

Monarch River Academy

Special Board Meeting



October 22, 2021 at 3:30 PM | 3610 E. Ashlan Avenue, Fresno, CA 93926

Zoom Link: <https://zoom.us/j/4183238475>

Meeting ID: 418 323 8475

Join by Phone: (669) 900-6833

Monarch River Mission Statement

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			3:30 PM
A. Record Attendance			1 m
B. Call the Meeting to Order		Dr. Sam Nofziger	1m
C. Flag Salute			1m
D. Approval of the Agenda (p.1-3)	Vote	Dr. Sam Nofziger	1m
E. Public Comment	FYI	Dr. Sam Nofziger	5 m
F. Approve Minutes (p.4-8)	Vote		1 m

Approve minutes for Regular Scheduled Board Meeting on September 28, 2021			
II. Finance			3:40 PM
A. September 2021 Financials (p.9-25)	Vote	Jim Surmeian	15 m
B. Elementary and Secondary School Emergency Relief (ESSER) Plan (p.26-46)	Vote	Dr. Laurie Goodman	10 m
III. Academic Excellence			4:05 PM
A. Revised Independent Study Policy (p.47-53)	Vote	Dr. Laurie Goodman	5 m
B. Contract for Outside Counseling Services (p.54-57)	Vote	Dr. Laurie Goodman	5 m
IV. Operations			4:15 PM
A. Personal Necessity Leave (PNL) & Time Off Balances (p.58)	Vote	Dr. Laurie Goodman	5 m
B. Iron Mountain Statement of Work (SOW) (p.59)	Vote	Dr. Laurie Goodman	5 m
V. Governance			4:25 PM
A. Meeting Format (p.60)	Vote	Dr. Sam Nofziger	2 m
B. Board Meeting Calendar (p.61)	Vote	Dr. Sam Nofziger	2 m
C. Board Member Vacancy (p.62)	Discussion	Dr. Sam Nofziger	5 m
VI. Closing Items			4:34 PM

A. Board of Director Comments & Requests	Discussion	Board Members	2 m
B. Announcement of the Next Scheduled Board Meeting	FYI	Dr. Sam Nofziger	1 m
Regular: November. 16, 2021 at 4:30 PM			
C. Adjourn Meeting	Vote	Dr. Sam Nofziger	1 m

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.

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**))

September 28, 2021 at 4:30 PM | 3610 E. Ashlan Avenue, Fresno, CA 93926

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Directors Present

Dr. Sam Nofziger (remote), Monique Ouwinga (remote), & Dr. Craig Wheaton (remote)

Directors Absent

Sarah Sanchez

Guests Present

Dr. Rob Hudson (remote), Dr. Laurie Goodman (remote), Steph Johnson (remote), Dr. Steven James (remote), Darlington Ahaiwe (remote), Lorraine Sewell (remote), Mariah Jordan (remote), Jenny Plumb (remote), Denise Voth (remote), & Kmmi Buzzard (remote)

Minutes

1. Opening Items
1.A. Record Attendance

1.B. Call the Meeting to Order

Dr. Sam Nofziger called the meeting of the board of directors of Monarch River Academy to order on Tuesday, September 28, 2021 at 4:32 PM.

1.C. Flag Salute

Dr. Sam Nofziger led the Flag Salute.

1.D. Approval of the Agenda

Monique Ouwinga made a motion to approve the agenda.
Dr. Craig Wheaton seconded the motion.
The board VOTED unanimously to approve the motion.

1.E. Public Comment

No public comments were made.

1.F. Review & Approval of Minutes

Dr. Craig Wheaton made a motion to approve the minutes from the Regular Scheduled Board Meeting on August 24, 2021 and the Special Board Meeting on September 7, 2021.
Monique Ouwinga seconded the motion.
The board VOTED unanimously to approve the motion.

1.G. Executive Director Report

Dr. Laurie Goodman shared:

- Enrollment Report: Current Enrollment is 1,090. Enrollment Goal is 1,250. Last day for families to submit an intent to enroll is this Friday, October 1, 2021. Enrollment will close shortly thereafter.
- All of the student clubs, virtual academies, intervention programs, and initial fall benchmark assessments have launched.
- Title I, ESSER Funds, and School Site Council meetings are upcoming.

2. Finance**2.A. August Financials**

- Darlington Ahaiwe presented the August Financial Reports including comparing July and August projections noting no major activity or variance.

- Darlington highlighted the importance of monitoring the 40-80 Expense Ratio and ideally, it is best to stay above.
- The budget has been adjusted to the new Enrollment, Staffing Projections, and reduction of student allotments. All of this has reduced the amount of factoring needed.
- Darlington highlighted that the Fund Balance is another important monitoring piece with at least a 5% surplus for a healthy budget. Currently the school is holding at a 10% reserve.
- Darlington highlighted Cash Balance as a third important item for the board to monitor carefully.
- Dr. Sam Nofziger asked the board when it would be best to plan a deeper financial discussion. The board and Darlington agreed that it would be best to hold this discussion in the Spring.

Dr. Craig Wheaton made a motion to approve the August Financial Reports.
Monique Ouwinga seconded the motion.
The board VOTED to approve the motion.

3. Academic Excellence

3.A. Virtual Academy Coordinator Job Description & Stipend

Steph Johnson described the Virtual Academy Coordinator position and the need for a dedicated staff member to focus on the program and participants as well as the amount of the corresponding stipend.

Monique Ouwinga made a motion to approve the Virtual Academy Coordinator Job Description and stipend.

Dr. Craig Wheaton seconded the motion.

The board VOTED to approve the motion.

3.B. Special Education Student Related Services Absence Policy

Dr. Steven James presented the new proposed Special Education Student Related Services Absence Policy, first explaining why the policy is needed. Dr. James outlined the process and exceptions to ensure the students are receiving FAPE and the appropriate services they may need.

Dr. Craig Wheaton made a motion to approve the Special Education Student Related Services Absence Policy.

Monique Ouwinga seconded the motion.

The board VOTED to approve the motion.

4. Operations
4.A. School Organizational Chart, Directory & Regional Teaching Teams
Dr. Laurie Goodman shared the school's chart that shows staffing and programs.
4.B. Part-Time Teacher Hourly Table 2021-2022
<p>The school needed to balance roster sizes and teaching synchronous instruction that impacted three part-time teachers.</p> <p>Monique Ouwinga made a motion to approve the Part-Time Teacher Hourly Table 2021-2022.</p> <p>Dr. Craig Wheaton seconded the motion.</p> <p>The board VOTED to approve the motion.</p>
5. Governance
5.A. Annual Brown Act Training
Dr. Goodman shared that the Brown Act Training is important to complete annually.
6. Closing Items
6.A. Board of Director Comments & Requests
<ol style="list-style-type: none"> 1. Reminder request for a deep financial, budget, and spending plan discussion in the Spring.
6.B. Announcement of the Next Scheduled Board Meetings
Regular: October 26, 2021 at 4:30 PM via Zoom
6.C. Adjourn Meeting
<p>Dr. Craig Wheaton made a motion to adjourn the Board Meeting at 5:19 PM.</p> <p>Dr. Sam Nofziger seconded the motion.</p> <p>The board VOTED to approve the motion.</p> <p>There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:19 PM</p>

Respectfully Submitted,
Dr. Sam Nofziger

Prepared by:
Mariah Jordan

Noted by:

Board Secretary

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Cover Sheet

September Financials

Section:	II. Finance
Item:	A. September Financials
Purpose:	Discussion & Potential Action - Vote
Related Material:	Monarch River_Financial Package_September 2021

BACKGROUND:

- Charter Impact representative, Jim Surmeian, will present the previous month's financial reports that include highlights, revenue, expenses, fund & cash balances, and related information to be included in the appendix.

RECOMMENDATION:

- Consider approval of the financial report

Monarch River Academy

Monthly Financial Presentation – September 2021

MONARCH RIVER - Highlights

- Revenue projections decreased by \$3.5M compared to budget.
- Expenses projections decreased by \$2.2M compared to budget.
- Attendance will continue to increase as conditions on the ground improve.
- Year-end surplus projected at \$682K
- Senate Bill 740 Requirements:

- 40/80 Expense Ratio ✓

Cert.	Instr.
44.3%	86.2%
54,172	789,327

- 25:1 Pupil Teacher Ratio ✓

Pupil:Teacher Ratio
24.18 :1

Attendance & Data Metrics

<i>Enrollment & Per Pupil Data</i>			
	<u><i>Actual</i></u>	<u><i>Forecast</i></u>	<u><i>Budget</i></u>
<i>Average Enrollment</i>	<i>n/a</i>	<i>1131</i>	<i>1505</i>
<i>ADA</i>	<i>n/a</i>	<i>1108</i>	<i>1475</i>
<i>Attendance Rate</i>	<i>n/a</i>	<i>98.0%</i>	<i>98.0%</i>
<i>Unduplicated %</i>	<i>42.9%</i>	<i>42.3%</i>	<i>42.9%</i>
<i>Revenue per ADA</i>		<i>\$11,423</i>	<i>\$11,003</i>
<i>Expenses per ADA</i>		<i>\$10,808</i>	<i>\$9,658</i>

MONARCH RIVER - Revenue

- Negative variance consistent with decrease in projected enrollment from budget.

Revenue

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 836,185	\$ 840,896	\$ (4,711)	\$ 10,611,806	\$ 14,090,469	\$ (3,478,662)
Federal Revenue	169,275	34,637	134,638	961,723	836,809	124,914
Other State Revenue	116,413	54,658	61,755	1,087,334	1,302,634	(215,300)
Other Local Revenue	308	-	308	308	-	308
Total Revenue	\$ 1,122,182	\$ 930,191	\$ 191,991	\$ 12,661,172	\$ 16,229,911	\$ (3,568,740)

MONARCH RIVER - Expenses

- Highlighted positive variances consistent with reduced spending due to enrollment decrease.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 1,097,598	\$ 1,219,476	\$ 121,879	\$ 4,631,856	\$ 5,275,459	\$ 643,603
Classified Salaries	19,528	0	(19,528)	93,231	1	(93,230)
Benefits	339,805	367,452	27,648	1,396,170	1,557,959	161,789
Books and Supplies	419,538	420,513	974	2,348,596	2,446,473	97,877
Subagreement Services	627,179	770,149	142,970	2,543,308	3,514,406	971,098
Operations	23,987	42,550	18,563	122,012	170,200	48,188
Facilities	-	-	-	-	-	-
Professional Services	171,248	157,298	(13,949)	796,634	1,082,364	285,730
Depreciation	11,321	-	(11,321)	11,321	-	(11,321)
Interest	10,758	75,199	64,441	35,867	198,819	162,952
Total Expenses	\$ 2,720,960	\$ 3,052,637	\$ 331,678	\$ 11,978,994	\$ 14,245,681	\$ 2,266,687

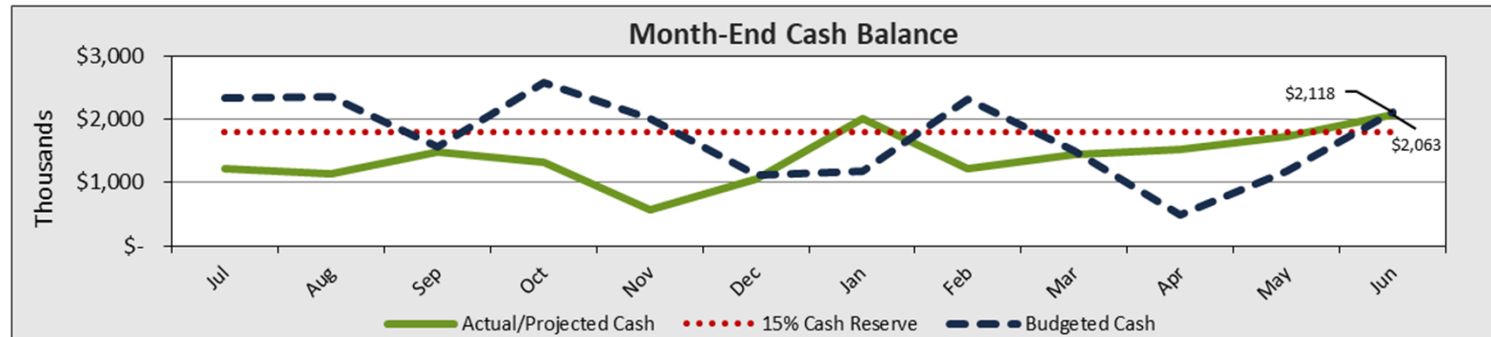
MONARCH RIVER - Fund Balance

- Year-end surplus represents about 5.7% of annual expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (1,598,778)	\$ (2,122,446)	\$ 523,668	\$ 682,178	\$ 1,984,230	\$ (1,302,053)
Beginning Fund Balance	<u>2,073,666</u>	<u>2,073,666</u>		<u>2,073,666</u>	<u>2,073,666</u>	
Ending Fund Balance	<u>\$ 474,887</u>	<u>\$ (48,780)</u>		<u>\$ 2,755,844</u>	<u>\$ 4,057,896</u>	
<i>As a % of Annual Expenses</i>	4.0%	-0.3%		23.0%	28.5%	

MONARCH RIVER - Cash Balance

- Reduction in receivables sales projected with elimination during the 3rd quarter of this FY
- Year-end cash balance projected at \$2.06MM.



MONARCH RIVER – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA TEAM	Oct-29	CBEDS-ORA - Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data.	School	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-29	ESSER III Expenditure Plan - Local educational agencies (LEAs) that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the ARP Act, referred to as ESSER III funds, are required to develop a plan detailing how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address the academic impact of lost instructional time as well as respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic. The ESSER III Expenditure Plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/cr/arpact.asp
FINANCE	Oct-31	Public Charter School Grant Program and Dissemination Grant Program - Qtr 1 - The PCSGP Quarterly Expenditure Report (QER) is the accountability document that reflects the dollar amount spent towards work plan activities. A QER is due to the CDE's Charter Schools Division within 30 days of each respective quarter.	Charter Impact	No	Yes	https://www.cde.ca.gov/sp/cs/re/pcsgp.asp
FINANCE	Oct-31	Federal Cash Management - Period 2 - Charter schools that are awarded a grant under any of these programs: Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; and Title III Immigrant programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	ASES -1st Quarter Expenditure Report - The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).	Charter Impact or After School Provider	No	No	http://www.cde.ca.gov/ls/ba/as/
DATA TEAM	Oct-31	Complete 20-Day Attendance Report - Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	Client	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2
FINANCE	Nov-01	Low Performing Student Block Grant Report #2 - LEAs that have accepted LPSBG funds are required to report to the State Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified, pursuant to EC Section 41570(d).	Client	No	Yes	https://www.cde.ca.gov/fg/aa/ca/lpsbgprinfo.asp#reportingreq
DATA TEAM	Nov-01	Kindergarten Immunization Assessment - To review and submit required vaccine doses and report on permanent medical exemptions.	Client	No	No	https://www.shotsforschool.org/reporting/kindergarten/#
FINANCE	Nov-01	Mental Health Plans due to SELPA - Schools requesting Level 2 and Level 3 mental health funding must file their annual plan with their SELPA by this date. Specific due dates may vary by SELPA.	Client	No	Yes	https://www.cde.ca.gov/fg/aa/se/sep1appnform04.asp
DATA TEAM	Nov-15	Complete Nutrition Verification process (requirement of School Nutrition Program) - Verification is the annual, mandatory process that confirms the eligibility of a sample of completed household meal eligibility applications in the National School Lunch and School Breakfast Programs. Each LEA must select and verify a sample of applications approved for free and reduced-price meal benefits. The required sample size of applications to be verified is based on the number of approved applications on file on October 1.	Client	No	Yes	https://www.cde.ca.gov/ls/nu/sn/verificationreport.asp
FINANCE	Nov-15	Review and/or Update Non-Profit IRS Form 990 Policies - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The IRS Form 990 includes a Governance, Management and Disclosure section. Charter Schools are required to disclose the following policies: Conflict of Interest Policy, Whistleblower Policy, Document Retention and Destruction Policy, Expense Reimbursement Policy, Gift Receiving Policy, and Compensation Approval Policy. A Form 990 must be filed by the 15th day of the 5th month after the close of the NPO's fiscal year. Most schools extend this deadline to the following May 15th.	Client	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	Set by Authorizer (by Dec 15)	1st Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp

MONARCH RIVER - Appendix

- Monthly Cash Flow / Forecast 21-22
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging

Monarch River Academy

Budget vs Actual

For the period ended September 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 410,272	\$ 409,580	\$ 692	\$ 820,544	\$ 819,160	\$ 1,384	\$ 13,595,060
Education Protection Account	-	-	-	-	-	-	295,000
State Aid - Prior Year	(0)	-	(0)	15,641	-	15,641	-
In Lieu of Property Taxes	-	14,491	(14,491)	-	21,736	(21,736)	200,408
Total State Aid - Revenue Limit	410,272	424,071	(13,799)	836,185	840,896	(4,711)	14,090,469
Federal Revenue							
Special Education - Entitlement	-	5,377	(5,377)	-	10,754	(10,754)	178,475
Title I, Part A - Basic Low Income	-	23,883	(23,883)	-	23,883	(23,883)	95,533
Other Federal Revenue	166,775	-	166,775	169,275	-	169,275	562,801
Total Federal Revenue	166,775	29,260	137,515	169,275	34,637	134,638	836,809
Other State Revenue							
State Special Education	55,143	27,329	27,814	116,413	54,658	61,755	907,125
Mandated Cost	-	-	-	-	-	-	17,443
State Lottery	-	-	-	-	-	-	293,525
Other State Revenue	-	-	-	-	-	-	84,541
Total Other State Revenue	55,143	27,329	27,814	116,413	54,658	61,755	1,302,634
Other Local Revenue							
Interest Revenue	-	-	-	308	-	308	-
Total Other Local Revenue	-	-	-	308	-	308	-
Total Revenues	\$ 632,190	\$ 480,660	\$ 151,530	\$ 1,122,182	\$ 930,191	\$ 191,991	\$ 16,229,911
Expenses							
Certificated Salaries							
Teachers' Salaries	\$ 267,997	\$ 324,799	\$ 56,802	\$ 779,946	\$ 974,397	\$ 194,452	\$ 3,897,590
Teachers' Extra Duty/Stipends	67,230	66,259	(971)	116,879	66,259	(50,620)	662,590
Administrators' Salaries	51,983	52,849	866	173,000	158,548	(14,453)	634,191
Other Certificated Salaries	13,658	6,757	(6,901)	27,773	20,272	(7,501)	81,088
Total Certificated Salaries	400,868	450,665	49,797	1,097,598	1,219,476	121,879	5,275,459
Classified Salaries							
Instructional Salaries	-	0	0	-	0	0	1
Support Salaries	4,342	-	(4,342)	13,099	-	(13,099)	-
Other Classified Salaries	2,737	-	(2,737)	2,737	-	(2,737)	-
Total Classified Salaries	7,079	0	(7,079)	15,836	0	(15,836)	1
Benefits							
State Teachers' Retirement System, certificated posit	66,770	72,196	5,427	182,903	195,360	12,458	845,129
OASDI/Medicare/Alternative, certificated positions	437	0	(437)	976	0	(976)	0
Medicare/Alternative, certificated positions	5,723	6,535	812	15,604	17,682	2,079	76,494
Health and Welfare Benefits, certificated positions	34,699	44,138	9,439	128,850	132,413	3,563	529,650
State Unemployment Insurance, certificated position	938	1,642	704	4,151	4,925	773	32,830
Workers' Compensation Insurance, certificated positi	3,405	6,309	2,904	7,322	17,073	9,751	73,856
Total Benefits	111,971	130,819	18,849	339,805	367,452	27,648	1,557,959
Books & Supplies							
School Supplies	160,200	193,827	33,627	314,236	359,197	44,961	2,176,817
Software	14,067	15,275	1,208	49,947	45,825	(4,122)	183,300
Office Expense	2,121	1,217	(904)	2,769	3,650	881	14,600
Noncapitalized Equipment	20,989	6,389	(14,600)	52,586	11,840	(40,745)	71,756
Total Books & Supplies	197,378	216,708	19,330	419,538	420,513	974	2,446,473

Monarch River Academy

Budget vs Actual

For the period ended September 30, 2021

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Subagreement Services							
Special Education	37,660	44,517	6,856	44,463	133,550	89,087	534,200
Other Educational Consultants	123,186	113,623	(9,563)	159,491	210,564	51,073	1,276,065
Instructional Services	141,075	142,012	937	423,225	426,035	2,810	1,704,141
Total Subagreement Services	301,921	300,151	(1,770)	627,179	770,149	142,971	3,514,406
Operations & Housekeeping							
Auto and Travel	-	1,475	1,475	-	4,425	4,425	17,700
Dues & Memberships	1,870	267	(1,603)	1,870	800	(1,070)	3,200
Insurance	7,551	10,208	2,657	21,520	30,625	9,105	122,500
Miscellaneous Expense	-	767	767	-	2,300	2,300	9,200
Communications	-	1,117	1,117	-	3,350	3,350	13,400
Postage and Shipping	597	350	(247)	597	1,050	453	4,200
Total Operations & Housekeeping	10,018	14,183	4,166	23,987	42,550	18,563	170,200
Professional/Consulting Services							
IT	-	242	242	-	725	725	2,900
Audit & Taxes	4,354	-	(4,354)	4,354	-	(4,354)	14,200
Legal	13,209	2,975	(10,234)	34,323	8,925	(25,398)	35,700
Professional Development	5,769	3,258	(2,511)	6,644	9,775	3,131	39,100
General Consulting	250	167	(83)	250	500	250	2,000
Special Activities/Field Trips	436	13,413	12,978	747	24,857	24,110	150,642
Bank Charges	705	958	253	1,912	2,875	963	11,500
Printing	-	8	8	-	25	25	100
Other Taxes and Fees	301	975	675	774	2,925	2,151	11,700
Payroll Service Fee	1,570	1,517	(53)	2,912	4,550	1,638	18,200
Management Fee	23,762	23,669	(93)	94,748	71,006	(23,742)	284,023
District Oversight Fee	12,775	12,722	(53)	25,083	25,227	144	422,714
County Fees	-	-	-	-	-	-	36
SPED Encroachment	-	2,616	2,616	-	5,233	5,233	86,848
Public Relations/Recruitment	(1,000)	225	1,225	(500)	675	1,175	2,700
Total Professional/Consulting Services	62,130	62,746	616	171,248	157,298	(13,949)	1,082,364
Depreciation							
Depreciation Expense	3,774	-	(3,774)	11,321	-	(11,321)	-
Total Depreciation	3,774	-	(3,774)	11,321	-	(11,321)	-
Interest							
Interest Expense	10,758	-	(10,758)	10,758	75,199	64,441	198,819
Total Interest	10,758	-	(10,758)	10,758	75,199	64,441	198,819
Total Expenses	\$ 1,105,895	\$1,175,272	\$ 69,377	\$ 2,717,268	\$ 3,052,637	\$ 335,370	\$ 14,245,681
Change in Net Assets	(473,705)	(694,612)	220,907	(1,595,086)	(2,122,446)	527,360	1,984,231
Net Assets, Beginning of Period	952,284			2,073,666			
Net Assets, End of Period	\$ 478,580			\$ 478,580			

Monarch River Academy
Statement of Financial Position
September 30, 2021

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 1,497,018	\$ 1,609,915	\$ (112,897)	-7%
Public Funding Receivables	323,165	3,219,723	(2,896,558)	-90%
Grants & Contributions Receivable	54,316	750,946	(696,629)	-93%
Factored Receivable	(627,700)	(2,200,200)	1,572,500	-71%
Due To/From Related Parties	(250)	(250)	-	0%
Prepaid Expenses	84,498	55,635	28,863	52%
Total Current Assets	1,331,048	3,435,769	(2,104,721)	-61%
Long-Term Assets				
Property & Equipment, Net	215,090	226,410	(11,321)	-5%
Total Long Term Assets	215,090	226,410	(11,321)	-5%
Total Assets	\$ 1,546,137	\$ 3,662,179	\$ (2,116,042)	-58%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 237,041	\$ 399,313	\$ (162,271)	-41%
Accrued Liabilities	369,093	715,897	(346,804)	-48%
Deferred Revenue	329,132	285,804	43,328	15%
Notes Payable, Current Portion	62,500	62,500	-	0%
Total Current Liabilities	997,766	1,463,514	(465,747)	-32%
Long-Term Liabilities				
Notes Payable, Net of Current Portion	69,792	125,000	(55,208)	-44%
Total Long-Term Liabilities	69,792	125,000	(55,208)	-44%
Total Liabilities	1,067,558	1,588,513	(520,956)	-33%
Total Net Assets	478,580	2,073,666	(1,595,086)	-77%
Total Liabilities and Net Assets	\$ 1,546,137	\$ 3,662,179	\$ (2,116,042)	-58%

Monarch River Academy

Statement of Cash Flows

For the period ended September 30, 2021

	Month Ended 09/30/21	YTD Ended 09/30/21
Cash Flows from Operating Activities		
Changes in Net Assets	\$ (473,705)	\$ (1,595,086)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	3,774	11,321
Decrease/(Increase) in Operating Assets:	-	
Public Funding Receivables	1,794,335	2,896,558
Grants, Contributions & Pledges Receivable	(908,000)	(875,871)
Prepaid Expenses	813	(28,863)
Accounts Payable	218,759	(162,271)
Accrued Expenses	(297,797)	(346,804)
Deferred Revenue	13,081	43,328
Total Cash Flows from Operating Activities	351,259	(57,689)
Cash Flows from Financing Activities		
Proceeds from (payments on) Long-Term Debt	-	(55,208)
Total Cash Flows from Financing Activities	-	(55,208)
Change in Cash & Cash Equivalents	351,259	(112,897)
Cash & Cash Equivalents, Beginning of Period	1,145,759	1,609,915
Cash and Cash Equivalents, End of Period	\$ 1,497,018	\$ 1,497,018

Monarch River Academy

Check Register

For the period ended September 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
12411	Sequoia Hills Stables LLC	9/1/2021	\$ 1,300.00
12412	Tulare Office of Education	9/2/2021	1,326.27
12413	A Plan in Place	9/2/2021	155.74
12414	America's Kids Inc.	9/2/2021	756.00
12415	Beautiful Feet Books, Inc.	9/2/2021	30.81
12416	Brave Writer LLC	9/2/2021	298.95
12417	California Dental Network inc	9/2/2021	228.15
12418	CLM Farms	9/2/2021	310.00
12419	The Axia Group	9/2/2021	141,075.00
12420	Activities for Learning Inc.	9/8/2021	330.28
12421	America's Kids Inc.	9/8/2021	522.25
12422	Art of Problem Solving	9/8/2021	252.84
12423	Beautiful Feet Books, Inc.	9/8/2021	1,635.20
12424	Brian Hammons Piano	9/8/2021	930.00
12425	Bright Thinker	9/8/2021	481.72
12426	Charter Impact, Inc.	9/8/2021	23,537.00
12427	Learn And Create Inc.	9/8/2021	100.71
12428	Educational Development Corporation	9/8/2021	97.55
12429	eDynamic Learning	9/8/2021	530.00
12430	Evolve Dance Company	9/8/2021	250.00
12431	Fresno Fencing Academy	9/8/2021	150.00
12432	Generation Genius, Inc	9/8/2021	1,050.00
12433	Guido's Martial Arts Academy	9/8/2021	338.00
12434	Honest History Co	9/8/2021	161.95
12435	Institute for Excellence in Writing	9/8/2021	1,491.43
12436	KiwiCo, Inc	9/8/2021	3,557.94
12437	Lee's United Gymnastics Academy	9/8/2021	276.00
12438	Logic of English	9/8/2021	316.64
12439	Moving Beyond the Page	9/8/2021	3,227.66
12440	MoxieBox Art	9/8/2021	294.94
12441	Nicole the Math Lady, LLC	9/8/2021	59.00
12442	Oak Meadow Inc.	9/8/2021	971.75
12443	Oak Meadow Inc.	9/8/2021	291.87
12444	Singapore Math, Inc.	9/8/2021	457.30
12445	Teacher Synergy, LLC	9/8/2021	204.58
12446	Teaching Textbooks	9/8/2021	165.24
12447	The First Tee of Fresno	9/8/2021	239.00
12448	Thinkwell Corporation	9/8/2021	125.00
12449	United Conservatory of Music	9/8/2021	300.00
12450	Valley Center for the Blind	9/8/2021	437.50
12451	Wieser Educational	9/8/2021	196.76
12452	Kids Club Spanish School LLC	9/9/2021	180.00
12453	Activities for Learning Inc.	9/15/2021	99.83
12454	Beautiful Feet Books, Inc.	9/15/2021	360.81
12455	BookShark	9/15/2021	32.40
12456	Brave Writer LLC	9/15/2021	26.90
12457	Brian Hammons Piano	9/15/2021	1,050.00
12458	California Dental Network inc	9/15/2021	228.15
12459	Charter Impact, Inc.	9/15/2021	2,844.82
12460	CharterSafe	9/15/2021	9,668.00
12461	Discount School Supply	9/15/2021	15.82
12462	Drew's Art Box LLC	9/15/2021	105.00
12463	eDynamic Learning	9/15/2021	85.00
12464	Evan-Moor	9/15/2021	1,801.81
12465	Generation Genius, Inc	9/15/2021	1,525.00

Monarch River Academy

Check Register

For the period ended September 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
12466	Guido's Martial Arts Academy	9/15/2021	229.00
12467	Honest History Co	9/15/2021	75.83
12468	Institute for Excellence in Writing	9/15/2021	978.45
12469	Jason Strauss	9/15/2021	60.00
12470	Lakeshore	9/15/2021	240.47
12471	Logic of English	9/15/2021	27.31
12472	Marcy Cook Math	9/15/2021	60.00
12473	MEL Science U.S. LLC	9/15/2021	1,323.50
12474	Moving Beyond the Page	9/15/2021	4,561.07
12475	Mystery Science Inc.	9/15/2021	296.00
12476	Nicole the Math Lady, LLC	9/15/2021	138.00
12477	Oak Meadow Inc.	9/15/2021	505.49
12478	Peace Hill Press, Inc. dba Well Trained Mind Press	9/15/2021	7.95
12479	Playground Training Academy, LLC	9/15/2021	1,723.00
12481	Rainbow Resource Center	9/15/2021	3,535.47
12482	Reedley School of Music	9/15/2021	3,871.50
12483	Singapore Math, Inc.	9/15/2021	372.86
12484	Steinway Piano Gallery Of Fresno	9/15/2021	700.00
12485	Studies Weekly	9/15/2021	1,037.95
12486	Susan Hancock	9/15/2021	980.00
12487	Teacher Synergy, LLC	9/15/2021	24.00
12488	Teaching Textbooks	9/15/2021	808.05
12489	The First Tee of Fresno	9/15/2021	160.00
12490	The Lampo Group, LLC	9/15/2021	29.99
12491	Transamerica	9/15/2021	133.57
12492	Zoe Rebekah Pettitt	9/15/2021	585.00
12493	VOYA Financial FBO CalSTRS Pension2	9/15/2021	3,923.00
12494	Association of California School Administrators	9/17/2021	112.50
12495	Accrediting Commission for Schools	9/22/2021	1,100.00
12496	Alta Vista Elementary School District	9/22/2021	243,987.69
12497	C&K Media Solutions, LLC	9/22/2021	250.00
12498	Charter Impact, Inc.	9/22/2021	269.35
12499	Don Johnston Incorporated	9/22/2021	70.05
12500	Fireplace Inc	9/22/2021	730.10
12501	NASSP	9/22/2021	770.00
12502	Procopio, Cory, Hargreaves & Savitch LLP	9/22/2021	69.58
12503	The Advantage Group	9/22/2021	4,759.02
12504	United Conservatory of Music	9/22/2021	1,500.00
12505	Activities for Learning Inc.	9/29/2021	698.31
12506	American Kids Sports Center	9/29/2021	154.50
12508	BookShark	9/29/2021	8,531.98
12509	Bright Thinker	9/29/2021	1,959.36
12510	Charter Impact, Inc.	9/29/2021	1,112.75
12511	CharterSafe	9/29/2021	1,288.32
12512	CLM Farms	9/29/2021	775.00
12513	Learn And Create Inc.	9/29/2021	206.52
12514	Department of Justice	9/29/2021	256.00
12515	Don Johnston Incorporated	9/29/2021	64.80
12516	Generation Genius, Inc	9/29/2021	125.00
12517	Goodfellow Occupational Therapy, Inc.	9/29/2021	1,100.00
12518	Institute for Excellence in Writing	9/29/2021	302.89
12519	Jennifer McQuarrie	9/29/2021	110.00
12520	Jostens	9/29/2021	635.78
12521	Kids Edition	9/29/2021	720.00
12522	Kitchen Stewardship LLC	9/29/2021	149.95
12523	KiwiCo, Inc	9/29/2021	5,204.45
12524	Learning Without Tears	9/29/2021	319.60
12525	Little Passports	9/29/2021	309.67

Monarch River Academy**Check Register**

For the period ended September 30, 2021

Check Number	Vendor Name	Check Date	Check Amount
12526	McColgan & Associates Inc	9/29/2021	1,085.00
12527	Michael A. Manjarrez	9/29/2021	180.00
12528	Mystery Science Inc.	9/29/2021	69.00
12529	Nicole Medeiros	9/29/2021	5,299.32
12530	Nicole the Math Lady, LLC	9/29/2021	59.00
12531	Procopio, Cory, Hargreaves & Savitch LLP	9/29/2021	13,099.00
12532	Studies Weekly	9/29/2021	779.58
12533	Teacher Synergy, LLC	9/29/2021	248.94
12534	The Critical Thinking Co.	9/29/2021	77.23
12535	United Conservatory of Music	9/29/2021	300.00
12536	Wendy DeRaud	9/29/2021	960.00
12537	West Martial Arts	9/29/2021	1,868.00
12538	Yosemite Valley Charter School	9/29/2021	<u>146,717.23</u>

Total Disbursements in September \$ 681,257.50

Cover Sheet

Elementary and Secondary School Emergency Relief (ESSER) Plan

Section:	II. Finance
Item:	B. Elementary and Secondary School Emergency Relief (ESSER) Plan
Purpose:	Discussion & Potential Action - Vote
Related Material:	ESSER Plan

BACKGROUND:

- Funding to Local Educational Agencies (LEAs) through Section 2001 of the Elementary and Secondary School Emergency Relief (ESSER III) Fund is to address the impact of COVID-19 on elementary and secondary schools.

RECOMMENDATION:

- Consider approval of the ESSER Plan.

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monarch River Academy	Dr. Laurie Goodman Executive Director Stephanie Johnson Co-Director	laurie.goodman@monarchriveracademy.org, (909)830-1200 Ext. 2098 steph.johnson@monarchriveracademy.org, (559) 258-0787

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunities Grant Plan (ELOG)	The Expanded Learning Opportunities Grant Plan may be accessed on the school's website at https://monarchriveracademy.org/ .
2021-2022 Local Control and Accountability Plan (LCAP)	The 2021-2022 Local Control and Accountability Plan may be accessed on the school's website at https://monarchriveracademy.org/ .
Safe Return to In-Person Instruction LEA Plan	The Safe Return to In-Person Instruction LEA Plan can be accessed on the school's website at https://monarchriveracademy.org/ .

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$733,955

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$526,490
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$146,791
Use of Any Remaining Funds	\$60,674

Total ESSER III funds included in this plan

\$733,955

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Monarch River Academy meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and other strategies and activities to be implemented as part of this plan. Continuing Actions in the 2021-2022 Local Control and Accountability Plan (LCAP) and the Expanded Learning Opportunities Grant Plan (ELO) In order to address the academic impact of lost instructional time, MRA will continue the actions and services that were developed with community engagement and included in the 2021-2022 LCAP and ELO. The district engaged the community, including parents, students, teachers, the school Principal, classified, and other staff through the following methods:

- LCAP Stakeholder meetings
- Weekly update meetings held via Zoom
- Surveys

- Suggestions submitted online through the district website
- Staff meetings, including Professional Learning Community (PLC) Meetings
- SELPA Consultation
- Management meetings

A description of how the development of the plan was influenced by community input.

Monarch River Academy Charter School (MRA) believes that stakeholder input is a key component in the creation of its educational programs and services. Stakeholder input indicated a need to focus on student intervention, increased access to technology equipment, targeted staff development, and social-emotional learning.

Our Stakeholder populations are inclusive to all tribes; Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, etc.); and Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other under-served students.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

168,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Plan	Increase internet connectivity to improve reliability and access for students	Reliable internet connectivity is needed for students and staff to leverage high-quality learning resources in their learning setting as part of a 21st-Century learning experience. COVID-19 school closures and pandemic-related quarantine periods have highlighted the need for students and staff to be able to utilize technology for learning as students heavily rely on technology-enhanced curricula and educational supports. By increasing the reliability of internet connections, MRA will be able to prepare students to continue to meet this need through their community learning hubs and other means.	\$0.00
ELO Plan	Social Emotional Learning	MRA will provide training for both certificated and classified staff in social-emotional learning programs that address student trauma and social-emotional learning. SEL curriculum, materials, and supplies will also be made available for students and families.	\$2,000
ELO Plan	Learning Recovery Program	<p>Monarch River Academy Charter School will implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social and emotional well-being.</p> <p>MRA will utilize its MTSS program (described above) to identify and assess those students in need of supplemental instruction and support as part of a comprehensive learning recovery program, including low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff. As part of the learning recovery program, MRA will utilize the following 6 strategies:</p> <p>1. Extend instructional learning time in addition to what is</p>	\$166,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>required for the school year by providing summer school and/or tutoring programs to students based on their learning needs. MRA will provide a summer learning recovery program for students performing below grade level or who are credit-deficient in either English-language Arts or Mathematics as eligible for supplemental instruction and support. The summer learning recovery program will include both general education and special education teachers, paraprofessionals to support small-group and individual learning, and paraprofessionals to provide student support and perform progress monitoring. Curriculum, materials, and supplies required to facilitate learning will be provided for students and staff. Proposed expenditures include:</p> <ul style="list-style-type: none"> • 1 summer school coordinator • 4 summer school teachers (2 K-8, 2 HS) • 2 summer school teachers with special education credentials • 1 transition teacher • Continued special education services for participating students with an IEP • Curriculum, materials, and supplies <p>2. Accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following: a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both. c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students. MRA will provide tutoring and other small group support for struggling students during the summer learning recovery program through the help of</p>	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>special education teachers and paraprofessionals using both a push-in model of support and small group instruction. MRA will provide training for both certificated and classified staff in accelerated learning strategies for all students and for English Learners. Proposed expenditures include:</p> <ul style="list-style-type: none"> • 2 paraprofessionals to support students participating in the summer program through push-in and small group instruction • 1 transition paraprofessional to support students participating in the summer program • Training and materials for educators in accelerated learning strategies • English Learner Group training for educators for English Learner support <p>3. Integrate student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs. MRA will provide SEL curriculum, materials, and supplies for teachers to use to support students and families.</p> <p>4. Provide supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility. MRA will hire a paraprofessional to support the summer learning recovery program specifically to provide student support and progress monitoring for high school students who are credit deficient or who need to complete graduation requirements to increase or improve students' college eligibility.</p> <ul style="list-style-type: none"> • 1 paraprofessional to support students participating in the summer program for progress monitoring <p>5. Provide additional academic services for students, such</p>	

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>as diagnostic, progress monitoring, and benchmark assessments of student learning. MRA will hire a paraprofessional to support the summer learning recovery program specifically to provide student support and progress monitoring for K-8 students who are in need of support.</p> <ul style="list-style-type: none"> • 1 paraprofessional to support students participating in the summer program for progress monitoring <p>6. Provide training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs. MRA will provide training for both certificated and classified staff in social-emotional learning programs that address student trauma and social-emotional learning. SEL curriculum, materials, and supplies will also be made available for students and families.</p> <p>All services provided to students with Individualized Learning Plans ("IEPs") will be delivered in accordance with the student's IEP.</p>	
Safe Return to In-Person Instruction and Continuity of Services	Preventing, preparing, and responding to the pandemic	<p>To ensure a safe learning and working environment in response to COVID- 19 MRA is taking the following actions:</p> <p>Providing Personal Protective Equipment At Home COVID Test Kits COVID Weekly Tests Air Filtration Equipment Cleaning Supplies Office Safety Signage Mandating weekly testing or proof of vaccination for all staff Completing COVID health screenings Sanitizing work stations Meeting virtually</p>	

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO Strategy 1 and LCAP Goal 2, Action 2	Extending Instructional Learning Time: Teacher Led Direct Instruction, Interventions, Enrichment, and Summer Learning	A need highlighted by the pandemic is the impact of lost instructional time as it relates to student academic performance. In order to address this need, MRA has provided extended instructional learning time by providing academic instruction, intervention, and enrichment during and summer school. MRA will build upon the extended instructional learning time provided for in the ELO and continue these efforts past 2022 through 2024. MRA will build upon the supplemental instructional support provided in the LCAP by adding virtual academy, tiered reengagement classes, and enrichment activities designed to increase attendance for those students most in need of intensive intervention that resulted from learning loss during COVID-19 school closures and quarantine periods.	\$0.00
ELO Strategy 2	Integrated student supports to address other barriers to learning: Expanding Virtual Academy and Instruction	A need highlighted by the pandemic is the impact of lost instructional time as it relates to student academic performance. MRA will build upon plans in the ELP to integrate student supports to address other barriers to learning by expanding its virtual academy. Through Virtual Academy and Instruction, students have access to supplemental and extended learning opportunities, tutoring, small group, and one-on-one support designed to close learning gaps and increase academic achievement.	\$0.00
ELO Strategy 6 and LCAP Goal 1, Action 2	Professional Development for Staff	A need highlighted by the pandemic is the impact of lost instructional time as it relates to student academic	\$0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<p>performance. According to the ED COVID-19 Handbook, Volume 2, “meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students. The teaching of social and emotional skills can be woven into how teachers design instruction and the kinds of learning opportunities they provide to students. Such learning can be developed through explicit instruction in social, emotional, and cognitive skills (including intrapersonal and interpersonal skills, conflict resolution, and decision-making) and integrating social and emotional skills, habits, and mindsets within classroom lessons and activities.” MRA will build upon existing social-emotional learning implementation efforts by providing training for staff to engage students and families in addressing social-emotional health and academic needs beyond 2022 through 2024.</p>	
LCAP Goal 1, Action 3	Behavior monitoring and intervention	<p>Returning to instruction after extended absences related to COVID-19 school closures has highlighted the need to ensure safe and inclusive behavior and intervention supports to best support and respond to students, including students with disabilities. According to the ED COVID-19 Handbook, Volume 2, “safe and inclusive schools can provide the support required to reengage those students most disconnected from school during the pandemic.” The handbook further explains that school safety and discipline practices that are stable, positive, inclusive are more effective in meeting students’ social, social, emotional, and academic needs. MRA will build upon its existing behavioral program to provide training, and incentives for students designed to create a safe and inclusive environment for learning, re-engaging students most disconnected from school during the pandemic, including low-income, foster, and homeless youth.</p>	\$0.00
ELO Strategy 6	Supplemental Social-emotional Wellness	<p>Returning to the instruction after extended absences related to COVID-19 school closures has highlighted the social-emotional needs of students, particularly those students who</p>	\$0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Curriculum, Materials, and Supplies	were most disconnected from school during the pandemic. As noted in the ED COVID-19 Handbook, meeting the social and emotional needs of students must be foundational to efforts to improve academic outcomes for students. By providing social-emotional wellness education for students including lessons, materials, and supplies, staff can improve mental health outcomes, which will lead to increased academic outcomes for students.	

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

60,674

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	\$60,674

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Improve internet connectivity to increase reliability and access for students	The school will monitor the progress of this action by collecting and analyzing outage rates and instances of technology requests related to connectivity issues.	<ul style="list-style-type: none"> • Monthly instances of outages • Monthly monitoring of instances of tech requests related to connectivity issues
Extending Instructional Learning Time: Teacher Led Direct Instruction, Interventions, Enrichment, and Summer Learning	The school will monitor the progress of this action by collecting and analyzing student performance on the annual CA Assessment of Performance and Progress (CAASPP) and STAR 360.	<ul style="list-style-type: none"> • CA School Dashboard rates of Academic Performance as measured by the ELA and Math CAASPP • The frequency of the progress monitoring for STAR 360 will be three times a year.
Integrated student supports to address other barriers to learning: Expanding Virtual Academy and Instruction	The school will monitor the progress of this action by collecting and analyzing attendance reports. The school will also monitor the progress of this action by collecting and analyzing student performance on the annual CA Assessment of Performance and Progress (CAASPP) and STAR 360.	<ul style="list-style-type: none"> • Monthly tiered engagement participation/attendance reports • CA School Dashboard rates of Academic Performance as measured by the ELA and Math CAASPP • The frequency of the progress monitoring for STAR 360 will be three times a year.
Professional Development for Staff	The school will monitor the progress of this action by collecting and analyzing staff feedback on the LEAs annual needs assessment related to staff satisfaction that the school provides them with professional development and training.	<ul style="list-style-type: none"> • Percentage of staff who feel that the school provides them with professional development and training.
Behavior Interventions and Supports, Supplemental Social-emotional Wellness Curriculum, Materials, and Supplies	The school will monitor the progress of these actions by collecting and analyzing the frequency of behavioral plans, and rates of suspensions and expulsions.	<ul style="list-style-type: none"> • Quarterly behavior plans analysis • CA School Dashboard suspension and expulsion rates • Percentage of students and staff who feel a sense of safety and connectedness according to the LEAs annual needs assessment

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions’ progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Cover Sheet

Revised Independent Study Policy

Section:	III. Academic Excellence
Item:	A. Revised Independent Study Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Independent Study Policy - Revised - MR

BACKGROUND:

- Additional revisions were needed to this policy to align with AB 167.
- Changes include:
 1. Frequency of parent/guardian notification of non-participation (end of each Learning Period) was added to Section 5b
 2. Specific Tiered Reengagement offerings for synchronous instruction (SI) added to Section 6a, 6b, and 6c
 3. Clarification on who is able to provide SI was added to Section 6

RECOMMENDATION:

- Consider approval of revised Independent Study Policy.



Independent Study Policy

Monarch River Academy may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

The Charter School will provide appropriate services, supports, technology, and resources to enable students to complete their independent study program successfully.

- 1. Time in Which an Assignment Must Be Completed:** For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made the date by which the pupil must complete the assigned work shall be twenty (20) schooldays.
- 2. Evaluation of Independent:** When any student fails to complete two (2) assignments during any period of twenty (20) school days or fails to make satisfactory progress (defined in section 3 below), the Charter School will conduct an evaluation to determine whether it is in the best interest of the student to remain in independent study. In addition, a pupil will be required to produce evidence of a body of work for all 4 core subjects (English Language Arts, Math, Science, and Social Studies) for each learning period. A body of work must reflect at least 85% of each school day, showing engagement in learning. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
- 3. Satisfactory Educational Progress:** For purposes of conducting the evaluation in Section 2, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). A Charter School Administrator, in collaboration with the Homeschool teacher, is responsible for making this determination based on all of the following indicators:

- a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement.
- Pupil-level measures include, as applicable:
 - Statewide assessments
 - Whether the student has successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University
 - Whether the student has successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks
 - If an English learner, whether the student is making progress toward English proficiency as measured by the English Language Proficiency Assessments for California or any subsequent assessment of English proficiency
 - If an English learner, whether the student is reclassified
 - Whether the student has passed an advanced placement examination with a score of 3 or higher
 - Whether the student demonstrates college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness
 - Student engagement includes, as applicable:
 - School attendance
 - Chronic absenteeism
 - Middle school drop out status
 - High school dropout status
 - High school graduation status
- b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
- c. Learning required concepts, as determined by the supervising teacher.
- d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

4. **Content of Independent Study:** Charter School will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school students, this includes access to all courses offered by the Charter School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.
5. **Tiered Reengagement Strategies:** If a student does not generate attendance for more than three schooldays or 60 percent of the instructional days in a school week, or for students who are in violation of their independent study written agreement, Charter School shall:
- Verify current contact information for each enrolled student;
 - Notify parents or guardians of lack of participation ~~within one school day~~ at least each Learning Period of the student’s absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.)
 - Reach out to the student directly and/or parents or guardians, as well as health and social services as necessary, to determine student’s needs for reengagement; and
 - If the student has failed to complete two (2) assignments during any period of twenty (20) schooldays or is failing to make satisfactory educational progress as defined in Section 3 herein, Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student’s written agreement) to review the student’s written agreement and reconsider the independent study program’s impact on the student’s achievement and well-being.
6. **Synchronous Instruction and Live Interaction:** Based on each student’s grade level, their assigned teacher of record will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below.

“Live interaction” means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student’s assigned teacher of record or instructor of the class, and involving live two-way communication.

- For students in grades TK-3, inclusive, their assigned teacher of record will schedule and offer opportunities for daily synchronous instruction ~~{add in detail about the plan to make this happen}~~ through the Enrichment Academy Online program (Transitional Kinder-grade 3), Elementary School Virtual Academy (ESVA) program (Kindergarten through grade 3), and Intervention Classes (grades 1-3)
- For students in grades 4-8, inclusive, their assigned teacher of record will schedule and offer opportunities for weekly synchronous instruction and daily live interaction. ~~.-[same here]~~ Synchronous Instruction will be offered through the

Enrichment Academy Online program, Elementary School Virtual Academy (ESVA) and Middle School Virtual Academy (MSVA), Intervention Classes, and Writer's Workshop. Daily Live Instruction will be offered through Virtual Clubs.

- c. For students in grades 9-12, inclusive, their assigned teacher of record will schedule and offer opportunities for weekly synchronous instruction-~~[same here]~~ including the Enrichment Academy Online program.

Charter School will document each student's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day will be documented as non-participatory for that school day:-

7. **Request to Attend In-Person Program:** A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to Administration or their assigned teacher of record. If a family makes such a request, Charter School will offer to help the student transition to enrollment in the in-person program offered by their district of residence within five schooldays.
8. **Current Written Independent Study Agreement:** A current written independent study agreement for each independent study student will be maintained on file. Written agreements may include subsidiary agreements, such as course contracts and assignment and work records. Each written agreement will contain the following:
 - The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
 - The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 - The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
 - A statement of the number of course credits or, for the elementary grades, other

measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.

- A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
- Pupil and parent/guardian acknowledgement of understanding that the pupil will participate in local benchmark assessments at minimum 3 times each school year and all applicable state assessments each school year.
- Charter School will comply with the written independent study agreement signature requirements set forth in EC § 51747(g)(9), including:
 1. For the 2021-2022 School Year Only (Must Obtain Signatures Within 30 Days of First Day of Independent Study Instruction): Charter School will obtain a signed written agreement from the student, or the student's parent or legal guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student no later than 30 days after the first day of instruction.
 2. For School Years After 2021-2022 (Must Obtain Signatures Before Independent Study Instruction): Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

9. Option to Request Meeting: Before signing a written agreement, and upon the request of the

parent or guardian of a student, the Charter School will conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

10. Average Daily Attendance: It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:

- Students will electronically mark “Monthly Independent Study Log” on the school days where they have completed school work Monday through Fridays that are not school holidays.
- Parents/guardians will sign the monthly log under the following statement: “By signing this log, I verify that my student completed school work on these days” and electronically submit the log using the School’s Parent Portal.

11. Compliance with the Education Code: The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.

12. Implementation of Independent Study Policy: The Board and School Staff shall establish regulations to implement these policies in accordance with the law.

Cover Sheet

Contract for Outside Counseling Services

Section:	III. Academic Excellence
Item:	B. Contract for Outside Counseling Services
Purpose:	Discussion & Potential Action - Vote
Related Material:	Monarch River_Draft Contract.docx

BACKGROUND:

- The school has a need for additional counseling services to provide psychological services to students.
- This would be a contract with a private practice, Integra LLC.

RECOMMENDATION:

- Consider approval of the contract for counseling services.

Integra LLC

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement is made and entered into effective October 20, 2021 (the "Effective Date") by and between the Monarch River Academy ("Charter") and Integra LLC, Mitchel Casados, Ph.D. ("Contractor").

Terms:

1. Contractor Services. Contractor agrees to provide the following services, as requested by the Charter: Individual therapeutic intervention service for students and parents; crisis "on call" services M-F 9am-3pm with risk-assessment, safety planning, referral to community services if a higher level-of-care is necessary; mental health first aid; progress monitoring of therapeutic interventions; the development and provision of professional training for parents and school staff for the 2021-2022 school year. In addition to direct services provided by Integra LLC by Dr. Mitchel Casados, a Ca Board of Psychology licensed psychologist and credentialed school psychologist, clinical psychology practicum students under the supervision of Dr. Mitchel Casados, Integra LLC, may also provide services, as described above. On a monthly basis Dr. Casados will provide a list of psychology practicum students and the number of hours of services they are provided. If the number of hours being provided by psychology practicum students exceeds 25% of the monthly hours any hours beyond the 25% will need to be approved by Dr. Goodman or Steph Johnson.

2. Contractor Qualifications. Contractor represents that he/she/they has/have in effect all licenses, credentials, permits and has otherwise all legal qualifications to perform this Agreement. Dr Casados and any psychology practicum student will provide their DOJ fingerprint clearance to Dr. Goodman or Steph Johnson prior to providing services.

3. Term. This Agreement shall begin on October 20, 2021 and shall terminate upon completion of the scope of work, but no later than May 30, 2022. There shall be no extension of the term of the agreement without express written consent from all parties. Written notice by the Charter designee shall be sufficient to stop further performance of services by Contractor. In the event of early termination, the Contractor shall be paid for satisfactory work performed to the date of termination. The Charter may then proceed with the work in any manner the Charter deems proper.

4. Payment. Charter agrees to pay the Contractor, as follows: at the rate of \$160 per hour for work performed up to 344 hours, not to exceed \$15,625. The rate shall not be increased by the Contractor over the course of this Agreement. Charter agrees to pay the Contractor within thirty (30) days of receipt of an invoice.

5. California Residency. Contractor is a resident of the State of California.

6. Indemnity. The Contractor shall defend, indemnify, and hold harmless the Charter and its agents, employees, Board of Trustees, members of the Board of Trustees, from and against claims, damages, losses, and expenses (including, but not limited to attorney's fees and costs including fees of consultants) arising out of or resulting from: performance of the contract (including, but not limited to) the

Contractor's use of the site; the Contractor's completion of the duties under the contract; injury to or death of persons or damage to property or delay or damage to the Charter, its agents, employees, Board of Trustees, members of the Board of Trustees, for any act, omission, negligence, or willful misconduct of the Contractor or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.

7. Independent Contractor Status. While engaged in carrying out the terms and conditions of the Contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the Charter.

8. Worker's Compensation Insurance. Contractor agrees to provide all necessary worker's compensation insurance for Contractor's employees, if any, at Contractor's own cost and expense.

9. Taxes. Contractor agrees that Contractor has no entitlement to any future work from the Charter or to any employment or fringe benefits from the Charter. Payments to the Contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required.

10. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent on the Charter.

11. This Agreement shall insure to the benefit of and shall be binding upon the Contractor and the Charter and their respective successors and assigns.

12. If any provision of the Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.

13. Amendments. The terms of the Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.

14. Governing Laws. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate court in Fresno County, California.

15. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the Contractor, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.

16. Each and every provision of the law and clause required by law to be inserted into this Agreement, shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including fingerprinting under Education Code section 45125.I, confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.

17. This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.

18. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of the Agreement.

19. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, facsimile, or an original , with all signatures appended together, shall be deemed a fully executed agreement.

Charter:

CONTRACTOR:

Name: Laurie Goodman, EdD
Title: Executive Director

Name: Mitchel Casados, Ph.D., Integra LLC
Title: Licensed Psychologist

DRAFT

Cover Sheet

Personal Necessity Leave (PNL) & Time Off Balances Policy

Section:	IV. Operations
Item:	A. Personal Necessity Leave (PNL) & Time Off Balances Policy
Purpose:	Discussion & Potential Action - Vote
Related Material:	Paid Sick Leave, Personal Necessity Leave (PNL), & Time Off Balances Policy

BACKGROUND:

- The new policy provides specific details regarding paid sick leave, PNL, and PTO for Administrators/Hourly Classified Staff.

RECOMMENDATION:

- Consider approval of the Paid Sick Leave, Personal Necessity Leave (PNL), & Time Off Balances Policy.

Cover Sheet

Iron Mountain Statement of Work (SOW)

Section:	IV. Operations
Item:	B. Iron Mountain Statement of Work (SOW)
Purpose:	Discussion & Potential Action - Vote
Related Material:	

BACKGROUND:

- The Special Education Department is working to digitize all SPED Record Files to ensure records storage compliance for up to seven years after a student leaves the school through graduation or withdrawal.
- When a student leaves the school to attend a different school, the physical records are sent to that new school. There are instances, such as Public Records Requests or litigation, that could necessitate the information or documents housed in a student's SPED Record File even after they are no longer active students.
- The school vetted several different vendors and have determined that Iron Mountain will provide the digitizing and secure storage of information best meets the needs of the school.

RECOMMENDATION:

- Consider approval of the Iron Mountain SOW.

Cover Sheet

Meeting Format

Section:	V. Governance
Item:	A. Meeting Format
Purpose:	Discussion & Potential Action - Vote
Related Material:	N/A

BACKGROUND:

- It is recommended that the Board meets to determine health/safety risks of meeting in-person vs virtually. Reference: [Government Code Section 8625](#)
- If a state of emergency as declared by the governor continues to remain active, legislative bodies must “re-up” their decision to teleconference using this flexibility and making a determination every 30 days thereafter. Doing so, the Board must make the following findings, by majority vote:
 - The board has reconsidered the circumstances of the state of emergency.
 - Either of the following circumstances exist: (1) The state of emergency continues to directly impact the ability of the members to meet safely in person, and/or (2) state or local officials continue to impose or recommend measures to promote social distancing.
- The flexibility afforded under AB 361 sunsets on January 1, 2024 and the usual teleconferencing restrictions return to pre-COVID practices/guidelines.

RECOMMENDATION:

- Consider approval to hold the next meeting in November virtually and include this discussion and potential action on future board meetings.

Cover Sheet

Board Meeting Calendar

Section:	V. Governance
Item:	B. Board Meeting Calendar
Purpose:	Discussion & Potential Action - Vote
Related Material:	N/A

BACKGROUND:

- As the Board anticipates not securing a quorum for the October 26, 2021 Regular Board meeting, the Board will consider cancellation.

RECOMMENDATION:

- Amend the Board Meeting Calendar to cancel the October 26, 2021 meeting.

Cover Sheet

Board Member Vacancy

Section:	V. Governance
Item:	C. Board Member Vacancy
Purpose:	Discussion
Related Material:	N/A

BACKGROUND:

- The Board continues to have a Board Member vacancy.
- This is an opportunity for the Board to discuss their plans to identify a replacement and give direction to the School Leadership as needed.