-2024 school year and serve in ten regions to bring the community together through interactive activities. Each leader fosters a sense of community with school staff support by regularly communicating with the families in their area.



- **EVENTS:**
 - Each event is growing month to month, with room for improvement through strategic marketing. Events have been shared in the weekly newsletter, private social media channels, and through intentional emails to families within the zip codes the Community Arts Educator is serving. Friendships are being made with students and parents, as well as exposure to excellent literature, arts, and other STEAM activities. Students are also invited to field games.
 - CLUBS: Student clubs are offered two hours per month, most of them are virtual, but three are in-person. We started an E-Sports club, primary and secondary choirs, as well as a board game club all in-person.
 - IN PERSON EVENTS: For 23/24 all Academic Adventures, field trips, have had an educational impact in order to increase student achievement.
- **COUNTY OFFICE OF EDUCATION RESOURCES:** Partnership with Fresno COE to educate our team in teaching the arts, as well as hosting family art events.
- **PARENTS:** The team will host a Community Engagement Power Hour for parents to have their voices heard in March.

Cover Sheet

Public Employee Performance Evaluation Process: Superintendent

Section:	VI. Governance
Item:	B. Public Employee Performance Evaluation Process: Superintendent
Purpose:	Discussion & Potential Action - Vote
Related Material:	MR Administrator Evaluation - Steph Johnson

BACKGROUND:

- Annual consideration of the Administrator Evaluation Plan.
- Timeline:
 - February: Administrator Mid-Year Report
 - March: Administrator completes self evaluation
 - April: Board Member evaluations
 - May: Board will meet with Administrator in Closed Session
 - June: Compensation & Contract + Shared Staff MOU

RECOMMENDATION:

- Consider the approval of the Performance Evaluation Process.

2023-2024

Monarch River Administrator Evaluation

Superintendent: Steph Johnson

Process/Steps

1. Board members will meet in a properly convened closed session meeting to conduct Mid-Year Meeting Regarding Annual Review of the Superintendent, without the Administrator present, to discuss their individual ratings and determine a consensus rating for each indicator.
2. The Board will record their consensus ratings on a blank copy of the Evaluation Form.
3. From a review of the Board's composite ratings, the Board will identify:
 - Agreed upon areas of strength
 - Agreed upon areas of improvement
 - Any specific expectations the Board has regarding the Administrator's performance for the coming year
4. For areas in which there is no clear agreement about a rating, the Board will discuss reasons for their varying ratings and try to reach consensus about what, if anything, the Board would like to see differently regarding that indicator in the coming year.
5. After reaching consensus about the Administrator's performance ratings and desired improvements, the Board will discuss with the Administrator the areas of strength, areas needing improvement, and possibly specific improvements.

Next Steps:

1. In a properly agendized closed session, the Board will allow the Administrator to respond to the Board's ratings. This can be at the same meeting of the evaluation, or a future meeting. * Report out what Board decides
 2. The Board will include the final Executive Director performance goals in the Administrator Evaluation Form..
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3. If needed, an updated form can be adopted to be used for the next summative evaluation. The board will strive to complete this within two months of the evaluation meeting. * **Report out any changes to the future Evaluation Form**
 4. Determination & Offer of Contract & Compensation Packages (Mileage and Phone Stipend) - **Need direction from Board as to what they need for the Contract/Compensation Package**
 - a. **Current Salary**
 - b. **Recommended COLA increase**

Report out of Closed Session: Board took action to share evaluation with Administrators at the April Meeting

Evaluation Summary

[Evaluation Form](#) - Board Ratings

Add to Evaluation Form:

- Areas of Strength:
- Areas of Improvement:
- Specific Expectations for the 2024-2025 school year:

Cover Sheet

Annual Form 700 Filings

Section:	VI. Governance
Item:	C. Annual Form 700 Filings
Purpose:	Discussion - Informational
Related Material:	N/A

BACKGROUND:

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