

**MIRUS EDUCATION**  
*dba Mirus Secondary School*  
 (A California Non-Profit Public Benefit Corporation)  
*Debbie Giaquinta – Chairperson*  
*Denise Shields – Member, Aaron Smith – Member*

**BOARD OF DIRECTORS MEETING**  
**Tuesday, October 19, 2021, 1:00 PM**  
**Via Video Conference and at**

*Main Street RC 16967 Main Street, Suite 107, Hesperia, CA 92345, Palm Desert RC 72840 Highway 111, Suite C103,  
 Palm Desert, CA 92260, Topaz RC 14135 Main Street, Suite 201, Hesperia, CA 92345*

Access to the live video conference will be accessible prior to the start of the meeting at  
 Mirus: <https://miruscharter.com/board-of-directors/>

This agenda contains a brief, general description of each item to be considered.  
 Except as otherwise provided by law, no action shall be taken on any item not appearing in the following agenda.

**1.0 OPEN SESSION**

- 1.1 Call to Order
- 1.2 Roll Call
- 1.3 Consideration and Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)  
*The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020 and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.*
- 1.4 Establishment of Quorum
- 1.5 Pledge of Allegiance
- 1.6 Approval of Agenda [P.1-2](#)

**2.0 PUBLIC COMMENT**

*Public comment for items of interest to the public and within the scope of the Mirus Education Board (non-agenda) shall be no longer than two (2) minutes. Speakers may not yield their time. In accordance with the Brown Act, no discussion or action may occur regarding items that are not on the agenda at this time but it is the Board’s prerogative to briefly respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.*

- 2.1 Non-agenda Public Comment
- 2.2 Agenda Items Public Comment

### 3.0 CLOSED SESSION

- 3.1 Board President Announcement Regarding Closed Session Items
- 3.2 Public Comment on Closed Session Items

### MOVE TO CLOSED SESSION

- 3.2.1 Confidential Student Discipline Matter – Consideration of Potential Expulsion Case No: 2021001

### RETURN TO OPEN SESSION

- 3.3 Report out of action taken in closed session, if any.

### 4.0 ADMINISTRATIVE ITEMS

- 4.1 Consider Approval of Special Board Workshops on November 15, 2021, and November 18, 2021, for Annual Trainings on Brown Act, Conflict of Interest Law, Compliance with SB126 and the Governor’s Executive Order N-29-20, AB361
- 4.2 Strategic Plan Update
  - 4.2.1 Mirus Secondary School [P.4-7](#)
    - 4.2.1.1 School Participation Report for the Period of 2020- 2021  
Months 12-13: 5/3/2021 – 6/25/2021
    - 4.2.1.2 School Participation Report for the Period of 2021- 2022  
Months 1-2: 7/1/2021 – 8/20/2021

### 5.0 CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The President recommends approval of all consent agenda items.

- 5.1.1 Consider Approval of Meeting Minutes for July 29, 2021 [P.8-9](#)
- 5.1.2 Consider Approval of Independent Policy 3120 Amendment [P.10-16](#)
- 5.1.3 Consider Approval of Title I School Parent and Family Engagement Policy [P.17-21](#)

### 6.0 ACTION ITEMS

#### 6.1 Action Items Specific for Mirus Secondary School

- 6.1.1 Consider Approval of Unaudited Actuals FY July 1, 2020 – June 30, 2021 [P.22-27](#)
- 6.1.2 Consider Approval of American Rescue Plan Act – Elementary and Secondary School Emergency Relief (ESSER III) Fund [P.28-35](#)

### 7.0 BOARD ANNOUNCEMENTS AND COMMENTS

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

### 8.0 ADJOURNMENT

Next Regular Board Meeting: February 15, 2022  
Meeting Agenda available at: [www.MirusCharter.com](http://www.MirusCharter.com)

**Accommodation** – Mirus Secondary (“School”) does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Alex Carrillo, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in School’s open and public meetings. Please notify Alex Carrillo at (760) -244-3764 twenty-four (24) hours or more prior to disability accommodations being needed in order to participate in the meeting. Translation services are available by notifying Alex Carrillo at (760) 244-3764 twenty-four (24) hours or more prior to the board meeting. In compliance with Government Code Section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting may be viewed at 10170 Huennekens Street, San Diego, CA 92121; or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Karen Miranda at (760)244-3764.

*Certification of Posting*

*I, Angela Neri, hereby certify that I posted this agenda on Mirus Secondary School webpage on October 15, 2021.*



**Participation Report: All Students**  
**Month 12: 05/03/2021 - 05/28/2021**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>360</b>	<b>386</b>	<b>89.4%</b>	<b>94.9%</b>	<b>85.3%</b>	<b>85.0%</b>
<b>Totals May 2020</b>	<b>360</b>	<b>311</b>	<b>65.8%</b>	<b>71.4%</b>	<b>76.7%</b>	<b>83.5%</b>
<b>Difference</b>	<b>0</b>	<b>75</b>	<b>23.6%</b>	<b>23.5%</b>	<b>8.6%</b>	<b>1.5%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SB	MS	MS1		40	46	94.3%	95.9%	85.0%	87.2%
SB	MS	MS2		20	28	114.3%	105.3%	82.5%	84.3%
RV	PD	PD1		40	41	82.4%	84.7%	84.4%	83.1%
RV	PD	PD2		40	38	81.5%	89.9%	85.8%	87.5%
RV	PD	PD3		40	41	82.3%	74.1%	84.5%	81.6%
SB	TZ	TZ1		20	17	72.3%	78.6%	90.3%	82.6%
SB	TZ	TZ2		40	44	91.3%	87.6%	85.9%	83.5%
SB	TZ	TZ3		40	47	102.0%	91.1%	86.8%	88.7%
SB	TZ	TZ4		40	42	87.6%	80.7%	83.9%	80.7%
SB	TZ	TZ5		40	42	89.9%	87.8%	85.6%	84.5%



**Participation Report: All Students  
Month 13: 05/31/2021 - 06/25/2021**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>480</b>	<b>517</b>	<b>85.4%</b>	<b>117.0%</b>	<b>84.4%</b>	<b>84.9%</b>
<b>Totals June 2020</b>	<b>540</b>	<b>553</b>	<b>71.8%</b>	<b>107.5%</b>	<b>79.5%</b>	<b>83.1%</b>
<b>Difference</b>	<b>-60</b>	<b>-36</b>	<b>13.7%</b>	<b>9.4%</b>	<b>4.9%</b>	<b>1.8%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SB	MS	MS1		40	53	112.9%	97.5%	87.4%	87.2%
SB	MS	MS2		20	35	141.8%	110.5%	83.1%	84.1%
SB	MS	MS3		40	39	60.1%	60.1%	86.4%	86.4%
RV	PD	PD1		40	47	96.8%	85.8%	85.0%	83.3%
RV	PD	PD2		40	47	92.8%	90.2%	85.7%	87.3%
RV	PD	PD3		40	41	85.7%	76.7%	84.5%	82.3%
RV	PD	PD4		40	17	16.4%	16.4%	80.6%	80.6%
SB	TZ	TZ1		20	17	78.2%	78.3%	92.0%	83.2%
SB	TZ	TZ2		40	45	93.9%	88.1%	85.0%	83.6%
SB	TZ	TZ3		40	48	103.6%	92.9%	86.3%	88.3%
SB	TZ	TZ4		40	43	64.9%	79.3%	60.3%	78.7%
SB	TZ	TZ5		40	47	100.1%	88.9%	87.3%	84.8%
SB	TZ	TZ6		40	38	88.2%	84.7%	96.3%	94.1%



**Participation Report: All Students  
Month 1: 07/01/2021 - 07/23/2021**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>520</b>	<b>527</b>	<b>85.5%</b>	<b>85.5%</b>	<b>86.6%</b>	<b>86.6%</b>
<b>Totals July 2020</b>	<b>490</b>	<b>623</b>	<b>111.5%</b>	<b>111.5%</b>	<b>91.0%</b>	<b>91.0%</b>
<b>Difference</b>	<b>30</b>	<b>-96</b>	<b>-25.9%</b>	<b>-25.9%</b>	<b>-4.4%</b>	<b>-4.4%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SB	MS	MS1		40	42	96.7%	96.7%	92.1%	92.1%
SB	MS	MS2		20	29	119.4%	119.4%	86.0%	86.0%
SB	MS	MS3		40	39	79.1%	79.1%	81.1%	81.1%
SB	MS	MS4		40	36	65.9%	65.9%	83.1%	83.1%
RV	PD	PD1		40	39	84.1%	84.1%	86.2%	86.2%
RV	PD	PD2		40	40	88.1%	88.1%	90.4%	90.4%
RV	PD	PD3		40	40	85.8%	85.8%	86.3%	86.3%
RV	PD	PD4		40	33	66.6%	66.6%	82.4%	82.4%
SB	TZ	TZ1		20	15	65.3%	65.3%	87.1%	87.1%
SB	TZ	TZ2		40	44	90.8%	90.8%	83.8%	83.8%
SB	TZ	TZ3		40	43	104.7%	104.7%	97.4%	97.4%
SB	TZ	TZ4		40	33	64.1%	64.1%	84.4%	84.4%
SB	TZ	TZ5		40	50	106.1%	106.1%	85.2%	85.2%
SB	TZ	TZ6		40	44	87.8%	87.8%	84.4%	84.4%



**Participation Report: All Students  
Month 2: 07/26/2021 - 08/20/2021**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
<b>Schoolwide Totals:</b>	<b>440</b>	<b>353</b>	<b>59.2%</b>	<b>74.1%</b>	<b>85.2%</b>	<b>86.0%</b>
<b>Totals July/August 2020</b>	<b>470</b>	<b>429</b>	<b>53.6%</b>	<b>83.1%</b>	<b>87.0%</b>	<b>89.7%</b>
<b>Difference</b>	<b>-30</b>	<b>-76</b>	<b>5.6%</b>	<b>-9.0%</b>	<b>-1.8%</b>	<b>-3.7%</b>

*\*Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SB	MS	MS1		40	46	82.1%	88.6%	88.0%	89.9%
SB	MS	MS2		20	25	94.0%	105.3%	81.0%	83.5%
SB	MS	MS4		40	6	5.0%	5.0%	90.9%	90.9%
RV	PD	PD1		40	36	69.5%	76.0%	84.4%	85.3%
RV	PD	PD2		40	32	62.5%	73.9%	85.5%	88.0%
RV	PD	PD3		40	38	68.1%	76.0%	84.6%	85.5%
SB	TZ	TZ1		20	13	53.8%	58.9%	93.1%	90.0%
SB	TZ	TZ2		40	42	72.3%	80.5%	85.9%	84.8%
SB	TZ	TZ3		40	3	3.8%	48.6%	100.0%	97.5%
SB	TZ	TZ4		40	30	56.3%	59.7%	84.3%	84.3%
SB	TZ	TZ5		40	39	80.0%	91.6%	86.0%	85.6%
SB	TZ	TZ6		40	43	77.6%	82.2%	82.0%	83.1%

# MIRUS EDUCATION

*dba Mirus Secondary School*

(A California Non-Profit Public Benefit Corporation)

*Debbie Giaquinta – Chairperson*

*Denise Shields – Member, Aaron Smith - Member*

## SPECIAL BOARD OF DIRECTORS MEETING MINUTES

**Thursday, July 29, 2021, 10:00 AM**

**Via Video Conference and at**

*Palm Desert RC 72840 Highway 111, Suite C103, Palm Desert, CA 92260, Main Street RC 16967 Main Street, Suite 107, Hesperia, CA 92345,  
Topaz RC 14135 Main Street, Suite 201, Hesperia, CA 92345*

Access to the live meeting was made available at:

Mirus: <https://miruscharter.com/board-of-directors/>

### 1.0 OPEN SESSION

#### 1.1 Call to Order

*Debbie Giaquinta called the meeting to order at 10:03 am*

#### 1.2 Roll Call

Board Members Present: *Debbie Giaquinta, Board President; Denise Shields, Board Secretary; Aaron Smith, Board Member*

Staff Present: *Mary Bixby, President and CEO; Lynne Alipio, Treasurer and CFO; Angela Neri and Alina Nuno.*

#### 1.3 Establishment of Quorum

*The following members constituting a quorum of the Board were present at the meeting: Debbie Giaquinta, and Aaron Smith. Smith made a motion to establish quorum. Shields seconded the motion.*

*Giaquinta voted Aye, Shields voted Aye, Smith voted Aye.*

*Ayes—3, Nays—0, Abstain—0, Absent – 0, Motion Approved*

#### 1.4 Pledge of Allegiance

*Giaquinta led all in the Pledge of Allegiance.*

#### 1.5 Approval of Agenda

*Smith made a motion to approve the agenda. Giaquinta seconded the motion.*

*Giaquinta voted Aye, Shields voted Aye, Smith voted Aye.*

*Ayes—3, Nays—0, Abstain—0, Absent – 0, Motion Approved*

### 2.0 PUBLIC COMMENT

#### 2.1 Non-agenda Public Comment

*There were no comments from the public.*

#### 2.2 Agenda Items Public Comment

*There were no comments from the public.*

**3.0 ADMINISTRATIVE ITEMS**

3.1 Approval of the Amended Independent Study Policy 3120

*Smith made a motion to approve the Amended Independent Study Policy 3120. Giaquinta seconded the motion.*

*Giaquinta voted Aye, Shields voted Aye, Smith voted Aye.*

*Ayes—3, Nays—0, Abstain—0, Absent – 0, Motion Approved*

**4.0 CONSENT AGENDA**

4.1 Approval of Meeting Minutes for June 22, 2021

*Smith made a motion to approve the Consent Agenda Item 4.1. Giaquinta seconded the motion.*

*Giaquinta voted Aye, Shields voted Aye, Smith voted Aye.*

*Ayes—3, Nays—0, Abstain—0, Absent – 0, Motion Approved*

**5.0 BOARD ANNOUNCEMENTS AND COMMENTS**

*There were no comments.*

**6.0 ADJOURNMENT**

*At 10:14 a.m., Smith made a motion to adjourn the Mirus Board Meeting. Giaquinta seconded the motion.*

*Giaquinta voted Aye, Shields voted Aye, Smith voted Aye.*

*Ayes—3, Nays—0, Abstain—0, Absent – 0, Motion Approved*

## Mirus Education

### Independent Study Policy

#### **Board Policy #3120**

Approved: September 7, 2007

amended: May 7, 2008, February 9, 2010, October 27, 2011, June 29, 2015, June 22, 2021, July 29, 2021; ~~October 19, 2021~~

The Board of Directors of Mirus Education, Inc. hereby adopts this Independent Study Policy to apply to Mirus Secondary School (“Charter School” or “Mirus”). Mirus shall offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is 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 following written policies have been adopted by the Charter School Board of Directors for implementation at Charter School:

1. For students in grades 7 through 12 in independent study at the Charter School the maximum length of time that may elapse between when an assignment is made and when that assignment is due shall be 20 school days.
2. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - a. When any student in grades 7 through 12, misses **two or more** assignments during any period of 20 school days.
  - b. In the event a Student’s educational progress falls below satisfactory levels as determined by the Charter School’s Multi-Tiered System of Supports (MTSS) which considers ALL of the following indicators:
    - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - iii. Learning required concepts, as determined by the supervising teacher.
    - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Teachers and certificated staff use MTSS to enhance student comprehension of content by providing remediation strategies. MTSS that focuses on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns academic,

behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. The Charter School utilizes a Response to Intervention (RTI2) Model to determine how individual students are responding to strategies, interventions, and supports within the multi-tiered system. In an RTI2 Model, instructional staff identify at-risk students, regularly monitor student learning, provide research-based interventions, and utilize a systematic approach to ensuring academic success for all students. This problem-solving approach continually examines student response and adjusts based on data and a documented feedback system.

A written record of the findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content 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 grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.
4. The Charter School has adopted tiered reengagement strategies -for the following pupils:
  - a. all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
  - b. pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or
  - c. pupils ~~or~~ who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include, but are not necessarily limited to, all of the following: ~~are as follow:~~

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians of lack of participation within one school day of the ~~recording of a non-attendance day absence~~ or lack of participation;

- c. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary. The Charter School developed trauma informed crisis response systems which are sensitive to the emotional needs of students and family members. A key component of the crisis response system is forging strong school-to-home relationships, centered on trust and two-way communication. Charter School staff, including administrators, teachers, education specialists, counselors, nurses and school psychologists remain connected with students and their families through in-person meetings, home visits, secure texts, emails, video conferences, and phone calls to conduct informal conversations focused on health and social-emotional needs. The Charter School continues to provide information to families in both English and Spanish regarding community-based resources for health and wellness, food options, distance learning tools, and other basic needs;
- d. ~~When the evaluation described above under paragraph 2.b. is triggered to consider whether remaining in independent study is in the best interest of the pupil A clear standard for requiring ; a pupil-parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.~~

4.5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

- a. For pupils in grades 7-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
- i. Synchronous instruction in Grades 7-8: Students have one or more weekly opportunities for synchronous instruction in the following ways:
- (1) In-person one-on-one tutoring from the supervising teacher. This one-on-one support is focused on meeting the individual learning needs of the student. Supervising teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
  - (2) In-person small group tutoring sessions from the supervising teacher. Small group tutoring sessions consist of the supervising teacher leading direct instruction, presentations, guided student practice, assessments and discussion periods.

- (3) Virtual tutoring sessions from the supervising teacher. Virtual tutoring sessions that incorporate interactive components such as: chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.
  - ii. Live interaction for Grades 7-8: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, educational needs, and college/career planning. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies. Live interactions also include social-emotional and behavior needs and availability of services and resources.
- b. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
  - i. Synchronous instruction in Grades 9-12: Students have one or more weekly opportunities for synchronous instruction in the following ways:
    - (1) In-person one-one-one tutoring from the supervising teacher. This one-on-one support is focused on meeting the individual learning needs of the student. Supervising teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
    - (2) In-person small group tutoring sessions from the supervising teacher. Small group tutoring sessions consist of the supervising teacher leading direct instruction, presentations, guided student practice, assessments and discussion periods.
    - (3) Virtual tutoring sessions from the supervising teacher. Virtual tutoring sessions that incorporate interactive components such as: chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.
  - ii. Live interaction for Grades 9-12: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, educational needs, and college/career planning. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies. Live interactions also include social-emotional and behavior needs and availability of services and resources.

5.6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: For parents who choose to return their student to a traditional school setting for more in-person instruction the school's student services department, including the school counselors, will assist parents in obtaining student records and contacting the new school to help with the transition.

6.7. A current written agreement/Master Agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting his or her progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement of the policies adopted pursuant to subdivisions (a) and (b) the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall 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 pupil upon completion. Students are expected to earn one credit per month or 12 credits per year. Students choosing to graduate from the Charter School shall have earned 42 credits in specified courses for graduation.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

- A statement detailing the academic and other supports that will be provided to address the needs of pupils 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 pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil 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 pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
  - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
  - For the 2021–22 school year only, the Charter School shall obtain a signed written agreement for an independent study program of any length of time no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.
- If a new teacher takes over as supervising teacher, he or she shall sign an addendum. Any changes to the Master Agreement will be noted in an addendum agreement.
- The Master Agreement shall include subsidiary agreements such as the Assignment and Work Records. The independent study agreement for a student shall include a study plan that represents the same amount of study that would be required of a student in the classroom for the student's grade level for every school day covered by the agreement.

The President/CEO or designee ~~shall~~may establish regulations to implement this policy in accordance with the law.

Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

Students engaging in independent study must be residents of the county where the Charter School is authorized or an adjacent county.

Students who are 19 -22 years of age may engage in independent study through the regular high school program, apart from Adult Education, only if they have been continuously enrolled in public school upon turning 19 and without a break in enrollment since that time, and making satisfactory progress toward a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP).

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee.

## Mirus Education

### TITLE I SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY 6010

Approved: September 7, 2007

Amended: May 7, 2008, February 26, 2018, October 19, 2021

The Board of Directors of Mirus Education, hereby adopts this Independent Study Policy to apply to Mirus Secondary School, hereafter collectively referred to as “Charter School” or “School”. The Charter School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. The policy will be reviewed and approved by the School Site Council. The School will notify all parents about the policy in an understandable and uniform format and, to the extent possible, in a language parents understand. This policy describes the means for carrying out the following Title I parent and family engagement requirements.

#### **Section I: Involvement of Parents in the Title I Program**

To involve parents and family members in the Title I Program at the Charter School, the following practices have been established:

- a) The School convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school’s participation in the Title I program and to explain the requirements, and the right of the parents to be involved. This annual meeting will be held in the fall to review the requirements of the Title I Program.
- b) The School offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. They will be held at flexible days and times to allow for increased parent participation.
- c) The School involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the School’s Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. School data and input from all school community members will be used to review and develop the School Parent and Family Engagement Policy each year and approve them through the School Site Council.
- d) The School provides parents of participating children with the following:

1. Timely information about the Title I Program. Upon student enrollment, all parent will receive a Student and Parent Handbook that provides information related to the Title I Program. Parents will have the opportunity to hear about the Title I Programs during School Site Council Meetings.
2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. The School will host Open House, Parent Night and Senior Night Events that provide parents with an explanation of the School's curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet. The School Site Council Meetings provide a forum for school community members to review schoolwide progress by grade level and student groups. Teachers meet with parents and family members each semester, and at meetings upon request to provide detailed feedback on student progress, proficiency levels and assessment data.
3. If requested by parents, opportunities are made available for regular meetings to be held to formulate suggestions, to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible. Parents and family members receive monthly resource center calendars from the school detailing parent involvement opportunities. Parents can request meetings with a school administrator to ask questions, submit suggestions, provide input related to decisions and develop program goals. School administrators frequently meet with students and parents to discuss learning levels, trends and programs available to Title I students. Parent emails and inquiries are responded to in 24 business hours.
4. If the schoolwide program plan is not satisfactory to the parents of participating children, the School submits any parent comments on the plan when the School makes the plan available to the local educational agency. This policy will be amended annually based upon community member input and focused on improving family engagement and student achievement.

## **Section II: Building Capacity for Involvement**

The Charter School engages Title I parents and family members in meaningful interactions with the School to ensure effective involvement of parents and to support a partnership among the school to improve student achievement. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the School has established the following practices:

- a) The School provides parents with assistance in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with

educators to improve the achievement of their children. The School will provide parents with Open House, Parent Night and Senior Night events to explain content standards and grade level assessments. Parents will also be invited to mid-year conferences that focus on how to support students at home, monitor progress and prepare for assessments. Teachers will send progress reports home on a weekly basis, or upon parental request.

- b) The School provides parents with materials and training to help parents work with their children to improve their children's achievement. The School provides parents with ongoing training opportunities through the Family Learning Series. The Family Learning Series is designed to teach parents how to use school instructional materials and resources to support their child's achievement. Topics for training include state academic content standards, state and local academic assessments, English Learner Reclassification criteria, how to support their children at home, mental health, graduation requirements, college/career readiness and strategies to support Special Education students.
- c) The School educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the School. Staff and faculty will be provided professional development sessions on how to effectively communicate and work with parents as equal partners. These professional development sessions are part of the School's professional learning system, Altus University.
- d) The School, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parent and family members are invited to participate in trainings offered through the Family Learning Series. The topics selected for the Family Learning Series are determined from input collected from parents and family members. The School will continue to encourage families of English Learners to participate in the English Learner Advisory Committee Meetings. Parents can also serve as a community panel member for students presenting their Pathways Portfolio.
- e) The School ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Information is disseminated via School Events, School Site Council Meetings, English Learner Advisory Committee Meetings, the Family Learning Series and Blackboard notifications. Spanish is the most prevalent language, other than English, spoken by parents and family members. School presentations, information and resources are translated and/or presented in Spanish. The School will also provide translation services in other languages, as requested, on important school information.

- f) The School provides such other reasonable support for parental involvement activities under this section as parents may request. Parent and family members have an opportunity to provide input and suggestions during any formal meeting or can meet with school administrators. School administrators consider support for parental involvement activities requested by Title I parents wherein the requests align with the School's vision, mission and values. Additional factors of consideration include: fiscal feasibility, operational feasibility and cost/benefit analysis.

### **Section III: Accessibility**

The Charter School to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports, in a format and, to the extent practicable, in a language such parents understand. School presentations, information, resources and materials are translated and/or presented in multiple languages of participants. Staff will meet with parents individually and in small groups to ensure parent participation and to support comprehension of information. The School will provide information in multiple methods and formats, including in-person, phone call, virtual conference, online, email, secure text and print.

### **Section IV: School-Parent Compact**

As a component of the Title I School Parent and Family Engagement Policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below:

- a) The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part I to meet the challenging state academic standards. The School will offer a broad and rigorous course of study that is aligned to content standards and is accessible to all students. Teachers will be trained through the School's professional learning system to be high-quality, effective and responsive to the needs of all students, but with added emphasis on underserved student groups. The School will provide parents and family members with multiple opportunities throughout the academic year to participate in School Events, Trainings, School Site Council and ELAC Meetings. These engagement events build the capacity of parents and family members to support their child's unique educational needs. Parents and family members will also be encouraged to participate in volunteering opportunities such as College/Career Week and Senior Portfolio Panels.

- b) To address the importance of communication between teachers and parents on an ongoing basis, the School will provide the following:
1. Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
  2. Frequent reports to parents on their children's progress. Teachers will utilize multiple communication methods to timely report student progress to parents and family members. These methods include secure text message, email, phone calls, virtual conferences, in-person conferences and home visits.
  3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. The School will utilize multiple communication methods to ensure parents and family members know how to access staff, opportunities to volunteer and schedule time to observe Resource Center activities. These communication methods, to the extent practicable, will be in a language that family members can understand.
  4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: Mirus Secondary School  
 CDS #: Mirus - Unaudited Actuals - 36750440114389  
 Charter Approving Entity: Hesperia Unified School District  
 County: San Bernardino  
 Charter #: 0885

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
<b>1. LCFF Sources</b>				
State Aid - Current Year	8011	2,206,716.00		2,206,716.00
Education Protection Account State Aid - Current Year	8012	1,405,030.00		1,405,030.00
State Aid - Prior Years	8019	1,720.00		1,720.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	120,115.00		120,115.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,733,581.00	0.00	3,733,581.00
<b>2. Federal Revenues (see NOTE in Section L)</b>				
No Child Left Behind/Every Student Succeeds Act	8290		85,826.00	85,826.00
Special Education - Federal	8181, 8182		33,198.00	33,198.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		235,093.12	235,093.12
Total, Federal Revenues		0.00	354,117.12	354,117.12
<b>3. Other State Revenues</b>				
Special Education - State	StateRevSE		239,381.00	239,381.00
All Other State Revenues	StateRevAO	82,615.85	487,722.91	570,338.76
Total, Other State Revenues		82,615.85	727,103.91	809,719.76
<b>4. Other Local Revenues</b>				
All Other Local Revenues	LocalRevAO	(145,996.72)		(145,996.72)
Total, Local Revenues		(145,996.72)	0.00	(145,996.72)
<b>5. TOTAL REVENUES</b>				
		3,670,200.13	1,081,221.03	4,751,421.16
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
<b>1. Certificated Salaries</b>				
Certificated Teachers' Salaries	1100	923,384.19	162,573.14	1,085,957.33
Certificated Pupil Support Salaries	1200	65,107.75	48,477.68	113,585.43
Certificated Supervisors' and Administrators' Salaries	1300	86,955.18	29,045.12	116,000.30
Other Certificated Salaries	1900	18,661.51	86,041.10	104,702.61
Total, Certificated Salaries		1,094,108.63	326,137.04	1,420,245.67
<b>2. Noncertificated Salaries</b>				
Noncertificated Instructional Salaries	2100		30,823.10	30,823.10
Noncertificated Support Salaries	2200	18,751.25	3,641.50	22,392.75
Noncertificated Supervisors' and Administrators' Salaries	2300	9,402.85		9,402.85
Clerical, Technical and Office Salaries	2400	52,732.97		52,732.97
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		80,887.07	34,464.60	115,351.67

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: Mirus Secondary School

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Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102	178,653.02	217,653.96	396,306.98
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	20,404.13	7,150.25	27,554.38
Health and Welfare Benefits	3401-3402	272,991.57	53,638.53	326,630.10
Unemployment Insurance	3501-3502	621.34	187.01	808.35
Workers' Compensation Insurance	3601-3602	14,342.80	4,403.30	18,746.10
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		487,012.86	283,033.05	770,045.91
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100		10,208.16	10,208.16
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	13,729.84	62,168.42	75,898.26
Noncapitalized Equipment	4400	1,576.84	38,997.46	40,574.30
Food	4700	397.44		397.44
Total, Books and Supplies		15,704.12	111,374.04	127,078.16
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	8,961.46	1,975.02	10,936.48
Dues and Memberships	5300	6,043.10		6,043.10
Insurance	5400	17,739.53	98.34	17,837.87
Operations and Housekeeping Services	5500	38,192.13	36,057.05	74,249.18
Rentals, Leases, Repairs, and Noncap. Improvements	5600	318,897.48	10,072.74	328,970.22
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	255,527.65	123,269.93	378,797.58
Communications	5900	25,696.16	69,689.64	95,385.80
Total, Services and Other Operating Expenditures		671,057.51	241,162.72	912,220.23
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	83,662.23		83,662.23
Total, Capital Outlay		83,662.23	0.00	83,662.23
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399	(26,237.10)	26,237.10	0.00
Debt Service:				
Interest	7438	5,694.72	13,891.06	19,585.78
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		5,694.72	13,891.06	19,585.78
Total, Other Outgo		(20,542.38)	40,128.16	19,585.78
<b>8. TOTAL EXPENDITURES</b>		2,411,890.04	1,036,299.61	3,448,189.65

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: Mirus Secondary School

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Description	Object Code	Unrestricted	Restricted	Total
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		1,258,310.09	44,921.42	1,303,231.51
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979	404,819.91		404,819.91
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(82,673.01)	82,673.01	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		322,146.90	82,673.01	404,819.91
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		1,580,456.99	127,594.43	1,708,051.42
<b>F. FUND BALANCE / NET POSITION</b>				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	2,057,058.28	45,952.83	2,103,011.11
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		2,057,058.28	45,952.83	2,103,011.11
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		3,637,515.27	173,547.26	3,811,062.53
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	349,143.98		349,143.98
b. Restricted Net Position	9797		173,547.26	173,547.26
c. Unrestricted Net Position	9790A	3,288,371.29	0.00	3,288,371.29

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: Mirus Secondary School

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Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	3,586,698.12	(26,329.85)	3,560,368.27
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	300,625.62		300,625.62
4. Due from Grantor Governments	9290	1,185,923.05	367,170.80	1,553,093.85
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	121,904.29		121,904.29
7. Other Current Assets	9340	4,270.00		4,270.00
8. Capital Assets (accrual basis only)	9400-9489	349,143.98		349,143.98
9. TOTAL ASSETS		5,548,565.06	340,840.95	5,889,406.01
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
<b>I. LIABILITIES</b>				
1. Accounts Payable	9500	55,296.03	24,699.69	79,995.72
2. Due to Grantor Governments	9590	677.32	5,902.00	6,579.32
3. Current Loans	9640	969,281.95		969,281.95
4. Unearned Revenue	9650		136,692.00	136,692.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	885,794.49		885,794.49
6. TOTAL LIABILITIES		1,911,049.79	167,293.69	2,078,343.48
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		3,637,515.27	173,547.26	3,811,062.53

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: Mirus Secondary School

CDS #: Mirus - Unaudited Actuals - 36750440114389

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. Elementary and Secondary School Emergency Relief (ESSER) II	\$ 0.00	13,891.06	13,891.06
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	<b>0.00</b>	<b>13,891.06</b>	<b>13,891.06</b>

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>		<b>0.00</b>

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021**

Charter School Name: Mirus Secondary School

CDS #: Mirus - Unaudited Actuals - 36750440114389

**3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2022-23.

a. Total Expenditures (B8)	3,448,189.65
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	354,117.12
c. Subtotal of State & Local Expenditures [a minus b]	3,094,072.53
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	89,356.95
<b>TOTAL STATE &amp; LOCAL EXPENDITURES SUBJECT TO MOE</b> [c minus d minus e]	<b>\$ 3,004,715.58</b>

California Department of Education  
July 2021

## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mirus Secondary School	Alex Carrillo School Lead	<a href="mailto:acarrillo@miruscharter.com">acarrillo@miruscharter.com</a> (760) 947-7100

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
Local Control Accountability Plan (LCAP)	Available on the School's LCAP webpage: <a href="https://miruscharter.com/wp-content/uploads/2021/06/Mirus-21-22-LCAP-All-Components.pdf">https://miruscharter.com/wp-content/uploads/2021/06/Mirus-21-22-LCAP-All-Components.pdf</a>

## 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

\$456,233

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$108,386
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$116,691
Use of Any Remaining Funds	\$231,156

### Total ESSER III funds included in this plan

\$456,233

## 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.

Mirus regularly consults with community members to understand the academic, social-emotional and physical needs of their students and families. Mirus utilizes multiple methods to engage the community, including school events, trainings, meetings and surveys. Additionally, Mirus's educational model is centered on a strong school-to-home partnership. This partnership allows teachers, counselors and school leaders to consult with students and parents on a regular basis to discuss individual needs. All information received from community members is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

The following school community members have contributed to the development of the ESSER III Plan with corresponding methods:

- **Students:** Ongoing virtual and in-person PPEP Meetings, Character and Leadership Development Program, Wellness Week, College and Career Week, Senior Night Events and Surveys

- **Parents and Family Members:** Ongoing virtual and in-person PPEP Meetings, Family Learning Series Trainings, Virtual Parent Night Events, Senior Night Events and Surveys
- **Teachers, Education Specialists and Certificated Teacher Resources (CTRs):** Resource Center Meetings, Instructional Meetings, Altus University Trainings, Department Meetings and Surveys
- **School Staff:** Office Meetings, Department Meetings, Altus University Trainings and Surveys
- **School Leadership:** Weekly Huddle Meetings and Surveys
- **School Site Council:** Ongoing Meetings
- **English Language Advisory Committee:** Ongoing Meetings

Community engagement is key to supporting the School's comprehensive strategic planning, formulation of goals, actions and performance measures. The School continues to consult with community members throughout the 2021-2022 school year and their input will be integrated into the ESSER III Plan.

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

Mirus is an academic intervention program committed to providing a personalized education to all students that will meet their unique needs. Students and family members report that they enroll in Mirus because they want an educational program that provides a safe environment, supportive culture, opportunity to graduate on-time and prepare for college and career pathways. While these key student and parent requirements have remained consistent even during the COVID-19 pandemic, the School has had to alter operations and approaches to meet their needs.

From the onset of the COVID-19 pandemic, Mirus has continued to meet key student and parent requirements by remaining agile and innovative. Mirus has been able to provide a rigorous online curriculum to those students and families who prefer to remain in distance learning due to concerns related to COVID-19. Additionally, Resource Centers have remained open to those families who prefer in-person instruction and support. The School has taken tremendous care in integrating COVID-19 health and safety protocols into each school location. As a result, families report high levels of satisfaction with school safety and the overall educational program.

While families remain very satisfied with the educational program, the School recognizes that the COVID-19 pandemic has impacted all aspects of life for the school community and is thus committed to developing an ESSER III Plan focused on increasing both academic achievement and the social-emotional health of all students, particularly for underserved student groups. Mirus has a robust Data Integration System that monitors, measures and responds to student learning. This system is capable of quickly identifying students of underserved student groups that need additional support and services to meet grade level standards. These additional educational support opportunities include added time in Resource Centers, one-on-one tutoring provided by CTRs, nutrition and technology devices such as Chromebooks and internet data plans, for connectivity, that will ensure equity and access to the full instructional program and curriculum.

Since the onset of the COVID-19 emergency, School employees have worked tirelessly in remote and in-person environments to support school operations, and most importantly, help students meet their individual academic goals. In order to ensure that all employees can remain productive in this evolving work environment, the School has replaced and acquired new upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

## 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

\$108,386

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	Personal Protective Equipment (PPE) and other resource center safety needs for school members and students to minimize potential exposure to disease and meet the policies and guidance provided by the Centers for Disease Control (CDC)	\$5,125
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	Janitorial services to clean and disinfect surfaces of germs which further reduces any risk of spreading infection	\$97,475

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 4, Action 1	Safe and Supportive School for All Students	HVAC systems inspection, testing, maintenance, repair, and upgrade to improve air quality in school facilities	\$5,786

## 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

\$116,691

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 4	Academic Instruction and Support for English Learners, Low-Income Students, and Foster Youth	Add Paraprofessional (CTR) supports and supplemental teaching days from credentialed teaching staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge.	\$116,691

## 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

\$231,156

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 3	Academic Instruction and Support for All Students	Partner with Konica Minolta to digitize student cumulative records to allow school staff to quickly, accurately and remotely develop a personalized educational plan for each student that considers prior performance and educational experiences	\$77,793
LCAP, Goal 2, Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Provide Chromebooks and internet data plans to underserved students to aid in regular substantive educational interaction and synchronous learning opportunities between educators and pupils	\$114,041
LCAP, Goal 4, Action 3	Social, Emotional, and Behavioral Support Systems for Low-Income Students and Foster Youth	Provide a School Nutrition Program to reduce food insecurity and improve health and development of youth	\$5,125
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	Utilization of Avaya Cloud communication tools to provide user friendly methods and enhanced opportunities of regular interaction between educators and students	\$7,887
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	An e-signature platform was crucial in obtaining student/parent signatures and continuing business operations in a remote environment; the School has partnered with DocuSign to meet its e-signature needs and will continue to utilize these services to support student, family and employee safety concerns	\$17,270
LCAP, Goal 5, Action 1	Engagement Opportunities for All Students	Maintain and improve upon additional technologies that were recently implemented to allow for remote work using cloud-based, or other remote access platforms.	\$9,040
n/a	Continuous Operation of School Facilities	Other unforeseen activities that are necessary to maintain the operation of and continuity of services in resource centers and/or LEA office locations. There is not a	\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		budgeted allocation in the plan since any future expenditures are unknown at this time.	

## 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
Safe and Supportive In-Person Instructional Opportunities	The Executive School Safety Committee will collect and analyze information related to community members’ satisfaction with safety protocols implemented at all school locations to mitigate the spread of infectious disease. Information will include survey data, number of students attending Resource Centers, feedback gathered at multiple meeting venues and visit observations.	The Executive School Safety Committee will meet quarterly to review safety plans, relevant information and consider adjustments to protocols and procedures. School Leaders will meet at weekly Huddle Meetings to discuss feedback collected from community members, trends, best practices and potential needs.
Instructional Strategies to Address Potential Learning Loss	Instructional staff will monitor student engagement rates for All Students, and by underserved student groups. In addition, the School will utilize Measures of Academic Progress by NWEA to evaluate and respond to student skills levels related to Reading, Language and Mathematics.	Student engagement and academic performance will be monitored daily by teachers, counselors and school leaders.
Digitize Student Cumulative Records	The School’s Operation Department will monitor the percentage of student cumulative records that have been digitized and available to school employees.	Progress monitoring will be completed on a monthly basis and be reported to school community members.

<b>Action Title(s)</b>	<b>How Progress will be Monitored</b>	<b>Frequency of Progress Monitoring</b>
Improve Student Connectedness to the Curriculum and School Community	Teachers, counselors and school leaders will quickly identify which students and families need home technology. The School will utilize its inventory system to record which students have technology checked-out and for how long. School community members will meet to discuss the impact of the Connect Program on student engagement and performance.	Progress monitoring will be completed on an ongoing basis.
Provide a School Nutrition Program that Improves Student Health and Development	Each school location will record how many meals are provided to students throughout the week. School locations will order additional meals as needed.	Progress monitoring will be completed on an ongoing basis.
Utilize New Communication Tools to Aid in the Interaction With Families	School staff will use the School Pathways Contact Manager management tool to record daily communication and methods used, including Avaya Cloud and DocuSign features. A Monthly Storybook will be made available to the school community that summarizes communication methods utilized Schoolwide and segmented by teacher and staff member.	Communication between staff and students will be monitored on a daily, weekly and monthly basis.