



Three Rivers Charter School

Regular Board Meeting

Date and Time

Tuesday April 21, 2020 at 5:30 PM PDT

Location

Virtual

This Board meeting is being held virtually. 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. Each public member will have 3 minutes for comment. Members who wish to comment may use the "raise hand" option. 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.. 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. The Board reserves the right to mute or remove a member of the public for inappropriate behavior which is disruptive.

The meeting location on Zoom is: <https://us04web.zoom.us/j/76715905683?pwd=U2JaTjY0dU9LeXRoQjZPVWZPcDdrdz09>

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
Opening items			
A. Call the Meeting to Order		Jody Stickels	1 m
B. Record Attendance and Guests		Jaime Ries	5 m
C. Changes to the Agenda?	Discuss	Jody Stickels	5 m
II. Community Comment			5:41 PM
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			6:01 PM
A. Student Rep Report	FYI	Jody Stickels	10 m
Update on students' information.			
B. Teacher Write-Ups	Discuss	Jody Stickels	5 m
Review teacher-write-ups and discuss.			
C. Director's Report	Discuss	Roger Coy	10 m
Discuss current school status.			
D. Financial Report	Discuss	Jade Tippett	15 m
Treasurer presents an overview of the financial status of the school. Note any financial irregularities to be investigated.			
IV. Discussion and Action Items			6:41 PM
Topics for discussion and possible actions.			
A. WASC Accreditation for 20-21	Discuss	Roger Coy	20 m
Since our founding we have had WASC Accreditation. Mainly, because we wanted that accreditation for our High School to validate our program for various universities and colleges. Since we no longer have a High School program, we should review the need for this accreditation. We spend so much time working on this and I am not sure there is much value anymore. There is no requirement for this accreditation.			
B. Grading Policy Addendum	Discuss	Roger Coy	20 m
Review existing grading policy and add an addendum			
C. Approve Changes to Grading Policy	Vote	Jody Stickels	5 m
Approve changes to Grading Policy.			
V. Closed Session			7:26 PM
A. Personnel Issues	Discuss	Roger Coy	10 m
Areas to discuss:			
1. Jr High Structure for 20-21			
2. Position Replacement			
3. Pay Adjustment for 20-21 School Year			
4. COVID 19			
5. Executive Compensation Survey			
B. Approve Pay Adjustment	Vote	Jody Stickels	5 m
C. Approve Position Replacement	Vote	Jody Stickels	5 m
VI. Report Out Closed Session Actions Taken			7:46 PM
A. Items to Report Out	FYI	Jody Stickels	5 m
VII. Additional Action Items			7:51 PM
A. Approve Board Meetings	Approve Minutes	Jody Stickels	5 m
Review minutes and approve.			

Approve minutes for Regular Board Meeting on March 17, 2020

VIII. Closing Items

7:56 PM

A. Adjourn Meeting

FYI

Jody Stickels

5 m

Cover Sheet

Teacher Write-Ups

Section: III. Reports
Item: B. Teacher Write-Ups
Purpose: Discuss
Submitted by:
Related Material: Teacher Write-Up April 21, 2020.pdf

Teacher Write-Up April 21, 2020

Grades 1-2

The grades 1 & 2 team of myself, Mrs. Adams and Ms. Becca have been learning more every day about best practices and resources available for distance learning. We have essentially created two programs to serve our students and families. One is all paper based and the other is a blended curriculum utilizing both online and paper materials. We've set up a two week cycle for packet pickup so that as we discover new resources and what works and doesn't work we can adjust accordingly every couple weeks. Almost all our families have returned completed work by dropping off completed packets or submitting photos digitally. We have three students who chose the paper based version and the rest are utilizing the blended learning program that we rolled out after Spring Break.

We are continuing with topics that would be covered if we were still seat based. In Science the class is beginning a unit on Light and Sound and in Social Studies we are learning about rural, suburban, and urban communities, and exploring rights and responsibilities in the American democracy. P.E. packets are also being included in the bi-weekly cycle, where the students are given diagrams for different ways they can exercise and be active for 30 minutes a day, right in their own home! We continue to follow the Bridges math curriculum.

The two versions of the curriculum are:

Paper Based Curriculum

We are doing our best to select materials that can be completed with parents or independently. Packets are in folders for each week and the work is color coded by subject. Parents may either return completed work when they pick up every two weeks or submit pictures of work samples by email or text.

Blended Learning Curriculum

Chromebooks have been checked out to twelve of our students who chose this option. The others have their own devices. We set up a Google Classroom as a hub for communications and accessing online materials. They receive a paper packet every two weeks as well but some of the materials are substituted with online work. For example, we are using the Read Theory website for reading comprehension where students read and answer questions at their level and I can monitor student progress. They are watching Mystery Science video lessons and Brain Pop videos for Social Studies with corresponding paper activities in the packets. I am also trying out having students watch video lessons provided by our Language Arts Program, Wit & Wisdom. This will enable students to engage in the final module, "Good Eating", that I would have taught in class. Math is completed in their packets and we share digital resources like online math games, virtual manipulative tools and videos that they can access through Google Classroom.

We are holding Zoom Classes daily at 11am. Monday and Wednesday are Language Arts focussed and led by Ms. Morgan. Tuesday and Thursdays are Math- Ms. Morgan teaches the 2nd graders while Mrs. Adams has 1st graders in another meeting. Fridays are live Science or Social Studies lessons taught by Mrs. Adams. Ms. Becca attends the Zoom classes and assists

by managing the host duties of admitting participants and controlling the "mute" feature. We have had class sharing (show and tell) on Zoom also that was fun and we'll continue. We have also set up a YouTube Channel that has videos of the three of us reading stories. Ms. Becca created some amazing art lesson videos that give step by step instructions for three art projects and students have the materials for the projects in their packets. The channel is "TRCS Grades 1 and 2" on YouTube if you would like to check it out!

In this challenging time we are working hard to be there for our families and find what works to keep the kids engaged in learning and feeling connected to their school community. Each family has their own situation and our intention is to help everyone participate in the least stressful and most equitable manner. Please get in touch if you have any questions and as always, thank you for your service.

Kim Morgan

From grades 3-4

Distance learning is in full swing. Grades 3 & 4 own a daily routine of practicing spelling, math skills, and reading comprehension independently inside online apps using their chrome books which went home when the classrooms shut, along with a binder full of paper assignments, daily task logs, and supplies. Veronica assists me in closely monitoring student activity and performance in the teacher portals. In turn, student successes within those portals are given a shout-out during our daily Zoom live sessions. We use these 1-hr live sessions for social connection, teaching new skills, reviewing math homework, and clarifying procedures.

Students are reading *The One and Only Ivan* by Katherine Applegate and receive daily study questions to which they provide a written response, and they have the opportunity to respond to classmates.

While US studies is typically a 5th-grade social studies mode, I've observed that within the history of CA which we look at in 4th grade, students become very confused at the point in history when settlers come over the mountains in the 1800s eventually claiming what is now CA for the US. To that end, I'm sharing a video cartoon series written for kids and PBS called *Liberty's Kids* which highlights the key events leading to the Revolutionary War and setting up an independent government. Students watch an episode and practice summarizing by providing a summary paragraph in a google doc. This week we will be creating a timeline to compare and contrast the events occurring in the colonies with the events occurring in the Mission system. I'm hoping the cartoons provide clarity when we get to California becoming a state.

Last week we concluded our California Landmarks floats parade in which students each researched a CA landmark, wrote a summary paragraph, and built a model on top of a shoe box. Veronica and I had sent the shoeboxes with the binders and chrome books went to remote learning.

We are using Mystery Science and Science Studies Weekly content to provide some exposure to science information. Students write summaries on the episodes viewed and complete activities contained within Science Studies Weekly.

--

Natalie Shoptaw

Class 5-6

Good afternoon, Board Members,

I hope this finds all of you well and coping with life in the days of COVID-19.

I'm struggling with knowing what to say right now, so I'm going to take a chance and be candid with you. The students and I are coping. We are trying to make the best of a very difficult situation. 26 out of 27 of my students have internet access and are capable of participating in Zoom class time. Of those, about 17 attend every class, six come and go as their home life permits, and three rarely or never attend. Their lives are too chaotic to manage this bizarre situation. I have talked to their parents numerous times, offering support and alternatives. They are doing their best, which is all we can ask. My one non-internet student has paper-based assignments and a dedicated parent. I have no concerns about that student's situation.

I believe my primary function at this time is to be a stabilizing influence in the student's lives. It is not possible to teach as I would in person. Student/teacher relationships rely heavily on presence, eye contact, observation of non-verbal cues, and responsiveness to moment by moment changes in the room. Zoom may seem like personal contact, but there is an unbreachable wall which occurs when it is impossible to know where anyone is looking from moment to moment. I suppose if I had been born blind, I might have developed some compensating sense, but I have none so far. Hence, I am working awfully hard at trying to make that contact and to give the kids some small sense of the classroom environment we worked so hard to foster for six months. I am being as real with them as I can be, as I always have been, hoping to hold on to them in the face of this storm. It feels like a losing battle, but I'm doing the best I can.

Academically, math is the easiest subject to teach for several reasons: I have only half of the students at a time; the students have two math blocks, so I know they will receive the support they need when they are with Mrs. Adams or Ms. Huerta; and, we have well-established routines and habits in math that translate fairly well to the zoom environment.

We are addressing Language Arts and Social Studies standards together so that our reading and writing components are based on their study of the Revolutionary War. Wit and Wisdom lends itself well to this. For Science, I am taking advantage of the Knowledge on the Go curriculum being offered by the people at Wit and Wisdom. It addresses the same standards as we would address in class but is fairly light in expectations and gives the kids a break from typical assignments. We are also creating a list of websites that offer enrichment opportunities and learning games for those who are so inclined.

I believe it is crucial to keep the academic pressures to a minimum at this time, so we have less than three hours of class time per day, with breaks in every hour, and I set them loose to work independently whenever possible. I am focusing on maintaining skills and moving forward gently and cautiously. I have told the kids that they can think of the work we are doing as the mental equivalent of the stretching and warming up needed to keep their bodies ready for physical exercise. I am not interested in grading their work, only in offering them opportunities to stay mentally active, engaged, and to learn cool stuff that will help them next year. I cannot fathom grading students who are in and out of the zoom environment several times a day, distracted by the family activities around them, in a constant state of anxiety from the events of the world, and trying to manage the isolation-induced depression that most of them probably can't even identify.

We are all--all of us, all around the world--experiencing trauma in varying forms and degrees as our lives are turned upside down by this situation. Telling ourselves that we are fine does not make it so. This is not our normal life, and ways of being that normally work may not work right now. It is important that we understand and acknowledge this. Some of our families are being pushed to the breaking point, others are only unraveling a bit. No one is unaffected. For now, I'm just trying to hold my kids in a safe space. We can go back to doing normal when normal returns.

Stay safe. Stay well.
Linda Tulley

Class 7

Hi board!

This has a whirlwind of a month! I have been teaching math and English for the 7th graders over zoom. I have had great attendance so far, I only have two students who have not shown up consistently. The main argument the students have had about the zoom is that the math class is at 8:30 am.

So far I would consider my zoom classes a success. What is working is that the students are showing up to class and they are participating. They are doing their homework, and when I ask questions they are answering correctly. I have been assessing the students answers over the

zoom chat, and they can only chat with me, so I know that they are understanding what I am teaching.

The downsides to long distance learning: The students and I do not like to stare at a computer screen for hours on end, so I only teach from 8:30-11:00ish. Sometimes longer depending on the day. I have found that if I look at a computer for too long I get headaches. Also, it is hard to show the students hands on activities when they are not sitting in front of me, so for right now I skip those parts. It is also hard to grade and collect homework when it is all through email.

I hope you are all staying safe.

Dani

Class 8

8th Grade Class Board Write Up

Modified School has been going as well as can be expected so far for the 8th grade students. From the first day of our new schedule, that Tuesday 4 weeks ago, Dani and I have been holding class daily, M-F, for our students in the morning, in addition to posting independent work for them to do for all subjects (even p.e. and electives!) in Google Classroom. I am happy to report that from the first day I had perfect attendance for most of my 8th graders, and by the second week 2 of the 3 who were not attending had started a trend of perfect attendance that is still holding. That left just one student whom I was finally able to track down after repeated calls to both parents and emails and I can happily report that he too is now attending class regularly since before last week's vacation.

The students and I have also gotten into a routine on turning in homework which is all done via phone and computer. What can't be typed on Google Docs, the students take pictures of and then send them to me via text or email or Zoom Chat. I now have a system for viewing, grading, and filing the pictures so that the kids get feedback on how they did on everything. I think they are paying more attention to my corrections now, as I send them in personal emails for each individual assignment and I often get a reply back from the kids about my corrections. I also have a slightly higher rate of requests to redo assignments when they discover they did not understand something correctly.

Just before vacation we also successfully started some tutoring up using Zoom. Sofie, my classroom aide, is now tutoring one struggling student in math in one zoom session while I am working with other students in a second zoom session. With both of us working at the same time we can have the kids pop out of one Zoom and into the other which gives them a more dynamic school day. Sofie and I meanwhile stay connected while we work with the kids via email and texting. Now I am working out a plan with Mrs. Brink to do the same. She will be helping me, one-on-one with students on their writing skills while I am working on whole-group instruction with the others. She and I are going to try something new tomorrow. I am going to try having two Zoom sessions going simultaneously on two computers so that I can be her back-up in her

Zoom tutoring session. We were talking about some of the weaknesses to Zoom from a liability stand-point and I was telling her about some of the cautions Roger shared with us about Zoom and how to manage things to avoid liability pitfalls when we came up with the plan.

Other plans that are in the works include:

Zoom art party for interested JH students. We will need to find containers we can put paint in for students to take home.

Activities that teach English Language Arts Standards that also get the students exploring new hobbies or skills.

Virtual gardening classes. Need to put together garden take home kits for interested students.

More targeted tutoring time.

Virtual field trips.

Well, that's all for now. Time to get back to grading homework, which fortunately I have a lot of



to grade!

Let me know if you have any questions.

Sincerely,

Kathleen Kasperson

Cover Sheet

Director's Report

Section: III. Reports
Item: C. Director's Report
Purpose: Discuss
Submitted by:
Related Material: Director's Report April 21, 2020.pdf

Director's Report April 21, 2020

- Covid 19 Update
 - County Wide Cases - Currently we have had 5 positive cases, and 4 have recovered.
 - Current Restrictions -
 - Shelter in place until May 10
 - Essential Business only
 - Local Jogging and walking if close to park
 - Business must have a social distance protocol
 - Overview of School Restrictions and Requirements
 - Board Mtgs - Governor's directives 25-20 and 29-20 have revised a few sections of the Brown Act regarding posting notices and making holding virtual meetings okay.
 - We need to develop a revised grading policy for this current school year. I have put a recommendation on the agenda.
 - Resources - MCOE has made many resources available for both teachers and parents.
 - School Grants - Investigating several opportunities from FEMA and the state.
 - Lunches - Provided by FBUSD
 - Employee Pay - Continuing to pay all employees based upon a typical schedule. Next year will need to be discussed in closed session.
 - Long Distant Learning - Occurring using packets, Zoom, Google Classroom, Google Meet, Spelling City, Reading Theory and other resources.
 - Emergency Funds - We have assisted some of our families with a few bills, computers and internet.
 - LCAP - TBD
 - Testing - Cancelled for this year. Interim testing is available for parents and teachers to use.
 - End of Year -
 - Events - Generally, most events cancelled. Working out details on holding virtual events, i.e. variety show, 8th Grade promotion, etc.
 - Alternatives to Next Year's Scheduling Are Being Suggested
 - Staggered Start Times
 - Staggered Scheduling/Days
 - Setting Up the Classrooms - Distancing, etc.
- Budget - Proposed Budget for May Board Meeting.
- PTN Workshop - Social Media, Apps and your Child this Wednesday
- Summer School - Survey being conducted, so far, 20 families responded, 10 yes.

Cover Sheet

Financial Report

Section: III. Reports
Item: D. Financial Report
Purpose: Discuss
Submitted by:
Related Material: 2020-03BalanceSheetDetail.pdf
TreasurersReport2020-04-18.pdf

Three Rivers Charter

March 2020

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Group Description	Account	Account Description	
Liquidity Ratio			21.6
Assets			
Current Assets			
Cash	9120-010	Cash in Bank(s) xxx7725	(\$3,156)
Cash	9125-020	Cash in County Treasury Account	\$945,776
Cash	9126-020	Cash in Booster Club Account xxx6247	\$23,251
Accounts Receivables	9290-020	Due from Grantor Governments	\$13,428
Total Current Assets			\$979,298
Fixed Assets			
Buildings and Improvements	9420-020	Building/Leasehold Improvements	\$11,297
Furniture and Fixtures	9440-020	Furniture Fixtures and Equipment	\$12,853
Construction in Progress	9450-020	Construction in Progress	\$52,508
Accumulated Depreciation	9425-020	Accumulated Depreciation - Building/Leasehold Improvements	(\$11,297)
Accumulated Depreciation	9445-020	Accumulated Depreciation - Furniture, Fixtures & Equipment	(\$12,113)
Total Fixed Assets			\$53,248
Other Assets			
Security Deposits	9351-020	Escrow Deposits	\$31,450
Total Other Assets			\$31,450
Total Assets			\$1,063,996

Three Rivers Charter

March 2020

Liabilities And Net Assets			
Current Liabilities			
Accounts Payable	9500-010	Accounts Payable-System	\$7,909
Accounts Payable	9590-020	Due to Grantor Government	\$29,225
Accrued Salaries, Payroll Taxes, Postemployment Benefits	9503-020	Accrued STRS	\$8,149
Total Current Liabilities			\$45,283
Long Term Liabilities			
Total Long Term Liabilities			-
Total Liabilities			\$45,283
Net Assets			
Unrestricted Net Assets	9790-020	Undesignated Fund Balance	\$1,115,112
Profit/Loss YTD			(\$96,399)
Total Net Assets			\$1,018,713
Total Liabilities And Net Assets			\$1,063,996

Three Rivers Charter School Treasurer's Report April 21, 2020

Operations and Financial Status

Summary:

According to the Balance Sheet Detail as of March 31, 2020 (attached):

- Cash in Bank: *(\$5,004)*
- Cash in County Treasury Account: \$945,776
- Cash in Booster Club Account: \$23,251
- Net Assets: \$1,062,148
- Net Gain (*Loss*): *(\$96,399)*

Notes:

- These numbers and the attached Balance Sheet Detail are as of March 31, 2020
- Summarizing the Budget to Actuals:
 - Total Year to Date Revenue was down *(\$164,470)* from expected in the Budget
 - Total Year to Date Expenses were down \$184,921 from expected
 - The YTD bottom line is showing a negative of *(\$96,399)* with the Budget calling for a loss of *(\$116,850)*
 - The Total Assets gained \$42,434
 - Cautions:
 - The Special Education Encroachment of \$165,377 is amortized monthly in the budget. TRCS made a payment of \$46,485 in March. The balance of \$118,892 will be due by the end of the fiscal year.
 - There are no doubt other monthly amortized bills that will come due and drop the bottom line closer to what is expected.
- The expenses so far for the recently abandoned Hazelwood Project have so far been accounted for as transfers from cash to capital assets. As it appears that all outstanding bills on this project have been paid, I would like to ask Roger to work with Charter Vision and our attorney to prepare a resolution for the Board to formally write these expenses off as a one time loss on our Balance Sheet. We will need to do this to close the books for FY 2019-2020.
- The abandonment of the project, and the loss of the deposit, a write-off of about \$76,000, will be an additional hit to the bottom line beyond the Current budgeted loss of \$136,453, meaning the expected actual loss for FY 2019-2020 will be close to \$212,600.
- The caution to keep in mind, as always is that Three Rivers uses cash accounting, not accrual accounting. Until a check is received or sent, the transaction is not entered into the accounting. This makes for a much more fluid accounting picture.

Three Rivers Charter School Treasurer's Report April 21, 2020

New Construction: Hazelwood Project (Abandoned) & Todds Point Preliminary

Object Code 9450: "Work in Progress"

9450 is the Object Code assigned to expenses for the Hazelwood Project

So far, the following paid expenses have been coded to 9450

Date	Payee	Service or Product	Amount	Running Total
4/19/2019	Jacobszoon & Assoc.	Botanical Survey	2,300.00	2,300.00
5/9/2019	Harris & Lee Envir.	Environmental Report	495.00	2,795.00
6/20/2019	S.C.O.E.	Legal Services	1,898.00	4,693.00
6/30/2019	Jacobszoon & Assoc.	Botanical Survey	2,300.00	6,993.00
7/3/2019	Debra Lennox AIA	Facilities Design	2,629.00	9,622.00
8/1/2049	LACO Assoc	Phase 1 Site Feasibility	2,500.00	12,122.00
8/19/2019	Sheppard & Assoc	Appraisal Fee	5,250.00	17,372.00
9/6/2019	W-TRANS	Project #FRB048	2,675.00	20,047.00
9/20/2019	Archeological Consulting	Cultural Survey	2,000.00	22,047.00
9/20/2019	LACO Associates	Phase 1000 Project Management	975.00	23,022.00
9/20/2019	Jacobzoon & Associates Inc	Biological and Botanical Survey	3,371.25	26,393.25
10/4/2019	Debra Lennox AIA	Architect Service Fees	562.50	26,955.75
10/18/2019	W-TRANS	Traffic Study	2,771.25	29,727.00
10/18/2019	LACO	Engineering	1,068.75	30,795.75
11/7/2019	W-TRANS	Traffic Study	2,845.25	33,641.00
12/5/2019	W-TRANS	Traffic Study	1,372.50	35,013.50
12/18/2019	Owner Builder Advisor	Construction Oversight	3,500.00	38,513.50
1/7/2020	Debra Lennox AIA	Architect Service Fees	250.00	38,763.50
1/21/2020	Adobe Associates	Engineering	3,333.00	42,096.50
1/21/2020	W-TRANS	Traffic Study	1,036.00	43,132.50
1/21/2020	Owner Builder Advisor	Budget and Scoping Consult	3,500.00	46,632.50
2/4/2020	S.C.O.E.	Legal Services	530.00	47,162.50
2/27/2020	Adobe Associates	Engineering	4,145.50	51,308.00
3/12/2020	Owner Builder Advisor	Cost Estimate - Todds Point Property	3,500.00	54,808.00
Anticipated	Angelina Mora & Agent	Forfeited Deposit	21,450.00	76,258.00

Attachment: Charter Vision Balance Sheet Detail as of March 31, 2020, generated April 18, 2020.

Presented by J. Tippet, Treasurer

Cover Sheet

Grading Policy Addendum

Section: IV. Discussion and Action Items

Item: B. Grading Policy Addendum

Purpose: Discuss

Submitted by:

Related Material:

26-2020 - CDE Provides Information Related to Grading and Graduation w attachment (DLM).pdf

Grading Policy Addendum (1).pdf

Grading Rubrics.pdf



SCHOOL & COLLEGE LEGAL SERVICES OF CALIFORNIA

*A Joint Powers Authority
serving school and college
districts throughout the
state.*

5350 Skylane Boulevard
Santa Rosa, CA 95403

Tel: (707) 524-2690
Fax: (707) 578-0517
santarosa@sclscal.org
www.sclscal.org

General Counsel
Carl D. Corbin

Attorneys
Monica D. Batanero
Jennifer Henry
Sarah Hirschfeld-Sussman
Nancy L. Klein
Damara L. Moore
Jennifer E. Nix
Steven P. Reiner
Kaitlyn A. Schwendeman
Loren W. Soukup
Erin E. Staggs

Of Counsel
Robert J. Henry
Margaret M. Merchat
Patrick C. Wilson
Frank Zotter, Jr.

LEGAL UPDATE

April 3, 2020

To: Superintendents, Member School Districts (K-12)
From: Damara Moore, Senior Associate General Counsel *DM*
**Subject: CDE Provides Information Related to Grading and Graduation
Memo No. 26-2020**

On April 1, 2020, the California Department of Education (“CDE”) released a Frequently Asked Questions (“The FAQ”) regarding grading and graduation requirements during this period of “distance learning.”¹ The FAQ makes it clear that grading remains a local decision. Here are some key takeaways:

- In addition to traditionally used grading rubrics, which remain an option, Local Educational Agencies (“LEAs”) are permitted to award credit/no credit, pass/fail or a modified A-C or A-D as student grades. New distance learning and grading policies should be arrived at in consultation with the local bargaining unit and as reflected in locally-negotiated agreements. Changes should be clearly communicated to staff, students, and families.² Grading policies should, as always, take into consideration English Learners, homeless and foster youth, and differing access among students to digital learning and other tools or materials.
- The University of California (“UC”), California State University (“CSU”), Community College systems and the Association of Independent Colleges and Universities are willing to accept credit/no credit grades in lieu of letter grades for all courses, including A-G courses, completed in winter/spring/summer 2020 for all students. Grades of credit/no credit will not affect the UC or CSU calculations of GPA.
- Spring semester grading decisions should take into consideration the way grades can or will be determined to illustrate overall performance. This determination should seek to support students in preserving the progress they made prior to school closures and enabling them to demonstrate further learning in ways that are appropriate to their context. Educators

¹ <https://www.cde.ca.gov/ls/he/hn/gradegraduationfaq.asp> (last visited on April 2, 2020).

² An exemplar is Palo Alto’s recent communication of its credit/no credit policy for the remainder of the school year: <https://www.pausd.org/explore-pausd/news/superintendents-message-extended-closure-secondary-grading>.



School & College Legal Services of California
Tel: (707) 524-2690 Fax: (707) 578-0517
www.sclscal.org

may need to consider their overall learning goals; alternative means of administering tests, projects, and other assessments; adaptations to assignments; revised weighing in individual teacher gradebooks; and prioritizing the assessment of student mastery of essential standards.

- An LEA may seek a waiver of graduation requirements from the State Board of Education “for specific students.”³ The CDE expects LEAs to enable students to complete state graduation requirements with the flexibility that may be necessary based upon “the nature of assignments and mode of grading during any period of school closure.” Also, LEA boards may modify policies setting graduation requirements higher than the state minimum.
- Attached to this Legal Update is a chart of second semester grading options being employed throughout the state, and considerations related to adopting these options.

Please contact our office with questions regarding this Legal Update or any other legal matter.

The information in this Legal Update is provided as a summary of law and is not intended as legal advice. Application of the law may vary depending on the particular facts and circumstances at issue. We, therefore, recommend that you consult legal counsel to advise you on how the law applies to your specific situation.

© 2020 School and College Legal Services of California

All rights reserved. However, SCLS grants permission to any current SCLS client to use, reproduce, and distribute this Legal Update in its entirety for the client’s own non-commercial purposes.

³ As with any waiver request, the employee association must have an opportunity to participate in the development of the waiver and the waiver must be approved at a public hearing of the board. More information on the SBE waiver process can be found on the CDE Waiver web page at: <https://www.cde.ca.gov/re/lr/wr/>.

Final (Semester 2) Grading Options¹

LEAs have the authority to determine how final grades will be assigned and teachers have final discretion when assigning grades. There are several options for LEAs and teachers to consider and several factors that should be weighed before making a decision. The following is a non-comprehensive list of options that LEAs have considered and considerations associated with each option.

Final Grading Options	Factors to Consider
<p>Distance Learning Online</p> <p>Teachers will continue to provide instruction, assignments, and assessments using online tools and resources. Final grades will be determined using all assigned work through the end of the semester.</p>	<ul style="list-style-type: none"> • How will teachers be given time to prepare for the transition to full-time distance learning? • How will professional development be made available for teachers? • Do all students and teachers have access to the necessary technology and materials? Are there non-digital alternatives that can be provided, such as printable packets or workbooks? • How will technical support be provided? • How will tutoring and interventions be provided to students? • How will assignments and due dates be communicated? How will completed work be collected? • How will vulnerable populations, including foster youth, students with disabilities, homeless youth, and English language learners, be supported?
<p>Use Current Grades</p> <p>Assign final grades based on students' third-quarter grades or students' grades when the school shutdown occurred, with opportunities to increase the final grade.</p>	<ul style="list-style-type: none"> • How will students with a D or F in a course be given opportunities to raise their grade (e.g., through distance learning assignments, extra credit or case-by-case independent study option)? • How will content in sequential courses (e.g., math or foreign language) that may not be fully covered this semester be taught to students who advance to the next course level in the fall?
<p>Consider Student Opt-Out of Course</p> <p>Allow students to opt out of completing a course. Their grade would remain an incomplete until they could complete the course via independent study, online credit recovery program, or some other</p>	<ul style="list-style-type: none"> • What will the timeline be for completing an incomplete course? • What options will be available to students for completing a course?

¹ Excerpt from CDE's Guidance, <https://www.cde.ca.gov/ls/he/hn/gradegraduationfaq.asp> (last visited April 3, 2020).

<p>option.</p>	
<p>Allow Students to Opt-In to Independent Study</p> <p>Allow students to choose whether they want to accept their current grade or continue via independent study.</p>	<ul style="list-style-type: none"> • At the secondary level, will students be able to opt-in to independent study for individual courses? Will this option be available for some or all courses? • Will teachers determine whether an independent study option is appropriate for their course, or will administrators decide? • If students do not fulfill their responsibilities, will they be graded on the work they have completed or given an incomplete? • What supports will teachers need to provide students? • How will assignments and due dates be communicated? How will completed work be collected? • How will vulnerable populations, including foster youth, students with disabilities, homeless youth, and English language learners, be supported?
<p>Pass/No Pass or Credit / No Credit Grading Option</p> <p>Students will receive a pass/no pass grade for a course.</p>	<ul style="list-style-type: none"> • How will students be held harmless so that these grading approaches do not negatively affect their GPA or eligibility for program placement (including AP or honors courses)? • What constitutes a “credit” or “no credit” grade? Who determines the criteria and will those criteria be consistent for all courses or subject to instructor discretion? • Will students who receive a “no credit” grade have the opportunity to submit extra credit or revise assignments to improve their grade? • Will there be offer an option for students to petition the school for a grade?
<p>Standards-Based Grading</p> <p>Students will be assessed on essential standards using a rubric model instead of percentages.</p>	<ul style="list-style-type: none"> • Which standards are considered essential? • How will standards mastery be assessed? • Will students have multiple opportunities to demonstrate understanding? What platforms and media will students be able to utilize? • Will the standards-based assessment include multiple metrics (like a portfolio composed of a collection of student work) or a single metric (like a multiple-choice final exam)? • Will students have a choice in how they demonstrate their learning? • How will students be provided the necessary instruction and guidance to master the essential

	<p>standards?</p> <ul style="list-style-type: none"> • What interventions will be used for students who struggle to meet the essential standards? • How will assignments and due dates be communicated? How will completed work be collected? • How will vulnerable populations, including foster youth, students with disabilities, homeless youth, and English language learners, be supported?
<p>Final Grades for Career and Technical Education (CTE) and Performance-Based Courses</p> <p>Some courses include a requirement that students obtain a certification, participate in a performance, participate in a competition, complete a set number of hours of training or volunteer work, or complete some other task to demonstrate that they have mastered a given skillset.</p>	<p>Teachers of performance-based and CTE courses should consider the following:</p> <ul style="list-style-type: none"> • What are the essential skills students should master to demonstrate course completion? • How can those skills be demonstrated by students? • What resources are available to students (e.g., does a theater student have access to audio/video recording tools)? • Will students will have the opportunity to complete those tasks remotely (e.g., recording a musical performance)? • Will students have additional opportunities to complete those tasks in the near future (e.g., postponing a performance until the fall)? • Can task expectations can be reasonably modified while achieving the same course objective (e.g., reducing the number of required volunteer hours or expanding volunteer options to include opportunities that allow for social distancing)? • Are there are alternative tasks students could complete (e.g., preparing a presentation or completing a research assignment instead of participating in a debate competition)?

Grading Policy Addendum (Draft)

Because of the Covid-19 Pandemic and the school practicing “long distance learning” the following grading modifications will occur for the 2019-2020 school year End of the Year reporting:

- *Elementary classes (Grades 1-6) will give report cards with 3rd quarter grades using a standards based reporting and provide a general summary of the last quarter’s performance. narrative card.*
- *The Jr. High (Grades 7-8) will provide a regular report card (using an A - F grading system) with an exception for Science, which will use 3rd quarter grades with a 4th quarter narrative summary for Science, unless a system is worked out to use a regular grading system.*

ATTACHMENT 4: GRADING RUBRICS

Grading Rubric (Grades K-12)

Academic Legends – Major subject areas

A = For this reporting period, the student has achieved an average score of 90% to 100% of possible points on work, assessments, and performance in class.

B = For this reporting period, the student achieved an average score of 80% to 89% of possible points on work, assessments, and performance in class.

C = For this reporting period, the student has achieved an average score of 70% to 79% of possible points on work, assessments, and performance in class.

D = For this reporting period, the student has achieved an average score of 60% to 69% of possible points on work, assessments, and performance in class.

F = For this reporting period, the student has not mastered the course material, and there was insufficient work/lack of student work as demonstrated by an average score of 59% or less of possible points on work, assessments, and performance in class.

Pass = This designation is used for independent study families in place of letter grades, when requested, for work completed at 60% or better.

Fail – This designation is used for independent study families in place of letter grades when requested for work completed at 59% or less.

Cover Sheet

Approve Board Meetings

Section: VII. Additional Action Items
Item: A. Approve Board Meetings
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on March 17, 2020



Three Rivers Charter School

Minutes

Regular Board Meeting

Date and Time

Tuesday March 17, 2020 at 5:30 PM

Location

1211 Del Mar Dr, Fort Bragg, CA 95437

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.

Directors Present

A. Friscia (remote), I. Saldana, J. Ries (remote), J. Stickels, J. Tippet (remote), M. Montalvo (remote), M. Wasco (remote)

Directors Absent

None

Directors Left Early

M. Montalvo

Guests Present

K. Morgan (remote), R. Coy, Walter Kimmelman

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 Mar 17, 2020 @ 5:31 PM at 1211 Del Mar Dr, Fort Bragg, CA 95437

B. Record Attendance and Guests

C. Changes to the Agenda?

Dani Krebbs will be joining meeting for closed session.

Add an item to the Agenda to discuss and vote whether to give Roger discretion to use emergency funds to help families during school closure- to provide internet, provide food, provide necessities while school is closed and families are struggling. Add to the Agenda as Item IV-G.

II. Community Comment

A. Community Comment

Walter Kimmelman (TRCS music teacher) commented that online format seems to be working.

III. Reports

A. Student Rep Report

No student reports.

B. Teacher Write-Ups

Teachers write-ups predate the school closure. Maybe in a week or so we can get another report from teachers about modified schooling.
Kim Morgan reported on the first day of modified schooling. Teachers are figuring it out and board will support teachers however they can.

C. Director's Report

See Roger Coy's attached report.
FBUSD extended our charter pursuant to the MOU.
Fundraising report- Frisbee golf fundraiser.
PTN funds that are not designated for a specific purpose may be used to help families while the school is closed.
COVID-19 update

D. Financial Report

Jade Tippet reviewed financial report.
Budget is stable.
Writing off amounts related to the Hazelwood property.
See attached Financial Report.

E. Academic Excellence Committee

Michael Wasco reported regarding actions of Academic Excellence Committee. With the school closed, maybe there isn't as much of an urgency to address chronic absenteeism. But Roger wants to keep on it, to keep tackling the problem of absenteeism. Focusing on parent education to help them get their students to school and understand the importance. Kim Morgan will work on a flyer for parents with data relating to school attendance and student performance. Maybe not until next school year--due to the school closure situation.

IV. Discussion and Action Items

A. WASC Accreditation for 20-21

WASC accreditation is coming up in 2021. Important for having an accredited high school. But we no longer have a high school. Without a high school, Roger doesn't believe that we need it. No tangible benefit for grades 1-8. It's a lot of work with maybe no tangible benefit. Roger will get input from Becky Walker and board will vote next meeting.

B. Financial Interim 2 Report

Interim 2 was sent FBUSD already- it was due 3/15/20. Board need to approve it. J. Tippett made a motion to approve Financial Interim 2 report. M. Wasco seconded the motion. The board **VOTED** to approve the motion.

C. Authorize the surrender of the Hazelwood Property Deposit

Owner of Hazelwood property wants to keep the deposit on the property. Board needs to approve the surrender.

D. Approve the Surrender of the Hazelwood Deposit

J. Stickels made a motion to surrender deposits made on the Hazelwood property. J. Ries seconded the motion. The board **VOTED** to approve the motion.

E. FBUSD Sped Ed Contribution

Discussion.

F. FBUSD Special Ed Mid Year Charge Approval

J. Tippett made a motion to approve the special education contribution. I. Saldana seconded the motion. The board **VOTED** to approve the motion.

G. ALLOCATE FUNDS FOR DISCRETIONARY USE BY DIRECTOR DURING SCHOOL CLOSURE

J. Stickels made a motion to allocate \$10,000 for discretionary use by director, Roger Coy, to use to assist families and meet needs during the school closure. M. Wasco seconded the motion. The board **VOTED** to approve the motion. Roger will report to Board regarding funds allocated to families.

V. Closed Session

A. Personnel Issues

Discussion of format and staffing for 7/8 classroom for 2020-2021 school year.

B. Approve Pay Adjustment

Discussion of increase pay for one classroom aide.

C. Approve Position Replacement

Discussion regarding keeping a classroom aide in the 3/4 classroom for the 2020-2021 school year.

D. Discuss Update and Terms of Facilities Purchase.

Discussion regarding property for potential new school site.
M. Montalvo left early.

E. Approve Offer or Next Steps On Proposed Property

Discussion.

Next steps will be contacting the college to extend lease for an additional one-year period.

VI. Report Out Closed Session Actions Taken

A. Items to Report Out

Board voted to replace the classroom aide position in the 3/4 classroom for the 2020-2021 school year. Motion passed.

Board voted to amend pay structure for a support staff position. Motion passed.

VII. Additional Action Items

A. Approve Board Meetings

J. Ries made a motion to approve the minutes from. Regular Board Meeting on 02-25-20

A. Friscia seconded the motion.

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

VIII. 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 7:27 PM.

Respectfully Submitted,
J. Ries