



# Three Rivers Charter School

## Regular Board Meeting

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### Date and Time

Tuesday February 27, 2018 at 5:30 PM PST

### Location

TRCS High School Classroom, 101C Boatyard Dr, Fort Bragg, CA 95437

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Board meetings are held in public. The agenda provides any citizen an opportunity to directly address the Board under the section entitled "Community Comment" on any item under the subject matter jurisdiction of the Board that is not on the agenda. The Public will be provided an opportunity to address the Board on agenda items before or during the Board's deliberation. To request a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting, please submit your request in writing to the School Director or Board President at least 10 days before the scheduled meeting date. Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the school: 1211 Del Mar Drive, Suite 301, Fort Bragg, CA 95437. In compliance with Government Code section 54954.2(a) Three Rivers Charter School will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact the school at (707) 964-1128 at least 72 hours prior to the meeting.

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### Agenda

	Purpose	Presenter	Duration
<b>I. Opening Items</b>			
A. Call the Meeting to Order		Jody Stickels	1 m
B. Record Attendance and Guests		Isabel Saldana	5 m
C. Changes to the Agenda?	Discuss	Jody Stickels	5 m
<b>II. Community Comment</b>			
A. Community Comment	Discuss	Jody Stickels	20 m

Each person wanting to speak may have 3 minutes to make their statements. The Board will not comment unless it is to quickly clarify a procedure, process or policy.

### III. Reports

**A. Student Rep Report** Discuss Jody Stickels 10 m

**B. Teacher Reports** Discuss Jody Stickels 15 m

Please review prior to meeting.

**C. Director's Report** Discuss Roger Coy 20 m

Director to report on school testing improvement process, demographics programs, LCAP process progress, PTN report, and any other outstanding issues,

**D. Financial Report** Discuss Jennifer Tyler 15 m

Treasurer will verify Cash on Hand and bring up any financial concerns.

### IV. Discussion and Action Items

**A. Discuss TRCS Program Improvement** Discuss Roger Coy 15 m

Update Board on proposed changes from staff, parents, and the School Director will make a recommendation. Board should consider input and direct the School Director on next steps.

**B. SPED Liaison Update** Discuss Chelsi McFadden 15 m

Chelsi McFadden would like to update the Board as to her role as the SPED Liaison between FBUSD and MCOE.

**C. Emergency Procedure Overview** Discuss Scott Schneider/  
Jade Tippet 20 m

Review recommended program and review next steps.

**D. One Time Mandate Funds** Vote Roger Coy 5 m

Funds per ADA are being allocated by the state and a resolution is required to accept the funds and restrictions.

**E. Recommended School Model Adjustments** Discuss Roger Coy 15 m

Recommended approach to changing the model for TRCS including a preliminary observation report from our consultant, Kiumars Arzani.

**F. TRCS Foundation Formation and First Meeting** Discuss Roger Coy 15 m

Update Board on current status of formation of TRCS Foundation

**G. TRCS Action on Gun Violence in Schools** Discuss Jaimi Parsons 20 m

Discussion on whether TRCS should take action and make a public statement regarding gun violence in school

**H. TRCS on Gun Violence in Schools** Vote Jody Stickels 5 m

Decide and Vote on Action if any to take regarding gun violence.

### V. Closed Session

**A. Replacement Teacher Position Review** Discuss Jody Stickels 15 m

Public Employment Appointment 54957. Discuss teacher replacement and position review.

**B. Replacement of Jr High Teacher**                      Vote                      Jody Stickels                      5 m

Approval for the Director to begin the hiring process. Hiring committee to be formed.

**C. Discuss Facilities Update**                      Discuss                      Roger Coy                      20 m

-As per Ed Code 54956.8 - Conference Regarding Real Property Negotiations

**D. Action Items Related to Facilities**                      Vote                      Jody Stickels                      5 m

Approval of required funds for advancement of negotiations with real property - 54956.8

**VI. Reporting Out**

**A. Items to Report Out**                      FYI                      Jody Stickels                      5 m

Action Items taken regarding Facilities.

**VII. Additional Action Items**

**A. Adopt Board Meeting Minutes**                      Approve Minutes                      Jody Stickels                      5 m

Please review prior to meeting.

Approve minutes for Regular Board Meeting on January 16, 2018

**B. Approval of Recommended Model**                      Vote                      Jody Stickels                      5 m

School model plan presented and accepted including the replacement of the open teacher position

**VIII. Closing Items**

**A. Adjourn Meeting**                      FYI                      Jody Stickels                      5 m

# Cover Sheet

## Teacher Reports

**Section:** III. Reports  
**Item:** B. Teacher Reports  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Teacher Write-Ups 2-27-18.pdf

## Teacher Write-Ups

### 1-2 Class

Ms. Morgan's Report to the Board:

Semester 2 is off to a good start for Grades 1 & 2. We are on track with pacing in our Math and ELA programs. Report cards went out and several parents signed up to have a Parent Teacher Conference. I gave the NWEA test to second graders this year and am presenting the results at conferences. I have recently received 6 refurbished chromebooks that I plan to have online after the break and will be introducing an online math practice program with the second graders call Redbird.

Our Science Fair theme this year was the Human Body so we just wrapped up learning about various organs and systems that concluded with life sized body diagrams that hung at the Science Fair. The students are always engaged with and love that projects. Since the Jr. High's topic was also the human body we had the older students come practice presenting their projects to my class.

Now we are on to learning about the ocean and are gearing up for the Noyo Center's Marine Science and Art air on March 2 & 3. Educators from the Noyo Center visited 1-8th grade classes the week of 2/12. The classes will all learn about this year's topic of "Marine Ecosystems Shifting in a Changing World" The teachers are working together this year to create one TRCS display for the Marine Science and Art Fair. The work will include large painted canvas panels (painted by the art elective class) depicting a healthy ocean ecosystem and panels depicting the unhealthy scene currently off our coast. The elementary classes will build 3D urchins and seas stars of clay and other materials to accompany the panels. Jr. High students will be researching and writing about how and why our ocean ecosystem has changed.

My class and Ms. Natalie's also participated in the Children's Chinese New Year Parade in Mendocino Village again this year.

### Grades 3/4

Students are working hard on concepts around fractions while simultaneously reviewing hard skills (subtraction w regrouping, long multiplication, long division) and memorizing multiplication facts. We conducted a friendly competition in which 4th grade "coaches" taught multi-digit multiplication by a single multipliers to a third grade "mathlete". We now have several third graders very proficient in multiplying.

Students took the CAASPP practice tests as well as two of the Interim "Block" Assessments. The "blocks" target a specific are of instruction in math or ELA. We did one block of each. Later, we will do another block of each.

We are studying plant systems in science, and sprouting daffodil bulbs to watch the process. Students are measuring growth and drawing changes in the bulbs as the changes occur. After break we will plant them in soil.

Students attended the Chinese New Year Parade in Mendo and the walk-through Kwan Tai Temple. They played at MCC, and then we went book shopping at Gallery Books. I wasn't sure what to expect as an

outcome for the book shopping portion of the field trip. It turned out to be a very amazing experience supported by many parent chaperones; it's definitely worth repeating.

I was extremely pleased with the outcome of the third and fourth grade science displays for our annual Science Fair.

After break, we will kick into high gear on the Noyo Science Center project, of which the three elementary grades are collaborating on a project.

### **Board Write-Up: Ms. Walz Junior High Classroom**

Hello Everyone!

I hope you all had a great weekend! Thank you to all of the families who attended the Science Fair! Students finished presenting their science fair boards on Monday and took a test on the Human Body Systems based on the student presentations. I am three-quarters way through with my parent meetings and look forward to meeting with the remaining families for the second semester parent-student-teacher conference.

In English students have read Chapter 14-15 in their classroom novel, *The Island of Dr. Moreau* by H.G. Wells. Students also continue to learn about direct and indirect objects in Grammar and continue with Lesson 11 in Vocab. Students will continue their Spelling Bee tests with a test on list 4 on Friday in preparation for the big competition on April 27th. Participation is mandatory and students will be graded on the tests leading up to the Bee. Students will be tested on one list each Friday (10-12 words), which will be applied to their English grades. We will have an in class competition and the top 3 spellers will move on to the school-wide competition.

In Science students will start on their projects for the Noyo Center's Marine Science and Art Fair coming up on March 2nd-3rd. Students will work in groups on researching an aspect of theme of marine ecosystems shifting in a changing world. Each project will consist of a research paper, art piece, and display board. Students will be given class time to work and complete their projects during the next two weeks of school. Last week Sue and Sarah from the Noyo Center came on Tuesday to introduce the theme to the class. On Wednesday three local guest speakers came in to talk about how the changing ocean climate is affecting our community on the coast : Jerry Kasiwada from the Department of Fish and Game, Blake Tallman from Sub Surface Progression Dive Shop and John Holcomb, urchin diver for over 30 years.

In PE students have completed an exciting unit of ultimate frisbee in PE and look forward to challenging the high school students to a game! After the break we will start training for the upcoming Physical Fitness Test with weekly sit-ups and push-ups, along with our usual mile run.

# Cover Sheet

## Director's Report

**Section:** III. Reports  
**Item:** C. Director's Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Director's Report Feb 27, 2018-2.pdf

### **Director's Report Feb 27, 2018**

- State asked for justification from FBUSD for our renewal and FBUSD has forwarded that to the state.
- Homework Club Starts
- Principal's Honor Roll -
  - $\frac{5}{8}$  - 3
  - $\frac{7}{8}$  - 4
  - 9/12 -
  
- Next PTN Meeting on Mar 6
  
- LCAP Meeting was held and there is new input from the parents.
  
- New school model to be presented tonight and approved
  
- Curriculum Approval - Teachers have gone to MCOE. They have 2 additional meetings regarding review.
- Aleks and Redbird being implemented
- Practice is starting to occur in the classes
  
- Demographic Improvement:
  - Community festival - La Familia Three Rivers e tu (April 6)
    - Bounce Houses
    - Games
    - Tickets
    - Food
    - Fundraiser
    - Parents and Board must help
    - 3-5 pm
    - Brochures/Fliers on School
  - Put Lottery off until April 19



LCAP (\*New)

- 1) EL support and students being English proficient within 3 years of attending our school
- 2) Low Income and EL families being more involved with the activities at our school including better support (translation, buddy system, translation services)
- 3) Developing an extensive elective and extra-curricular activities program for students
- 4) Assisting parents with technology issues by providing services, equipment, and training.
- 5) Develop a more robust after-school program including a place for students who parents work and a homework club.
- 6) Develop an effective remedial program
- 7) Providing a connection between foster and homeless families and resources.
- \*8) Parents would like more assistance for them to help their children with their homework.
- \*9) We need to upgrade our technology in the classroom (smartboards, online tutorials for students and parents)
- \*10) Basic services to be improved including lunch program, and cleanliness of school.
- \*11) New cohesive curriculum programs
- \*12) New Facilities located, secured, and moved into.
- \*13) Significant improvement in SBAC scores
- \*14) Demographics more closely aligned to Fort Bragg

# Cover Sheet

## Emergency Procedure Overview

**Section:** IV. Discussion and Action Items  
**Item:** C. Emergency Procedure Overview  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 2018-00679 School Safety Plans.pdf  
Notes from Emerg Proc Mt.pdf



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TOM TORLAKSON**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

February 1, 2018

Dear County and District Superintendents and Charter School Administrators:

**Comprehensive School Safety Plans: Annual School Safety  
Plan Update Reminder and New Guidance**

The California Department of Education (CDE) is committed to helping you and your schools become as prepared as possible for emergencies and to maintain safe and secure school environments year-round. This message includes reminders and new direction for enhancing comprehensive school safety plans and the planning process.

The safety of our children and education communities is our greatest responsibility. Thank you for all you do to make our schools safe, secure, and welcoming for all students, families, and educators. It is essential to reflect on accomplishments and lessons learned last year and to implement new and improved actions this year. It is also time to ensure that comprehensive school safety plans are revised, updated, and approved by March 1, 2018.

In light of the increase in serious school and public safety concerns and emergency events and to inform safety plan revisions and updates, school leaders should ask:

- Did our local educational agency (LEA) conduct drills and exercises effectively, and what did we learn from them?
- Has our LEA developed and maximized relationships with first responder agencies and community partners?
- Are all of our educators and school staff trained and prepared for emergencies?
- What areas need plan improvement and what resources do we need to build capacity?

**Comprehensive School Safety Plan Revisions and Approval due  
March 1, 2018**

Schools and districts must comply with California *Education Code (EC)* sections 32280–89. It is your responsibility to ensure ongoing compliance with requirements including

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the development, revision, and updating of comprehensive school safety plans through a collaborative process and that plans be approved annually by the school district or county office of education by March 1. School site councils or designated safety committees must work with educators, classified staff, parents, and community leaders; they must consult with law enforcement to ensure these plans are effective and current. The safety plans must comply with all requirements, and counties must notify the CDE by October 15, 2018, of any schools that have not complied.

*EC Section 32281(a)*: States that each school and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

*EC Section 32288(a)*: Requires that each school forward its comprehensive school safety plan to the school district or county office of education for approval.

*EC Section 32288(c)*: Requires that each school district or county office of education annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

I encourage the inclusion of policies and practices that go beyond *EC* requirements, including, but not limited to, threat assessment protocols, mental health policies, bullying prevention policies, active aggressor/shooter protocols, lockdown and shelter-in-place procedures, and regular drills and exercises for all staff.

## **Discrimination and Harassment Policy**

It is imperative that school safety plans present clear policies to address hate crimes, acts of violence, and their perpetrators. In accordance with *EC Section 32282(a)(2)(E)*, the comprehensive school safety plan shall include a discrimination and harassment policy consistent with the prohibition against discrimination.

We know that a positive school climate is the most important factor in increasing safety, security, social-emotional growth, and academic achievement. According to the U.S. Department of Education Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, "Positive school climates enhance safety in the school and community by increasing communication between students, families, and school personnel." Focus on a positive school climate has the potential to reduce violence, bullying, and even suicides. For more information regarding positive school climate and resources to improve school climate, please visit the CDE Positive School Climate Web page at <https://www.cde.ca.gov/ls/ss/se/schoolclimate.asp> or visit the REMS School Climate and Emergencies Web page at <https://rem.ed.gov/K12SchoolClimateAndEmerg.aspx>.

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## School Safety Plan Approval Process Guidelines

A key recommendation in the California State Auditor (CSA) Report 2016-136, *School Violence Prevention*, is that school districts and county offices of education should monitor and approve their schools' comprehensive school safety plans. In the report, Rocklin Unified School District and Placer County Office of Education were identified as having implemented best practices to help ensure that safety plans are updated and approved annually.

For more information on CSA Report 2016-136, please visit the California State Auditor Web page at <https://www.auditor.ca.gov/reports/2016-136/introduction.html>.

Effective practices identified in the report include:

- LEA distribution of a safety plan template to school sites for schools to modify and include site-specific procedures.
- LEA use of a document-tracking system to ensure that its schools submit safety plans in a timely manner so that the district can review and approve them before the March 1 deadline.
- County office of education requirement that districts in its jurisdiction certify that they have reviewed and approved all of their schools' safety plans each year.

I encourage you to review and revise your monitoring and approval processes to ensure compliance with *EC* requirements.

For comprehensive school safety planning resources, please visit the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>.

You may also visit the CDE Resource: Local Education Agencies' Responsibility to Students Web page at <https://www.cde.ca.gov/re/di/eo/dutytoprotect.asp>.

## Building Disaster Plans

CSA Report 2016-136 recommends that, in addition to earthquake evacuation and fire drill procedures that are required specifically, general direction be provided to schools on what to include in their school building disaster plans as required by *EC* Section 32282(a)(B)(I).

Emergency procedures and drills for the following situations should be considered when developing school building disaster plans; these may include but are not limited to:

- Fire
- Relocation/Evacuation

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- Bomb Threat
- Bioterrorism/Hazardous Materials
- Earthquake
- Flood
- Power Failure/Blackout
- Intruders/Solicitors
- Weapons/Assault/Hostage
- Explosion
- Gas/Fumes

Emergency procedures should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners.

### **State Compliance Audit Guide**

Beginning in the 2018–19 school year, comprehensive school safety plans will be audited through the annual audits required by *EC* Section 41020 to ensure that comprehensive school safety plans are updated and approved by March 1 of each year. Compliance with the following *EC* sections will be audited:

*EC* Section 32286(a): Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.

*EC* Section 32288(a): In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.

*EC* Section 32288(c): In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

### **Training for School Behavioral Threat Assessments**

To assist schools and districts in assessing behavioral threats, and in collaboration with the U.S. Department of Education REMS Technical Assistance Center, the CDE sponsored two statewide trainings recently, titled: *School Behavioral Threat Assessments: An Introduction*.

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If you were unable to attend this training, I encourage you to review the REMS Use of Social Media in Behavioral Threat Assessments Webinar at <https://rems.ed.gov/SocialMediaThreatAssessment2016Webinar.aspx>.

For additional emergency services resources for schools and educators, please visit the California Governor's Office of Emergency Services Resources for Schools and Educators Web page at <http://www.caloes.ca.gov/for-schools-educators>.

If you have any questions regarding this subject, please contact Nancy Zarenda, Education Policy Consultant, Coordinated School Health and Safety Office, by phone at 916-445-8441 or by e-mail at [nzarenda@cde.ca.gov](mailto:nzarenda@cde.ca.gov).

Sincerely,



Tom Torlakson

TT:nz

2018-00679

## Three Rivers Emergency Preparations Sub-Committee Notes – Jan 16, 2018

### To Do:

- 24 hours' worth of emergency supplies (water, MRE's, space blankets, etc.) available for each classroom/administration
- Window coverings to protect others from seeing in as well as protect occupants inside from any flying debris/glass
- Plastic shimmers for the doors in case of unwanted occupants on campus
- Assess communication capabilities in case of no cell/internet connectivity (radios, sat phone, etc.)
- Emergency kit/backpack for each classroom – specifics TBD
- Vest or some identifying piece of clothing for staff/administration
- Define roles & responsibilities when emergencies occur – do they differ with different types of emergencies?

### To Consider:

- 1<sup>st</sup> Aid/CPR training for staff – all staff should have basic training
- 1<sup>st</sup> Aid/CPR training for students – if available and as appropriate
- School-wide (including parents and families) disaster preparedness program.
- Assessment of critical incident debriefing/counseling plan
- Bomb threat checklist
- Inventory of construction/rescue equipment
- Fire proof file cabinet (either 2 or 4 drawer depending on need)
- ICS basic training for staff (100/700 course); management training for administrator? (300/400 course)
- Prepare Disaster guide for staff and families similar to one produced by Humboldt County Office of Education
  - Examples of relevant forms should be included
  - Families receive overview of the guide during orientation
  - Develop release paperwork and proper protocols

### Forms and Procedures



- Evacuation gathering points and student accounting.
- Reunification procedures and student sign-out forms.



# Cover Sheet

## One Time Mandate Funds

**Section:** IV. Discussion and Action Items  
**Item:** D. One Time Mandate Funds  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Mandate Claims Board Resolution 17-18.docx

	<p><b>Three Rivers Charter School</b> WWW.TRCSCHOOL.ORG PHONE: (707) 964-1128 FAX: (707) 734-5050</p> <hr/> <p>1211 DEL MAR DRIVE , SUITE 301 FORT BRAGG CA 95437</p> 
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## Three Rivers Charter School Board Resolution

**IT IS RESOLVED** to approve the use of 2017-2018 One Time Funds for Outstanding Mandate Claims allocated by the state to **Three Rivers Charter School** to first satisfy outstanding mandate claims, and then, consistent with legislative intent, to support one-time expenses. **Three Rivers Charter School** will prioritize expenses related to professional development, teacher induction, instructional materials, technology infrastructure, and other investments that support the implementation of the common core standards in English language arts and mathematics, English Language Development standards, and Science Standards.

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Date

# Cover Sheet

## Recommended School Model Adjustments

**Section:** IV. Discussion and Action Items  
**Item:** E. Recommended School Model Adjustments  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Three Rivers Sight Visit Observations.docx



# Three Rivers Charter School



January 16-18, 2018



## CSMC

Kiumars Arzani

43460 Ridge Park Drive Suite 100

Temecula, CA. 92590

(951) 694 - 3050 ext. 233

Report Created by: Kiumars Arzani

[karzani@csmci.com](mailto:karzani@csmci.com)

## Three Rivers Charter School

Ex. Director: Roger Coy

1211 Del Mar Drive, Suite 301

Fort Bragg, CA. 95437

(707) 964 - 1128



## Introduction

Three Rivers is a 1<sup>st</sup> – 12<sup>th</sup> Charter School in Fort Bragg, California with a total enrollment of approximately 120 students. The School was co-founded by Roger Coy and Kathleen Kasperson. Three Rivers is the only charter school authorized by the Fort Bragg school district (FBUSD).

Fort Bragg is a mini school district in Mendocino County, and according to information gathered from the Education Data Partnership website, during the 2016-17 school year, it had total enrollment of 1891 students. Three Rivers supports approximately 6% of Fort Bragg's students.

The visit by Kiumars Arzani was initiated by Scott Warner, the School Business Manager assigned by CSMC to Three Rivers. The purpose of the initial contact, was to support the school to get ready for the FBUSD board hearing and vote, as Three Rivers' charter was up for renewal, and the initial recommendation by Rebecca Walker, the Superintendent of the Fort Bragg School District, was for the denial of the charter petition. This denial recommendation was supported by the California Charter School Association (CCSA) because the school did not meet the minimum threshold set by the CCSA generated similar school performance rubric. This rubric by CCSA, only takes into consideration the school's CAASP performance to similar schools in the area. This rubric does not take into consideration the environment of the school, the population that it serves, and the local issues at hand. The recommendation, by CCSA, is not supported by any school visit. In the case of Three Rivers, this recommendation failed to take into consideration the local issues at hand, which is the reason the FBUSD Executive Board of Directors went against both recommendations and approved the charter for an additional charter with extensive bench marks.

A brief synopsis of Kiumars Arzani's background and his qualifications.

Kiumars started his career in public education as a middle school teacher in 1990. In 1994, Kiumars founded an after-school supplemental education program (Ivy Bound Education Center) that supported K-12 students with after-school academic enrichment programs and tutoring, as well as an academic summer camp (Camp Ivy) in multiple locations throughout Southern California. In 2007 & 2013, Kiumars founded two charter school, authorized by the Los Angeles Unified School District (Ivy Bound Academy Charter Middle Schools). Ivy Bound Academy was the district's highest performing middle school, and Kiumars became very involved with state politics in support of charter schools. He was the first member of the CCSA Advocates, and in 2016, Kiumars was selected as CCSA's Charter School Leader of the Year.

Kiumars joined CSMC as a partner and acts as the Executive Vice President of CSMC's Operation Division. The purpose of joining CSMC was to bring to our charter schools a wrap-around support in all areas of running a charter school such as Fiscal, Academic, and Operations. This level of support is currently not being provided by any group that works with charter schools, and this report is an example of one of the new services being provided by CSMC to its member schools.



## Observations

### I. Visits and Observations:

#### A. Three River’s Executive Director, Roger Coy:



Kiumars had a few phone conversations with Roger prior to his visit and met him for the first time at the school on Tuesday, January 16<sup>th</sup>. This was a few hours before the board meeting scheduled for that afternoon. It was very clear from the initial conversation, that Roger wears many hats (fiscal, academic, and operational) and has very limited support. Roger is supported by the school secretary, Ms. Marcia Mollet. Ms. Mollet also wears many hats such as school secretary, office manager, enrollment & student’s record coordinator.

Roger started his career as a single subject elementary school teacher, and was joined by Kathleen Kasperson, also a teacher to open Three Rivers. It was also very clear from further conversations, and later observations, that the two have great passion for what they do, have a strong teaching background, a strong belief in the mission of the school, and the community that it serves; however, they both have very limited school administrative and operation’s background. They have learned charter school operation through trial and error of years of running Three Rivers.

What worsens their situation is that the school is in a remote part of Mendocino County with no other charter schools around for them to collaborate with. The FBUSD is also a very small school district, and the authorizer has limited bandwidth and charter school knowledge to support the school that they have authorized.

#### B. Three River’s Executive Board of Directors:

Three Rivers has a 7-member board of directors that is made up of parents and community leaders with different backgrounds. Kiumars was asked by Roger to meet with the board to discuss a plan of action. A PowerPoint presentation was used by Kiumars at the board meeting to discuss the scope of responsibilities by all stakeholders. The presentation was an important piece to get everyone on track to move forward with a discussion about a plan of action.

#### C. Fort Bragg Superintendent, Rebecca Walker:



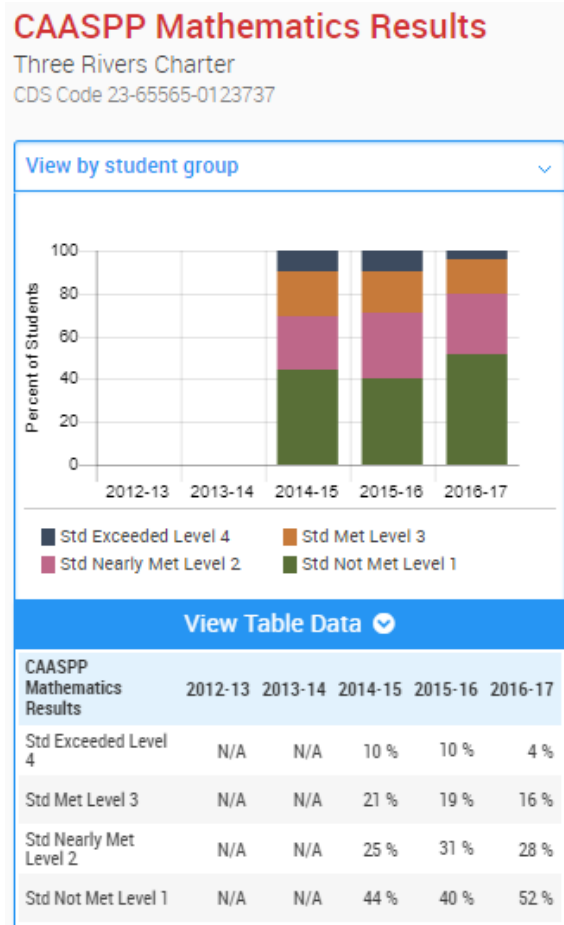
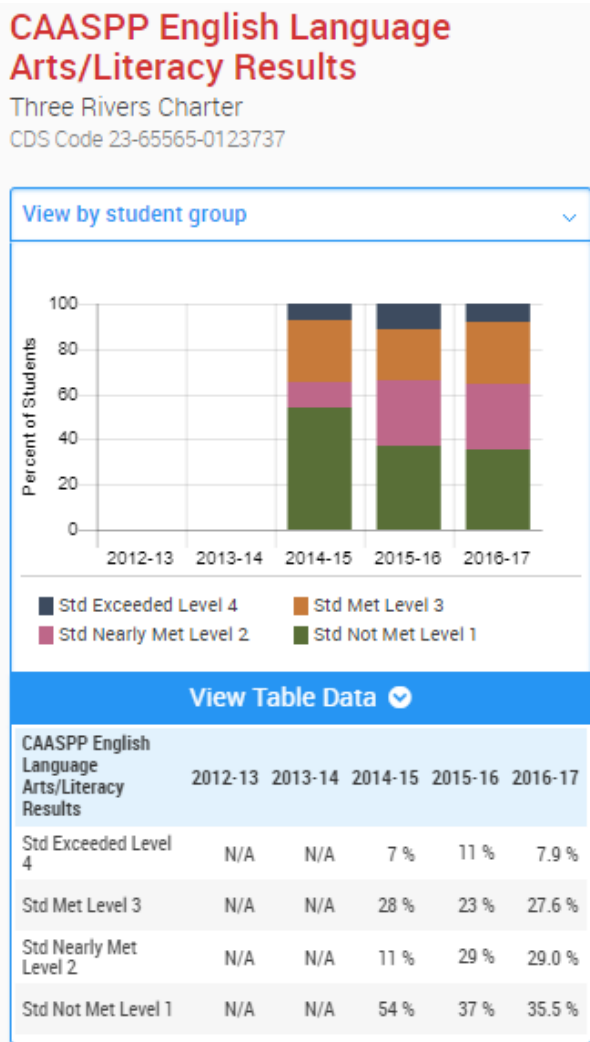
Present at the board meeting was FBUSD’s Superintendent, Ms. Rebecca Walker. This was Three Rivers’ first board meeting after the board vote to renew the charter, and Ms. Walker was present at the meeting to observe, as well as meet Kiumars and hear the plan of action to move forward. After the meeting, Kiumars had a brief meeting with Ms. Walker, and was invited to meet her at the district the following morning.

Through a two-hour meeting, it was very clear that Ms. Walker clearly understands the role and importance of having Three Rivers stay in operation; however, it was also very clear that the district was not happy with the performance of the charter school but did not have the bandwidth or the knowhow on how to support the school. This became very clear when Kiumars asked for supporting documents that outlined the district’s annual oversight visit findings. Ms. Walker explained that she does not have a team nor the time to do an annual extensive visit, and that their visits were simply a half hour visit in Roger’s office. Ms. Walker did not produce any documents of any of the visits which is a necessity to be provided to the school by their authorizer.



Through conversation, it became very clear that Three Rivers serves a population of students that can not be served by FBUSD. It was also very clear that public pressure by Three River parents was a major deciding factor for the school’s renewal. Ms. Walker discussed a few of the letters that were sent to her office in support of keeping the school open. It was very clear from the meeting that the students and parents that Three Rivers serve, felt that they would not be well served by the schools within the school district and this created a very hostile relationship by the parents of Three Rivers towards FBUSD.

Below Charts provided by Education Data Partnership is example of some of the data used by the FBUSD as well as CCSA as the basis for their recommendation for denial of the Three Rivers Charter petition.



#### D. Classroom Visits:

##### i. 1<sup>st</sup> & 2<sup>nd</sup> Grade:



This group of students are grouped together in one class taught by Ms. Kim Morgan, who holds a clear MST Credential with R2M and ELA1 authorizations that expires on 9/1/2019. Her renewal code is R20, which means that is a simple application for renewal.

Report Created by: Kiumars Arzani

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She is very passionate and has great classroom management skills. She is very involved and knowledgeable; however, just like all the other teachers at Three Rivers, she is forced to split the day in to two teaching sessions, each focused on a different grade level. She is supported by an aid that helps her oversee the students that she is not engaging during each session.

ii. 3<sup>rd</sup> & 4<sup>th</sup> Grade:



This group of students are grouped together and taught by Ms. Natalie Shoptaw, who holds a Preliminary MST Credential with R2M and ELAM authorizations that expire on 7/1/2022. Her renewal code is R141, which means that she must complete an Commission Approved Induction program before her credential expiration date.

She is passionate and has reasonable classroom management. Her class was quiet, but there was no evidence of instruction at the time of the visit. As a new teacher, she also has to deal with a split class.

iii. 5<sup>th</sup> & 6<sup>th</sup> Grade:

This group of students are grouped together and taught by Ms. Linda Tulley. Ms. Tulley holds a clear MST Credential with R2M and ELA1 authorizations that expires on 9/1/2020 under the name of Linda Marie Campbell. Her renewal code is R20, which means that is a simple application for renewal.

Among all the classes that I visited, in Ms. Tulley’s class students were working in groups in their textbooks. I did not observe teacher led instruction, and/or much teacher-student interaction. Even though the students were doing independent work, I did not observe a disruptive class.

7<sup>th</sup> & 8<sup>th</sup> Grade:



This group of students are grouped together and taught by Ms. Samantha Walz, who holds a Clear MST credential with R2M and ELA1 authorizations that expires on 7/1/2023. Her renewal code is R20 which means that it is a simple application renewal.

Ms. Walz is an extremely passionate teacher, and there was clear evidence of great engagement and instruction being provided by Ms. Walz.

Middle school students are usually the most difficult to engage, and Ms. Walz had very little difficulty in managing her class.

Through discussion, it was presented that this will be her last year teaching at Three Rivers, and this would be a great loss to the students of Three Rivers.

The challenge here is that she is using an MST to teach middle school students that usually requires a Single Subject Credential. It is from the grade of 6 or higher where teacher content knowledge becomes extremely crucial and having an MST teacher teach all disciplines becomes very difficult and academically efficient if not impossible.

iv. 9<sup>th</sup> through 12<sup>th</sup> Grade:



These students are grouped together and taught by Ms. Kathleen Kasperson, who holds a Clear MST credential as well as a Clear Single Subject Teaching Credential in English with R2M and ELA1 authorizations that both expires on 2022. Her renewal code is R20 which means that it is a simple application renewal.





Ms. Kasperson is a co-founder of the school and is loved and respected by her students, parents, and peers. Even though, she is extremely knowledgeable in many disciplines, she is the lead and only teacher for all subjects in grades 9-12. This is extremely difficult to deliver, and even though, the students are greatly happy at Three Rivers, the major concern is their preparation for life after Three Rivers where they must compete with students from other schools, school districts, across the state and country for college admission.

This change is very difficult for Ms. Kasperson; however, she understands that it is necessary. Emotions are very high with this change for her.

## II. General Observations that raises Concerns:

It was very clear from observing classes, talking to students, teachers, parents as well as the FBUSD superintendent, Three River stakeholders are happy, and the school is providing a safe and nurturing environment that their alternative option would not be able to provide.

It is also very clear that regardless of who is at the helm, and how passionate the stakeholders are, the school does not have the economy of scale to be able to deliver on their promise of a sound education to their students. It is nearly impossible to teach all subjects to students in 12 different grade levels using 5 teachers (four of which hold an MST credential) regardless of who is at the helm, as well as teaching the classes.

It makes it even more impossible if the teachers do not implement a well thought out pacing calendar with the necessary day by day, period by period, and subject by subject lesson plans developed and implemented to align with the pacing calendar. Not a single teacher had a pacing calendar to present, as well as produce a lesson plan that was being used to deliver instruction.

Teaching multiple subjects to one grade level (5<sup>th</sup> grade and higher) is already challenging. What makes this situation even more challenging, is the need to teach two grade levels in one class setting. We see that some schools do teach SOME CLASSESS in this manner. However, those are usually large schools that have multiple classes of the same grade level. They take the strongest students from let's say grade 3 and place them with the weaker students in grade 4. This can work in some instances; however, you also must take into consideration student MATURITY. The older we get, the less maturity matters in a class setting; however, in the very young age 1<sup>st</sup> to 7<sup>th</sup> grade, it poses a very difficult environment for teachers to manage. Classroom management becomes a greater challenge in these classes; even though, Kiumars did not observe too many challenges for any of the teachers managing their classes.

There was evidence of some learning, but not an organized plan of action. There was no evidence that the lessons being provided daily were documented and could be replicated year after year.

Kiumars did not observe posting of standards anywhere in any of the classes, nor any prove of work that would imply that the school was following instruction based on state and/or Common Core Standards.

Three Rivers low performance on the state developed CAASP standardized assessment that tests all students across the state on the same subject at the same time, should be taken as evidence that the students of Three River (regardless of how happy, safe, or nurtured they are) will not be able to compete with other students across the region, county, or state upon departure from Three Rivers.



It is extremely important to recognize and acknowledge that we do not place our children in schools to be happy and safe. We place them schools to LEARN, and for that to happen, it helps if they feel safe, nurtured, and are happy.

Kiumars did not see any evidence of differentiated instructions being provided to students with special needs. He did observe staff talking about an IEP and saw a staff member working with a special need student outside of the class that implied to me that the school was implementing a pull-out model.

Having said all the above and the concerns raised, it is also important to recognize that I only spent one full and two half days observing the school. This gave me a very small snapshot in the life of Three Rivers. It does not mean that there are no evidence of great learning happening at the school.

## Initial Set of Recommendations for Consideration:

### I. Grade Level Change:

As mentioned above in the areas of concern, Three Rivers has 120 students that are being taught by 5 teachers in 12 different grade levels. This does not give the school the necessary economy of scales to serve these students.

The initial recommendation to the school leadership, and board of directors is to seriously consider the following changes:

- A. Downsizing the school grade levels taught from 1<sup>st</sup> – 12<sup>th</sup> to at MAXIMUM 1<sup>st</sup> – 8<sup>th</sup> grade and drop the high school program.
- B. Use 2 MST teachers to co-teach students in grade 1<sup>st</sup> – 3<sup>rd</sup> with strong emphasis on Math and Language Arts to build the foundation in the core basics for future learning. As the saying goes, use the first three grades to Learn to Read, and the future grades to Read to Learn.
- C. Use 4 teachers with MST and/or SS credential to co-teach students in grades 4<sup>th</sup> – 8<sup>th</sup> ; however, regardless of their credential, for each teacher to deliver one core subject. This allows them to focus on one subject and become experts in it.

### II. Organized Delivery of Instruction:

As mentioned above in the areas of concern, there were no evidence that the teachers at Three Rivers were using any pacing calendar or organized lesson plan to deliver instruction that was adopted and widely used. This lack of organization creates a series of concerns:

- A. Without a replicable plan of action (i.e. pacing calendar) that could regularly be reviewed, updated, and identifies the content that students at each grade level need to learn throughout the year, there is no possible way to know if a student is ready to move on to the next grade level. This lack of a process in delivering instruction in a consistent deliverable manner creates voids in a student's knowledge that prohibits future growth and understanding in future grade levels. A simplified example is that you cannot teach fractions, before you teach whole numbers. You cannot teach multiplication and division, before you teach addition and subtraction. If you do not have a plan of action that the school leader uses to see progress across each year, teachers will not know how prepared they are coming in to their classes. Teachers are working in Silos with no seamless transition from one grade to the next.



- B. Without a series of well thought out set of daily lesson plans, tied to the pacing calendar, that is widely adopted by the school, teachers will not be able to have schoolwide discussions that ensures student progress.
- C. The problem at hand is that the students are measured based on an internal set of assessments relative to the school’s teaching, and you will not know how well prepared a student is until they are assessed based on a STANDARDIZED STATE-WIDE TEST such as the CAASP, or the student transfers to another school and can be compared to other students. In a discussion with Ms. Walker from the FBUSD, she expressed concerns that students that were transferring from Three Rivers to schools at the school district were far behind and unable to compete with their peers.
- D. The school currently has not adopted a school-wide instructional delivery methodology such as “Understanding by Design” authored by Wiggins & McTighe for example to be used by all teachers at the school to make sure that the teachers are working cohesively rather than each doing their



own thing.

- E. The leadership of Three Rivers MUST start to use at minimum 4 weeks during the summer (when there are no students around) to allow teachers to collaborate with each other and create a grade by grade and subject by subject pacing calendar that is accompanied by appropriate and adequate lesson plans that allows for teachers to see the transition of knowledge across all grade levels. That is using the standards based stated adopted text book to ensure that the contents in the book are being covered and the students are ready to move to the next grade level with adequate knowledge that is regularly assessed along the way.

**III. Quality Standards for Three Rivers to consider:**

- Achieves clear and measurable program goals and student learning objectives, including meeting its stated performance standards
- Provides a challenging and coherent curriculum for each individual student
- Implements and directs learning experiences (consistent with the school’s purpose and charter) that actively engage students
- Allocates appropriate resources for instructional materials, staffing, and facilities to promote high levels of student achievement
- Uses information sources, data collection, and data analysis strategies for self-examination and improvement
- Establishes benchmarks and a variety of accountability tools for monitoring student progress



- The school has well-defined benchmarks for student achievement that are clearly communicated to students and parents
- A variety of tools are in place for monitoring student progress
- Establishes both long and short-term goals and plans for accomplishing the school's mission, as stated in its charter
- Uses student assessment results to improve curriculum and instruction
- Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement
- Involves staff, students, parents, and other stakeholders in its accountability for student learning and in the school's program evaluation process.

## Conclusion:

Three Rivers is a great school with dedicated and passionate stakeholders. It is authorized by a very small school district that is unable to support them. Being in a remote part of the state with no other school leaders to collaborate with, no one at the school has the necessary support needed to learn from others in the field for their school's best practices. The school is operating in a vacuum.

It is impossible to be efficient and successful with the current model, and a reset of the program as well as work towards developing an instructional model that is not only well thought out and deliverable, but also replicable year after year is necessary.

The school leadership and the board of directors need to remind themselves that they did not open their school to stimulate the economy and/or create jobs, but to better educate children by giving them an alternative learning environment that nurtures their curiosity in a safe environment. They have been extremely successful in creating the safe and nurturing environment but have failed in delivering a sound education to their students.

It is crucial for the school to work with consultants in the field that can support them in their transition to develop a program that ensures that learning is happening at all grade levels and in each subject.



**Exhibits for Reference:**

- 1. Exhibit 1: two months of 5<sup>th</sup> grade science pacing calendar.**
- 2. Exhibit 2: two months of 5<sup>th</sup> grade English lesson plans.**



## Three River School Visit

S	M	T	W	T	F	S
<b>September 5<sup>th</sup> Grade</b>			1	2	3	4
5	6	7	8	9	10	11
12	13 Syllabus, class and school expectations	14 Syllabus, class and school expectations	15 Asses prior knowledge of cells and body systems <u>A2-A27</u>	16 Investigate Observing Cells on page A4. Workbook pages 2-3	17 Read pages A6-A9 along with class discussion <u>Homework Venn diagram(plants/animals)</u>	18
19	20 Read pages A10-A13 with class discussion Review questions <u>WB page 5</u>	21 Review section w/ diffusion brainpop, diffusion acting. <b>Quiz on diffusion</b>	22 Start sec 1.2 page A16 with vocab and find out, fast facts. Read page A16 <u>What is diffusion</u>	23 Investigate Cells and Tissues on page A14. WB 6-7 <u>How do specialized cells work?</u>	24 Read page A17 and <b>fill out graphic organizer for body book project</b>	25
26	27 Read page A18 with graphic organizer. <u>The circulatory system I</u>	28 Read page A19 with graphic organizer. Digestive worksheet	29 Read pages A20-21 with graphic organizer. Review questions and worksheet <u>Alimentary</u>	30 Review section with brainpop, WB1 <b>Quiz on digestive system</b> <b><u>Body book</u></b>		



<b>S</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>	<b>S</b>
<b>October 5<sup>th</sup> Grade</b>					1 Review section with brainpop, smartboard, work on body book <u>Body Book</u>	2
3	4 Review section and work on body book WB 9 <u>Body book</u>	5 Review Section with Games, you tube, work on books <u>Body Book</u>	6 Investigate How Muscles Cause Movement A22 WB10-11 <u>WB12</u>	7 Read pages A24-25 with class discussion <u>Trace tendons and ligaments</u>	8 Read pages 26-27 with class discussion. Review Questions <u>The body's communication</u>	9
10	11 Review section. WB pages 1,13,14 Password <u>Body book and WB pages 1-14 due tomorrow</u>	12 Chapter 1 Test	13 Access prior knowledge Classification on pages A34-A41	14 Investigation Classifying Shoes A36-37 WB16-17	15 Read pages A38-39 with class discussion <u>A trick to remember</u>	16
17	18 Read a pages 40-41 Review Questions Writing link A41	19 Writing Link Fill out graphic organizer WB15	20 Review Day <u>WB19</u>	21 Investigation Building a Model Backbone A42 wb20- 21	22 Read pages A44-47 with class discussion Review Questions <u>Classifying vertebrates</u>	23
24/31	25 Review with category fame <u>WB 23 and 15 Sort 'em out</u>	26 Investigate Plant Stems A48-49 WB24-25	27 Read pages A50- 53 with class discussion. Review Question <u>WB27</u>	28 Cause and effect between vascular and non WB 28-29	29 Review for test Password Workbook packet 15-28 due Monday	30

	<b>August 15</b>	<b>August 16</b>	<b>August 17</b>	<b>August 18</b>	<b>August 19</b>
<b>Agenda Standard</b>		RL3	RL3	RL3	
<b>Objective</b>	Students will be able to understand the purpose of our class for the year. Students will also be familiarized with their peers.	Students will be able to identify all plot aspects within a story.	Students will be able to identify all plot aspects within a story.	Students will be able to identify all plot aspects within a story.	Students will be able to understand the purpose of our class for the year. Students will also be familiarized with their peers.
<b>Anticipatory Set</b>	Teacher will make clear all expectations for the students in English Class.	Teacher will discuss Plot.	Teacher will discuss Plot.	Teacher will discuss Plot.	Teacher will make clear all the rules and policies, as well as expectations.
<b>Teacher Presentation</b>	Syllabi will be distributed to the students. After distribution, we will read over the guidelines.	PowerPoint presentation will be up on the board and will go over the aspects of Plot.	PowerPoint presentation will be up on the board and will go over the aspects of Plot.	PowerPoint presentation will be up on the board and will go over the aspects of Plot.	Teacher will give out Syllabus Quiz. Teacher will go over proper heading.
<b>Guided Practice</b>	Students read over the syllabus as we discuss it in class.	Students will take notes from the PowerPoint onto their plot chart example.	Students will take notes from the PowerPoint onto their plot chart example.	Students will take notes from the PowerPoint onto their plot chart example.	Students will have to answer all questions on the quiz and fill out the proper IBA heading.
<b>Homework</b>	Complete last page of Syllabus. Get Syllabus signed by parents and bring it back tomorrow. Study for Syllabus Quiz	Study for Syllabus Quiz	Study for Syllabus Quiz	Study for Syllabus Quiz	Student will review Plot Points





	<b>August 22</b>	<b>August 23</b>	<b>August 24</b>	<b>August 25</b>	<b>August 26</b>
<b>Agenda Standard</b>	RL4, L4	RL3, RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10, L3, L4, L5, L6	RL3	RL4, RI4	RL4, L4
<b>Objective</b>	Students will be able to use context to identify the meaning of words, as well as recognize roots.	Students will be able to identify all plot aspects within a story.	Students will be able to identify all plot aspects within a story.	Students work find their initial Lexile Levels.	Students will be able to use the vocabulary words successfully.
<b>Anticipatory Set</b>	Teacher will discuss the vocabulary list and strategies for students to decipher meanings.	Teacher will discuss Plot.	Teacher will discuss Plot.	Teacher will help kids get on Total Reader.	Teacher will make sure students comprehend the vocabulary words.
<b>Teacher Presentation</b>	Words will be written on the board in sentences. Teacher will show students the words and attempt to have them give definitions based on context clues. Teacher will provide definitions.	PowerPoint presentation will be up on the board and will go over the aspects of Plot. Teacher will guide reading of The Dragon Rock, focussing on plot.	Teacher will go over Plot Chart and pass out the Comic Strip Assignment.	Teacher will show students how to log in and set up accounts on Total Reader.	Teacher will pass out the vocabulary quizzes to assess student understanding of the vocabulary words.
<b>Guided Practice</b>	Students will begin Vocabulary practice and writing sentences that include the words.	Students will take annotations on their Short Stories with a focus on plot	Students will work on the Comic Strip Assignment	Students will get their accounts set up and begin working on Total Reader to get their initial Lexile Level Scores.	Students will take Vocabulary Quiz.
<b>Homework</b>	Student will write a vocabulary sentence for each word. Study for	Plot Charts	Comic Strip Assignment	Comic Strip Assignment	

quiz.				
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Agenda	August 29	August 30	August 31	September 1	No School
<b>Standard</b>	RL3	RL3	RL3	RL4, L4	
<b>Objective</b>	Students will be able to identify different Point of View.	Students will be able to identify different Point of View.	Students will understand how to distinguish dialogue in a piece of literature.	Students will be able to use context to identify the meaning of words, as well as recognize roots.	
<b>Anticipatory Set</b>	Teacher will discuss First Person POV, Third Person Omniscient, Third Person Limited, and Third Person Objective.	Teacher will discuss First Person POV, Third Person Omniscient, Third Person Limited, and Third Person Objective.	Teacher will make sure students understand how to distinguish dialogue in a piece of literature.	Teacher will discuss the vocabulary list and strategies for students to decipher meanings.	
<b>Teacher Presentation</b>	Prezi Presentations for Point of View.	Prezi Presentations for Point of View.	Teacher will give PowerPoint about Dialogue.	Words will be written on the board in sentences. Teacher will show students the words and attempt to have them give definitions based on context clues. Teacher will provide definitions.	
<b>Guided Practice</b>	Students Copy down notes for Point of View.	Students Copy down notes for Point of View.	Students will take notes on Dialogue. Dialogue Worksheet.	Students will begin Vocabulary practice and writing sentences that include the words.	
<b>Homework</b>			Dialogue Worksheet. Study for Narrative Quiz.	Student will write a vocabulary sentence for each word. Study for quiz.	

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Agenda	No School	September 6	September 7	September 8	September 9
<b>Standard</b>		RL4	RL4	RL4	RL4, L4
<b>Objective</b>		Students will be able to identify a Simile and a Metaphor and distinguish the difference.	Students will be able to identify Onomatopoeia and Alliteration and distinguish the difference.	Students will be able to identify Personification and Hyperbole and distinguish the difference.	Students will be able to use the vocabulary words successfully.
<b>Anticipatory Set</b>		Teacher will go over Simile and Metaphor and talk about the difference.	Teacher will go over Onomatopoeia and Alliteration and talk about the difference.	Teacher will go over Personification and Hyperbole and talk about the difference.	Teacher will make sure students comprehend the vocabulary words.
<b>Teacher Presentation</b>		Teacher will present PowerPoint on Simile vs. Metaphor. Teacher will give Simile vs. Metaphor handout to students and help them complete it.	Teacher will present PowerPoint Onomatopoeia and Alliteration. Teacher will give Onomatopoeia and Alliteration handout to students and help them complete it.	Teacher will present PowerPoint Personification and Hyperbole. Teacher will give Personification and Hyperbole handout to students and help them complete it.	Teacher will pass out the vocabulary quizzes to assess student understanding of the vocabulary words.



<b>Guided Practice</b>	Students will take notes on the PowerPoint. Students will complete the handout given to them.	Students will take notes on the PowerPoint. Students will complete the handout given to them.	Students will take notes on the PowerPoint. Students will complete the handout given to them.	Students will take Vocabulary Quiz.
<b>Homework</b>	Finish Handout	Finish Handout	Finish Handout	

	<b>September 12</b>	<b>September 13</b>	<b>September 14</b>	<b>September 15</b>	<b>September 16</b>
<b>Agenda Standard</b>	RL4, L4	W1, W4, W5, W6, W10	RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10, L3, L4, L5, L6	W1, W4, W5, W6, W10	RL4, L4
<b>Objective</b>	Students will be able to use context to identify the meaning of words, as well as recognize roots.	Students will be able to identify the aspects of a Narrative, and write their own Narrative.	Students will be able to identify Dialogue, POV, and Figurative Language in short stories.	Students will be able to identify the aspects of a Narrative, and write their own Narrative.	Students will be able to use the vocabulary words successfully.
<b>Anticipatory Set</b>	Teacher will discuss the vocabulary list and strategies for students to decipher meanings.	Teacher will teach students the different aspects of a Narrative.	Teacher will make sure students understand how to distinguish dialogue, POV, and Figurative Language in a piece of literature.	Teacher will teach students the different aspects of a Narrative.	Teacher will make sure students comprehend the vocabulary words.
<b>Teacher Presentation</b>	Words will be written on the board in sentences. Teacher will show students the words and attempt to have them give definitions based on context clues. Teacher will provide definitions.	Teacher will Pass out Narrative Culminating Task.  Teacher will pass out Outline.	Teacher will guide reading of Jodie's Daddy is a Garbage Man, focusing on POV, Dialogue, and Figurative Language.	Teacher will go over Exposition expectations and help students.	Teacher will pass out the vocabulary quizzes to assess student understanding of the vocabulary words.



<b>Guided Practice</b>	Students will begin Vocabulary practice and writing sentences that include the words.	Students will pay attention and listen to directions.  Students will begin working on Outline.	Students will annotate Jodie's Daddy is a Garbage Man. Students will create a plot chart.	Students will write their Expositions.	Students will take Vocabulary Quiz.
<b>Homework</b>	Student will write a vocabulary sentence for each word. Study for quiz.	Study for Vocabulary Quiz	Plot Chart Study for Vocabulary Quiz	Work on Exposition Study for Vocabulary Quiz	Work on Exposition

	<b>September 19</b>	<b>September 20</b>	<b>September 21</b>	<b>September 22</b>	<b>September 23</b>
<b>Agenda Standard</b>	W1, W4, W5, W6, W10	W1, W4, W5, W6, W10	W1, W4, W5, W6, W10	W1, W4, W5, W6, W10	W1, W4, W5, W6, W10
<b>Objective</b>	Students will be able to identify the aspects of an Exposition, and write their own Narrative Essay.	Students will be able to identify the aspects of an Exposition, and write their own Narrative Essay.	Students will be able to identify the aspects of an Exposition, and write their own Narrative Essay.	Students will be able to identify the aspects of an Exposition, and write their own Narrative Essay.	Students will be able to write the rising action portion of a Narrative.
<b>Anticipatory Set</b>	Teacher will teach students the different aspects of an Exposition in a Narrative.	Teacher will teach students the different aspects of a Rising Action in a Narrative.	Teacher will teach students the different aspects of a Climax in a Narrative.	Teacher will teach students the different aspects of a Falling Action in a Narrative.	Teacher will teach students the different aspects of a Denouement in a Narrative.

<b>Teacher Presentation</b>	Teacher will Review Expositions on the board.	Teacher will Review Rising Actions on the board.	Teacher will Review Climaxes on the board.	Teacher will Review Falling Actions on the board.	Teacher will Review Denouements on the board.
<b>Guided Practice</b>	Students will either watch as Expositions are gone over on the board or they will be working on their Rising Action.	Students will either watch as Rising Actions are gone over on the board or they will be working on their Climax.	Students will either watch as Climaxes are gone over on the board or they will be working on their Falling Action.	Students will either watch as Falling Actions are gone over on the board or they will be working on their Denouement.	Students will either watch as Denouements are gone over on the board or they will be working on their Rising Action.
<b>Homework</b>	Rising Action	Climax	Falling Action	Denouement	Rough Draft.

	<b>September 26</b>	<b>September 27</b>	<b>September 28</b>	<b>September 29</b>	<b>September 30</b>
<b>Agenda Standard</b>	RL4, RI4	RL4	RL3, W1, W4, W5, W6, W9, W10	RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10, L3, L4, L5, L6	RL4, RI4
<b>Objective</b>	Students will be able to identify the aspects of an Exposition, and write their own Narrative Essay. Students will improve their Lexile Levels.	Students will understand the idea of symbolism in a piece of literature.	Students will learn how to write a body paragraph.	Students will have an understanding of the background of the novel.	Students will be able to improve their Lexile Levels.
<b>Anticipatory Set</b>	Teacher will remind students of aspects of a Narrative.	Teacher will teach students what symbolism is.	Teacher will help students learn how to write a boyd paragraph.	Teacher will make sure students comprehend the background information and are prepared to read the novel.	Teacher will give students the tools to improve their Lexile Levels.



<b>Teacher Presentation</b>	Teacher will have students highlight sections of their essays. Teacher will instruct students to use Total Reader.	Teacher will give notes about symbolism and then give students examples of symbolism.	Teacher will have a prompt on the board for students to respond to. Teacher will instruct students to log on to Google Classroom to answer prompt.	Teacher will hand out the Wilson Rawls biography.	Teacher will instruct students to log in to Total Reader and work on their articles.
<b>Guided Practice</b>	Students will highlight sections of their essays. Students will use Total Reader.	Students will take notes about symbolism and then complete the worksheet.	Students will respond to the prompt on the board using Google Classroom.	Students will silently read and annotate the Wilson Rawls Biography and then complete a one page write up.	Students will work on Total Reader for the remainder of class.
<b>Homework</b>				Finish Biography Write Up.	

<b>Agenda</b>	<b>No School</b>	<b>October 4</b>	<b>October 5</b>	<b>October 6</b>	<b>October 7</b>
<b>Standard</b>		RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10, L3, L4, L5, L6	RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10, L3, L4, L5, L6	RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10, L3, L4, L5, L6	RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10, L3, L4, L5, L6
<b>Objective</b>		Students will comprehend the novel, identify figurative language and other literary elements, and be able to take text annotations.	Students will be able to comprehend this Chapter of <i>Red Fern</i> . Students will know how to compare and contrast characters.	Students will be able to comprehend this Chapter of <i>Red Fern</i> . Students will know how to compare and contrast characters.	Students will be able to comprehend this Chapter of <i>Red Fern</i> . Students will know how to compare and contrast characters.
<b>Anticipatory Set</b>		Teacher will have Memory Boxes ready to go and have novels to pass out.	Teacher will go over the chapter with the students to make sure they have all the information needed, as well as going over the compare	Teacher will go over the chapter with the students to make sure they have all the information needed, as well as going over the compare and	Teacher will go over the chapter with the students to make sure they have all the information needed, as well as going over the compare

		and contrast assignment.	contrast assignment.	and contrast assignment.
<b>Teacher Presentation</b>	Teacher will collect Final Drafts. Teacher will pass out Memory Boxes and go over instructions. Teacher will pass out Novels. Teacher will read Chapter 1 of Red Fern.	Teacher will read Chapter 2 of <i>Red Fern</i> with the class.	Teacher will read Chapter 2 of <i>Red Fern</i> with the class. Teacher will then give students time to work on their memory boxes in class.	Teacher will read Chapter 3 of <i>Red Fern</i> with the class.
<b>Guided Practice</b>	Students will turn in their Essays, go over instructions to the Memory Box, and take annotations on Red Fern.	Students will read when called upon and annotate in their books.	Students will read when called upon and annotate in their books. Students will complete the Memory Box Page.	Students will read when called upon and annotate in their books.
<b>Homework</b>	Memory Box		Memory Box	

Agenda	October 10	October 11	No School	October 13	October 14
<b>Standard</b>	RL4, L4	RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10, L3, L4, L5, L6		RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10, L3, L4, L5, L6	RL4, L4
<b>Objective</b>	Students will be able to use context to identify the meaning of words, as well as recognize roots.	Students will be able to comprehend this Chapter of <i>Red Fern</i> . Students will know how to compare and contrast characters.		Students will be able to comprehend this Chapter of <i>Red Fern</i> . Students will know how to compare and contrast characters.	Students will be able to use the vocabulary words successfully.
<b>Anticipatory Set</b>	Teacher will discuss the vocabulary list and strategies for students to decipher meanings.	Teacher will go over the chapter with the students to make sure they have all the information needed, as well as going over the compare and contrast		Teacher will go over the chapter with the students to make sure they have all the information needed, as well as going over the compare and	Teacher will make sure students comprehend the vocabulary words.



		assignment.		contrast assignment.	
<b>Teacher Presentation</b>	Words will be written on the board in sentences. Teacher will show students the words and attempt to have them give definitions based on context clues. Teacher will provide definitions.	Teacher will read Chapter of <i>Red Fern</i> with the class. Teacher will then give students time to work on their memory boxes in class.		Teacher will read Chapter 4 of <i>Red Fern</i> with the class.	Teacher will pass out the vocabulary quizzes to assess student understanding of the vocabulary words.
<b>Guided Practice</b>	Students will begin Vocabulary practice and writing sentences that include the words.	Students will read when called upon and annotate in their books. Students will complete the Memory Box Page.		Students will read when called upon and annotate in their books.	Students will take Vocabulary Quiz.
<b>Homework</b>	Student will write a vocabulary sentence for each word. Study for quiz.	Memory Box			

	<b>October 17</b>	<b>October 18</b>	<b>October 19</b>	<b>October 20</b>	<b>October 21</b>
<b>Agenda Standard</b>	RL4, L4	RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10, L3, L4, L5, L6	RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10, L3, L4, L5, L6	RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10, L3, L4, L5, L6	RL4, L4
<b>Objective</b>	Students will be able to use context to identify the meaning of words, as well as recognize roots.	Students will be able to comprehend this Chapter of <i>Red Fern</i> . Students will know how to compare and contrast characters.	Students will be able to comprehend this Chapter of <i>Red Fern</i> . Students will know how to compare and contrast characters.	Students will be able to comprehend this Chapter of <i>Red Fern</i> . Students will know how to compare and contrast characters.	Students will be able to use the vocabulary words successfully.
<b>Anticipatory Set</b>	Teacher will discuss the vocabulary list and strategies	Teacher will go over the chapter with the students	Teacher will go over the chapter with the students	Teacher will go over the chapter with the students	Teacher will make sure students

	for students to decipher meanings.	to make sure they have all the information needed, as well as going over the compare and contrast assignment.	to make sure they have all the information needed, as well as going over the compare and contrast assignment.	to make sure they have all the information needed, as well as going over the compare and contrast assignment.	comprehend the vocabulary words.
<b>Teacher Presentation</b>	Words will be written on the board in sentences. Teacher will show students the words and attempt to have them give definitions based on context clues. Teacher will provide definitions.	Teacher will read Chapter 4 of <i>Red Fern</i> with the class. Teacher will then give students time to work on their memory boxes in class.	Teacher will read Chapter 5 of <i>Red Fern</i> with the class.	Teacher will read Chapter 5 of <i>Red Fern</i> with the class. Teacher will then give students time to work on their memory boxes in class.	Teacher will pass out the vocabulary quizzes to assess student understanding of the vocabulary words.
<b>Guided Practice</b>	Students will begin Vocabulary practice and writing sentences that include the words.	Students will read when called upon and annotate in their books. Students will complete the Memory Box Page.	Students will read when called upon and annotate in their books.	Students will read when called upon and annotate in their books. Students will complete the Memory Box Page.	Students will take Vocabulary Quiz.
<b>Homework</b>	Student will write a vocabulary sentence for each word. Study for quiz.	Memory Box		Memory Box	

	<b>October 24</b>	<b>October 25</b>	<b>October 26</b>	<b>October 27</b>	<b>October 28</b>
<b>Agenda Standard</b>	RL4, L4	RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10, L3, L4, L5, L6	RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL10, L3, L4, L5, L6	RL3, W1, W4, W5, W6, W9, W10	RL4, L4
<b>Objective</b>	Students will be able to use context to identify the meaning of words, as well as recognize roots.	Students will be able to comprehend this Chapter of <i>Red Fern</i> . Students will know how to compare and contrast characters.	Students will be able to comprehend this Chapter of <i>Red Fern</i> . Students will know how to compare and contrast characters.	Students will be able to respond to a prompt with a body paragraph.	Students will be able to use the vocabulary words successfully.
<b>Anticipatory Set</b>	Teacher will discuss the vocabulary list and strategies for students to decipher meanings.	Teacher will go over the chapter with the students to make sure they have all	Teacher will go over the chapter with the students to make sure they have all	Teacher will have prompt ready for students.	Teacher will make sure students comprehend the

		the information needed, as well as going over the compare and contrast assignment.	the information needed, as well as going over the compare and contrast assignment.		vocabulary words.
<b>Teacher Presentation</b>	Words will be written on the board in sentences. Teacher will show students the words and attempt to have them give definitions based on context clues. Teacher will provide definitions.	Teacher will read Chapter 6 of <i>Red Fern</i> with the class. Teacher will then give students time to work on their memory boxes in class.	Teacher will read Chapter 7 of <i>Red Fern</i> with the class. Teacher will then give students time to work on their memory boxes in class.	Teacher will go over prompt and take responses after the timer has gone off.	Teacher will pass out the vocabulary quizzes to assess student understanding of the vocabulary words.
<b>Guided Practice</b>	Students will begin Vocabulary practice and writing sentences that include the words.	Students will read when called upon and annotate in their books. Students will complete the Memory Box Page.	Students will read when called upon and annotate in their books. Students will complete the Memory Box Page.	Students will answer the prompt on Google Classroom. Students will share their responses when called upon.	Students will take Vocabulary Quiz.
<b>Homework</b>	Student will write a vocabulary sentence for each word. Study for quiz.	Memory Box	Memory Box		

# Cover Sheet

## TRCS Foundation Formation and First Meeting

**Section:** IV. Discussion and Action Items  
**Item:** F. TRCS Foundation Formation and First Meeting  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
LTR R Coy re TRCS Foundation Incorporation and Tax Exemption Process 121217 (KR).pdf  
Minutes of the First Corporate Board Meeting 122717 (KR).doc



**LAW OFFICES OF YOUNG, MINNEY & CORR, LLP**  
**THE CHARTER LAW FIRM**

December 12, 2017

ATTORNEY/CLIENT PRIVILEGED &  
CONFIDENTIAL COMMUNICATION

**KIMBERLY RODRIGUEZ ESQ.**

ASSOCIATE ■ ATTORNEY AT LAW

[krodriguez@mycharterlaw.com](mailto:krodriguez@mycharterlaw.com)

Via Email:  
[director@trcschool.org](mailto:director@trcschool.org)

Roger Coy, School Director  
THREE RIVERS CHARTER SCHOOL  
1211 Del Mar Drive, Suite 301  
Fort Bragg, CA 95437

**Re: Supporting Foundation: Process for Incorporation and Application for Tax Exemption**

Dear Roger:

This letter serves as an overview of the process and timeline for the incorporation of TRCS Foundation and its applications for federal and state tax exemption. Additionally, this letter explains filing requirements for nonprofit public benefit corporations and organizations exempt from federal and state corporate income tax.

**GENERAL OUTLINE**

The following is a general outline of the events that will occur throughout this process:

- (1) File Articles of Incorporation with the California Secretary of State's Office;
- (2) File the Statement of Information (Form SI-100) with the California Secretary of State's Office;
- (3) Obtain Employer Identification Number ("EIN") from the Internal Revenue Service ("IRS");
- (4) Draft Action by Written Consent of Sole Incorporator document;
- (5) Draft and adopt Bylaws;
- (6) File federal Exempt Organization Annual Information Return (Form 990) with the IRS;

**SACRAMENTO ■ LOS ANGELES ■ SAN DIEGO ■ WALNUT CREEK**

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- (7) Apply for federal tax exemption (Form 1023) with the IRS;
- (8) Apply for state tax exemption (Form 3500A) with the Franchise Tax Board (“FTB”);
- (9) Upon receipt of a favorable determination letter from the FTB, file state Annual Exempt Organization Return (Form 199) with the FTB.
- (10) Comply with Local Municipal Ordinances.
- (11) Register with the California Attorney General’s Registry of Charitable Trusts.
- (12) Comply with the audit and fundraising requirements set forth in the Californian Nonprofit Integrity Act of 2004.

### **ARTICLES OF INCORPORATION**

Articles of Incorporation were filed with the Secretary of State’s office on December 20, 2016 .

### **STATEMENT OF INFORMATION (FORM SI-100)**

The Statement of Information requires that the foundation provide general contact information to the State within ninety (90) days after filing its Articles of Incorporation. The State imposes a **\$20.00** filing fee. The quickest way to file the Statement of Information is online at <https://businessfilings.sos.ca.gov/> Please contact our office if you would like assistance with filing the Statement of Information.

### **EMPLOYER IDENTIFICATION NUMBER (EIN) (FORM SS-4)**

The Employer Identification Number (“EIN”) is a nine-digit number assigned to corporations for tax filing and reporting purposes. In addition, this number serves as an identification number for the corporation so that it may conduct business transactions, such as opening a bank account or hiring employees. This number is also referred to as your Federal Tax Identification Number. Consequently, you will give this number to donors so they may track their charitable contributions.

The foundation has multiple options when applying for an EIN: by telephone, by fax, by mail or online. The quickest method is to apply online at the IRS website: <https://sa1.www4.irs.gov/modiein/individual/index.jsp>. This interactive website will ask you a series of questions. Please keep in mind that you are applying as a corporation, and that you are applying as a “new business.” If our office applies on behalf of the foundation, we would need the organization to sign a third-party designee, which is equivalent to a power of attorney, and then we would need to send the signed application to the IRS before we could contact the IRS. If one of the



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foundation's officers or directors applies for the EIN, he/she will get the EIN immediately. However, if you need any assistance with this process, please let our office know and we would be happy to assist.

Once the foundation has obtained an EIN, please contact me to inform me of the number, so that our office will be able to prepare the application for Federal tax exemption.

### **ACTION BY WRITTEN CONSENT OF SOLE INCORPORATOR**

Upon request, we will prepare for your review a document entitled, "Action By Written Consent of Sole Incorporator" in which the individual who served as the Incorporator of the foundation will exercise his/her authority under California Corporations Code Section 5134 to appoint the initial Board of Directors of the foundation. The Action By Written Consent of Sole Incorporator document will list the names of the individuals appointed to serve on the initial Board and will state that the Incorporator will be resigning as Incorporator of the foundation effective as of the date of the document.

### **BYLAWS**

Our office prepared bylaws that comply with the California Corporations Code and the requirements of the Internal Revenue Code for a supporting organization.

### **APPLICATION FOR FEDERAL TAX EXEMPTION (FORM 1023)**

The application for federal tax exemption is submitted to the IRS (Form 1023). The foundation will have 27 months from the date of its incorporation to file its application for federal tax exemption. As TRCS Foundation incorporated on December 20, 2016, **the 27-month deadline expires on March 31, 2019.**

The IRS charges a handling fee of **\$850.00**, which our office will seek from the foundation after we have sent a draft of the completed application for the foundation's review.

In order to file a comprehensive application with the IRS, the foundation will need to provide the following information and supporting documents:

1. A copy of the foundation's articles of incorporation.
2. A copy of the foundation's adopted bylaws.
3. A copy of the Charter petition(s) of the charter school(s) that the foundation is supporting;



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4. Minutes of the meeting in which the granting authority (i.e., the District) approves the Charter petition(s) of the charter school(s) that the foundation is supporting;
5. Minutes of the meeting in which the Board of Directors are elected or appointed to their respective positions.
6. Names of all Board Members and corporate officers.
7. The compensation being received by all of the Board Members and corporate officers, if any.
8. Names, titles, and amount of compensation for the five (5) highest paid individuals employed by foundation that receive \$50,000 or more per year, if any.
9. Names and mailing addresses of the five (5) highest paid independent contractors that receive \$50,000 or more per year, if any.
10. The qualifications, average hours worked, and job duties of the following individuals: directors, officers, the five (5) highest paid individuals employed by the foundation that receive \$50,000 or more per year, and the five (5) highest compensated independent contractors that receive \$50,000 or more per year.
11. Do or will the individuals that approve compensation arrangements (e.g., foundation Board of Directors) follow a conflict of interest policy? If so, please provide the adopted conflict of interest policy. If not, our office can provide such a policy.
12. Do or will the individuals that approve compensation arrangements (e.g., foundation Board of Directors) approve compensation arrangements in advance of paying compensation?
13. Do or will the individuals that approve compensation arrangements (e.g., foundation Board of Directors) approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations?





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14. Do or will the individuals that approve compensation arrangements (e.g., foundation Board of Directors) document in writing the date and terms of approved compensation arrangements?
15. Do or will the individuals that approve compensation arrangements (e.g., foundation Board of Directors) record in writing the decision made by each individual foundation Board Member who decided or voted on compensation arrangements?
16. Do or will the individuals that approve compensation arrangements (e.g., foundation Board of Directors) record in writing both the information on which they relied to base their decision as well as its source?

If the answer to any of the questions in 9-14 is “no,” then we have to describe how compensation arrangements for the directors, corporate officers, the five (5) highest paid individuals employed by the foundation that receive \$50,000 or more per year, and the five (5) highest compensated independent contractors that receive \$50,000 or more per year, are reasonable.

17. Will the foundation fundraise using any of the following techniques: (a) mail solicitations; (b) email solicitations; (c) personal solicitations; (d) vehicle; boat, plane, or similar donations; (e) foundation grant solicitations; (f) phone solicitations; (g) accept donations on the foundation website; (h) accept donations on another organization’s website (e.g., the website of the charter school(s) the foundation is supporting); (i) government grant solicitations; and (j) other? Please provide any documents to explain how the foundation operates any of these various fundraising methods.
18. Sample newsletters or advertisements the foundation uses to attract donors/sponsors.
19. Any and all lease agreements.
20. A copy of the current budget.
21. A copy of a budget for the previous two (2) years or a copy of a projected budget for the next academic year.
22. The Employer Identification Number (also known as the Federal Tax Identification Number) of the foundation.



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Please provide the information and supporting documents to our office as the foundation acquires them, otherwise, we will contact the foundation as we prepare the application for Federal tax exemption.

*Length of Time for Application Process*

Unfortunately, the IRS takes at least **180 days** to review an application for federal tax exemption. Within that period of time, the IRS may follow up with additional inquiries, which we will address with the foundation's assistance.

**FEDERAL ANNUAL INFORMATION RETURN OF ORGANIZATION EXEMPT FROM INCOME TAX (FORM 990)**

Organizations that are exempt from federal income taxes under IRC Section 501(a) must file a Form 990 annual information return with the IRS. (IRC Section 6033(a).) The deadline for filing Form 990 is the 15th day of the 5th month after the close of the foundation's accounting period, which would be **November 15** of every year. (IRC Section 6072(e) and Reg. Section 1.6033-2(e).) Failure to file the Form 990 annual information return for three consecutive years will result in automatic revocation of an organizations tax-exempt status.

*Please notify your tax advisor or accountant of the creation of the nonprofit foundation and your obligation to file the Form 990.*

**APPLICATION FOR STATE TAX EXEMPTION (FORM 3500)**

Our office will also complete the application for state tax exemption (Form 3500A) which is submitted to the Franchise Tax Board. Typically, we will wait until we have received a favorable determination letter from the IRS before we submit this application. With the passage of California Assembly Bill 897, which went into effect January 1, 2008, an organization with 501(c)(3) tax-exempt status can request California affirmation of tax exemption by sending the Franchise Tax Board a copy of its IRS determination letter. There is no application fee.

**STATE OF CALIFORNIA EXEMPT ORGANIZATION ANNUAL INFORMATION RETURN (FORM 199)**

The Exempt Organization Annual Information Return (Form 199) is filed with the Franchise Tax Board, and it is the state equivalent to the Form 990. There is a \$10.00 filing fee. The deadline for filing the Form 199 is the 15th day of the 5th month after the close of the organization's accounting period, which would be **November 15** of every year. (Rev & T C Section 23772 and 23772(a)(1).)

The Franchise Tax Board takes the position that an exempt organization must file Form 199's in the year in which it receives a favorable determination letter from the Franchise Tax Board.



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Prior to filing its application for state tax exemption (Form 3500A), the organization will need to file a state income tax return (Form 100) and seek reimbursement for payments once it obtains its state tax exemption.

***We strongly recommend that you immediately consult with a tax advisor or accountant regarding filing federal and state exempt organization annual information returns.***

### **LOCAL MUNICIPAL ORDINANCES**

Some local cities and counties have filing requirements for organizations operating in their locale. For example, the City of Los Angeles requires that all charities that wish to solicit public donations file Form 70-20.04, Notice of Intention, at least 15 days before the start of each fundraising campaign or special event. (Los Angeles Mun C ch IV, art 4, §§44.00-44.15.) As such, the foundation should check with the city and county wherein the foundation is located for similar filing requirements, or please contact our office if you need assistance.

### **REGISTRY OF CHARITABLE TRUSTS**

Generally, charitable organizations that hold assets for charitable purposes are required to register with the California Attorney General's Registry of Charitable Trusts. There is an exception under Government Code Section 12583 that specifically excludes educational institutions from the registration requirement. However, IRC 509(a)(3) foundations that provide support to educational institutions (like public charter schools) are not deemed to be educational institutions under Government Code Section 12583. As such, the foundation will be subject to the registration requirement and must register with the Attorney General's Registry of Charitable Trusts before engaging in charitable solicitations.

***We strongly recommend that you consult with a tax advisor or accountant regarding registering with the California Attorney General's Registry of Charitable Trusts.***

### **CALIFORNIA NONPROFIT INTEGRITY ACT OF 2004**

The California Nonprofit Integrity Act of 2004 ("Act") addresses two broad areas of nonprofit activity: governance of charitable organizations and fundraising by or on behalf of charitable organizations. Specifically, the governance provisions of the Act sets forth requirements for financial audits, for audit committees, for public disclosure of audited statements, and for review and approval by the board of directors of the compensation paid to the Chief Executive Officer ("CEO") and Chief Financial Officer ("CFO") of the charitable organization. Further, the fundraising provisions of the Act impose substantial fundraising requirements on charitable organizations.

As previously noted, there is an exception under Government Code Section 12583 that specifically excludes "educational institutions" from the registration requirement. However, entities like the foundation which are created to provide support to educational institutions (like



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public charter schools) are not deemed to be educational institutions under Government Code Section 12583. As such, the foundation will be required to register with the Attorney General's Registry of Charitable Trusts and is subject to the Act, and therefore will be subject to the fundraising requirement portions of the Act.

***We strongly recommend that you immediately consult with a tax advisor or accountant regarding application of the California Nonprofit Integrity Act of 2004 and the foundation's compliance therewith.***

### **VOLUNTARY OFFICERS AND DIRECTORS**

Foundations that choose to incorporate as California nonprofit public benefit corporations would be wise to consider having their officers and directors serve in a voluntary capacity (no compensation of any kind)<sup>1</sup> because under Section 5239 of the California Corporations Code, volunteer officers and directors of California nonprofit public benefit corporations cannot be held personally liable for their negligent acts or omissions so long as: (1) The negligent act or omission was performed within the scope of the volunteer officer or director's duties; (2) The negligent act or omission performed within the scope of the volunteer officer or director's duties was performed in good faith; (3) The negligent act or omission of the volunteer officer or director was not reckless, wanton, intentional, or grossly negligent; and (4) The damages caused by the negligent act or omission of the volunteer officer or director are covered under a liability insurance policy issued to the nonprofit public benefit corporation.

### **PURSUIT OF CHARITABLE DONATIONS IN ADVANCE OF RECEIPT OF FAVORABLE DETERMINATION LETTER FROM THE IRS**

Many charter schools and their foundations pursue charitable donations in advance of receiving favorable tax exemption determinations from the IRS. However, fundraising can be difficult because donors typically want to receive a charitable contribution income tax deduction in the year they make a donation to a charter school or its foundation. And, to feel secure in taking the charitable contribution deduction in the year of making the donation, often donors insist on being presented with a favorable determination letter from the IRS.

It is important to note that if a foundation files for tax exemption (via filing a Form 1023) with the IRS within 27 months of the date of incorporation, the foundation's effective date of federal tax exemption will be retroactive to the date it incorporated. As such, all donors who made donations to the foundation on or after the date the foundation became a California nonprofit public benefit foundation are guaranteed to receive a charitable contribution income tax deduction under IRC Section 170. Therefore, donors may amend their federal income tax return to claim the charitable income tax deduction once the foundation receives the favorable determination letter.

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<sup>1</sup> However, reimbursement by the Foundation to Board Members for reasonable expenses they incur as Board Members will not be deemed to be a form of "compensation."



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Further, if you are faced with a situation where a potential donor is unsure about whether to make a donation to the foundation given the fact that it has not yet received a favorable determination letter from the IRS, you can explain that the foundation is operating to support a California public charter school that operates exclusively for educational purposes, and as such, you have every reason to believe that the foundation will be granted federal tax-exempt status as a valid supporting organization described in IRC Section 509(a)(3). Additionally, our firm would be more than happy to draft a letter to potential donors explaining that our firm has a 100% success rate of receiving favorable determination letters from the IRS for both charter schools and their foundations. Hopefully, a letter expressing our firm's anticipation of the foundation's success in receiving federal tax exemption will help to alleviate any concerns by potential donors.

\* \* \* \* \*

Please contact me if you should have any questions or concerns regarding this process.

Sincerely,

**LAW OFFICES OF  
YOUNG, MINNEY & CORR, LLP**

  
Kimberly Rodriguez  
**ATTORNEY AT LAW**



**MINUTES**  
**[REGULAR/SPECIAL] BOARD MEETING**  
**BOARD OF DIRECTORS**  
**TRCS Foundation**  
**[INSERT DATE]**  
**[INSERT BOARD MEETING LOCATION]**

1. CALL TO ORDER

The directors named by the incorporator of the corporation named above, constituting the Board of Directors of this corporation, held their first meeting at the time, on the day, and at the place set forth as follows:

Time:

Date:

Place:

2. DIRECTORS PRESENT

The following directors, constituting a quorum of the Board, were present at the meeting:

Present:

Absent:

3. AGENDA

The agenda was approved as presented.

4. CHAIRMAN AND SECRETARY

On motion duly made, seconded, and carried, the following persons were elected Chairman and Secretary of the first meeting:

Chairman:

Secretary:

5. ARTICLES OF INCORPORATION

The Chairman informed the Board that the original Articles of Incorporation of the Corporation had been filed in the office of the California Secretary of State on December 20, 2016 and that they named Roger Coy as initial agent for service of process.

The Chairman presented to the meeting a certified copy of the Articles of Incorporation, showing filing as stated. The Secretary was directed to insert the copy in the book of the minutes of the Corporation and was also directed to keep a copy at the principal office for the transaction of business of the Corporation. On motion duly made, seconded, and carried, it was resolved that Roger Coy be confirmed as the Corporation's agent for service of process. On motion duly made, seconded, and carried, the following resolutions were adopted:

WHEREAS, the undersigned have reviewed the Articles of Incorporation attached as Exhibit "A," and approve of the same without modification,

NOW, THEREFORE, RESOLVED that the Articles of Incorporation attached as Exhibit "A" are hereby approved and adopted.

#### 6. RESIGNATION OF SOLE INCORPORATOR

The Board was presented with an Action by Written Consent of Sole Incorporator naming the initial corporate Board of Directors as **[INSERT NAMES OF INITIAL CORPORATE BOARD]** which was executed by Kimberly Rodriguez as the sole incorporator of TRCS Foundation. The Secretary was directed to insert the Action by Written Consent of Sole Incorporator in the book of the minutes of the Corporation and was also directed to keep a copy at the principal office of the Corporation. On motion duly made, seconded, and carried, the following resolutions were adopted:

WHEREAS, the undersigned have reviewed the Action by Written Consent of Sole Incorporator attached as Exhibit "B," and approve of the same without modification,

NOW, THEREFORE, RESOLVED that the Action by Written Consent of Sole Incorporator attached as Exhibit "B" is hereby approved.

#### 7. BYLAWS

The Board was presented a form of bylaws that was considered and discussed. On motion duly made, seconded, and carried, the following resolutions were adopted:

WHEREAS, the Directors of this Corporation have not yet adopted any bylaws for the Corporation; and

WHEREAS, the Directors have reviewed the Bylaws attached as Exhibit "C," and approve the same without modification.

NOW, THEREFORE, RESOLVED that the Bylaws attached as Exhibit "C" are approved and adopted as the bylaws of this corporation.

RESOLVED FURTHER, that the Secretary of this Corporation is authorized and directed

to execute a certificate of the adoption of those Bylaws and to insert those Bylaws as so certified in the book of minutes of this Corporation, and to see that a copy of the Bylaws similarly certified is kept at the principal office for the transaction of business of this Corporation.

8. CONFLICT OF INTEREST POLICY

The Board was presented a Conflict of Interest Policy that was considered and discussed. On motion duly made, seconded, and carried, the following resolutions were adopted:

WHEREAS, the Directors of this Corporation have not yet adopted any Conflict of Interest Policy for the Corporation; and

WHEREAS, the Directors have reviewed the Conflict of Interest Policy attached as Exhibit "D," and approve the same without modification.

NOW, THEREFORE, RESOLVED that the Directors approve and propose to adopt the Conflict of Interest Policy attached as Exhibit "D."

9. ELECTION OF OFFICERS

The Board was presented with the names of persons to be elected Chairman, President, Secretary, and Treasurer to the offices indicated before their names, to serve for one year or until their respective successors are duly elected and qualified, whichever occurs later. On motion duly made, seconded, and carried, the following resolutions were adopted:

WHEREAS, the following individuals have been proposed as the initial officers of the Corporation, and the undersigned approve of their appointment to the office designated next to the name of each,

THEREFORE, BE IT RESOLVED that the following officers are elected to the offices designated next to their names:

Chairman:

President:

Treasurer:

Secretary:

The officers elected accepted their respective offices and thereafter the Chairman presided at the meeting as Chairman, and the secretary acted as Secretary of the meeting.



10. ACCOUNTING YEAR

The Chairman suggested that the Board next consider adoption of an accounting year, on motion duly made, seconded, and carried, the following resolution was adopted:

WHEREAS, the Corporation has not yet adopted an accounting year,

NOW, THEREFORE, RESOLVED, that this corporation adopt an accounting year as follows:

Date the accounting year begins: July 1<sup>st</sup>

Date accounting year ends: June 30<sup>th</sup>

11. PRINCIPAL OFFICE LOCATION

After discussion, and on motion duly made and seconded, the following resolution was adopted:

NOW, THEREFORE, RESOLVED, that the County of Mendocino, California, is designated and fixed as a county in which the principal office for the transaction of the business of this Corporation shall be located, unless and until changed by resolution of this Board.

12. EXPENSES OF INCORPORATION

WHEREAS, the Directors determine it to be in the best interests of the Corporation to provide for the payment of the expenses of incorporation and organization of the Corporation:

NOW THEREFORE, RESOLVED, that the President or Chairman of the Corporation be, and he hereby is, authorized and directed to pay the expenses of the incorporation and organization of the Corporation.

13. AUTHORIZATION TO FILE APPLICATIONS FOR TAX EXEMPTIONS

WHEREAS, the Directors desire to authorize the filing of applications for tax exemptions,

NOW THEREFORE, RESOLVED, that the President or Chairman be, and he hereby is, authorized to take all necessary steps and to execute all necessary instruments to apply for federal and California tax exemptions as a charitable nonprofit organization.

14. AUTHORIZATION TO ENTER INTO CONTRACTS

WHEREAS, the Directors desire to enable the President or Chairman to enter into contracts related to the operation of the Corporation.

NOW THEREFORE, RESOLVED, that the President or Chairman of the Corporation be, and he hereby is, authorized to enter into the agreements relating to the operation of the Corporation.

15. AUTHORIZATION TO RETAIN COUNSEL

WHEREAS, the Directors desire that the Corporation retain Young, Minney & Corr, LLP to advise it regarding its establishment and operations.

NOW, THEREFORE, RESOLVED, that the President or Chairman be, and he hereby is, authorized and directed to execute an Agreement employing Attorneys with Young, Minney & Corr, LLP.

16. ACCOUNTING METHOD

WHEREAS, the Directors desire to adopt the cash method of accounting:

NOW, THEREFORE, RESOLVED, that the Corporation shall utilize the cash method of accounting for all tax reporting requirements, unless otherwise required by law.

17. BANK ACCOUNT

WHEREAS, the Directors desire that the President or Chairman should establish such bank accounts as he deems appropriate:

NOW, THEREFORE, RESOLVED, that the President or Chairman be, and he hereby is, authorized to open such bank accounts as necessary for the Corporation, requiring **one (1)** signature for withdrawals, and with such signatories as he deems appropriate, and that any required resolution establishing the selected Bank as the depository is hereby adopted.

18. AUTHORIZATION TO HIRE EMPLOYEES

WHEREAS, the undersigned desire to hire employees to operate TRCS Foundation.

NOW, THEREFORE, RESOLVED that the President or Chairman be, and he hereby is, authorized and directed to hire employees or to delegate the authority to hire employees.

\* \* \*

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected Secretary of the TRCS Foundation, a California nonprofit public benefit corporation; that these minutes, consisting of six (6) pages are the minutes of the meeting of the Board of Directors held on \_\_\_\_\_.

\_\_\_\_\_  
Secretary

# Cover Sheet

## Adopt Board Meeting Minutes

**Section:** VII. Additional Action Items  
**Item:** A. Adopt Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on January 16, 2018



## Three Rivers Charter School

# Minutes

## Regular Board Meeting

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### **Date and Time**

Tuesday January 16, 2018 at 5:30 PM

### **Location**

TRCS High School Classroom, 101C Boatyard Dr, Fort Bragg, CA 95437

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Board meetings are held in public. The agenda provides any citizen an opportunity to directly address the Board under the section entitled "Community Comment" on any item under the subject matter jurisdiction of the Board that is not on the agenda. The Public will be provided an opportunity to address the Board on agenda items before or during the Board's deliberation. To request a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting, please submit your request in writing to the School Director or Board President at least 10 days before the scheduled meeting date. Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the school: 1211 Del Mar Drive, Suite 301, Fort Bragg, CA 95437. In compliance with Government Code section 54954.2(a) Three Rivers Charter School will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact the school at (707) 964-1128 at least 72 hours prior to the meeting.

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### **Directors Present**

I. Saldana, J. Parsons, J. Stickels, J. Tippet, J. Tyler, N. Chaves, S. Schneider

### **Directors Absent**

*None*

### **Directors Left Early**

S. Schneider

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## **Guests Present**

Addie Leonhardt, Charlotte Bartley, Chelsi McFadden, Kathleen Kasperson, Kim Morgan, Kiumars Arzani, Krystal Brink, Marcia Mollett, R. Coy, Rebecca Walker, Ronda Wasco, Samantha Walz, Zachary Brink

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## **I. Opening Items**

### **A. Call the Meeting to Order**

J. Stickels called a meeting of the board of directors of Three Rivers Charter School to order on Tuesday Jan 16, 2018 @ 5:30 PM at TRCS High School Classroom, 101C Boatyard Dr, Fort Bragg, CA 95437.

### **B. Record Attendance and Guests**

### **C. Changes to the Agenda?**

No changes to agenda made.

## **II. Reports**

### **A. Student Rep Report**

Addie mentioned the students were preparing for finals and completing NWEA Testing.

### **B. Teacher Reports**

Board pre-read and had no comments.

### **C. Director's Report**

Overview of report given. See attached.

### **D. Financial Report**

Charter Vision reports the current book balance of \$914,959, this including the Parent Network Funds of approximately \$28,192.  
Presented by Jennifer B. Tyler

## **III. Discussion and Action Items**

### **A. Meet Our Consultant**

Listened/Watched a presentation made by our consultant Kiumars Arzani, learned key points on how to better our school for our students, our teacher, our parents and our community.

Kiumars Arzami will be visiting the TRC School campus tomorrow ( Jan 17,2018) to watch and listen in on our classrooms and will be sending a report out to make suggestion and give opinions on how to better our classes.

### **B. Discuss TRCS Program Improvement**

Reviewed plans and ideas to improve our classrooms.

Ex//: Math and English computer support programs (Partially implemented, to be fully implemented by April 2018)

### **C. MOU Review**

MOU Changes Reviewed

**D. Approval of MOU and Petition Changes**

S. Schneider made a motion to approve MOU and petition changes.  
J. Tippett seconded the motion.  
The board **VOTED** to approve the motion.

**E. Approval of Payment of Legal Fees**

S. Schneider made a motion to approval of pay for legal fees of both parties(FBUSD).  
J. Tyler seconded the motion.  
The board **VOTED** to approve the motion.

**F. CCSA - What actions should we take?**

Table for next meeting Feb 27,2018.

**G. Proposed Policy Change to Curriculum Adoption**

Discussed

**H. Approve New Policy for Textbook and Curriculum Adoption**

S. Schneider made a motion to approve new policy for textbook and curriculum adoptions.  
J. Tippett seconded the motion.  
The board **VOTED** to approve the motion.

**I. Lawyer Feedback Regarding Minutes**

Reviewed the comments made by the lawyer regarding our minutes. Agenda needs more detail.

**IV. Closed Session**

**A. Discuss Facilities Update**

S. Schneider left early.  
Discussed Letter of Intent.

**B. Action Items Related to Facilities**

None

**C. Evaluation on Approach of Director in Petition Renewal Process**

Approach reviewed, no action taken.

**V. Reporting Out**

**A. Items to Report Out**

One change to be made to LOI and Director to consult Fire Marshall.

**VI. Additional Action Items**

**A. Adopt Board Meeting Minutes**

J. Tyler made a motion to approve minutes from the Regular Board Meeting on 12-12-17.  
J. Tippett seconded the motion.  
The board **VOTED** to approve the motion.

**B. Adopt Board Meeting Minutes**

J. Tyler made a motion to approve minutes from the Emergency Board Meeting on 12-14-17.

J. Tippett seconded the motion.

The board **VOTED** to approve the motion.

**VII. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:17 PM.

Respectfully Submitted,  
I. Saldana