



Three Rivers Charter School

Regular Board Meeting

Date and Time

Tuesday October 19, 2021 at 5:30 PM PDT

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.

Join Zoom Meeting

[https://us02web.zoom.us/j/86282301134?](https://us02web.zoom.us/j/86282301134?pwd=T3MrREtjbGFsRFFOZkw3R2UrRzJxUT09)

[pwd=T3MrREtjbGFsRFFOZkw3R2UrRzJxUT09](https://us02web.zoom.us/j/86282301134?pwd=T3MrREtjbGFsRFFOZkw3R2UrRzJxUT09)

Meeting ID: 862 8230 1134

Passcode: trcs

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM

	Purpose	Presenter	Time
Opening items			
A. Call the Meeting to Order		Jade Tippett	1 m
B. Record Attendance and Guests		Jaime Ries	2 m
C. Changes to the Agenda?	Discuss	Jade Tippett	2 m
II. Community Comment			5:35 PM
A. Community Comment	Discuss	Jade Tippett	20 m
<p>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.</p>			
III. Reports			5:55 PM
A. Teachers Write-Ups	Discuss	Kim Morgan	10 m
B. Director's Report	Discuss	Kim Morgan	20 m
C. Financial Reports	Discuss	Jade Tippett	10 m
IV. Discussion and Action Items			6:35 PM
<p>Topics for discussion and possible actions.</p>			
A. Accept & Approve ESSER III Plan	Vote	Kim Morgan	10 m
<p>Review and Approve ESSER III Plan that outlines TRCS use of the federal funds to address the impact of Covid 19.</p>			
B. Review Local Indicators	FYI	Kim Morgan	5 m
<p>Review Local Indicators submitted to the CA Dashboard that supported development of the LCAP.</p>			
C. Accept and Approve Amendments to TRCS Independent Study Policy	Vote	Kim Morgan	5 m
<p>Board Policy revised to comply with AB 167.</p>			
D. Discuss & Approve December Regular Meeting Date	Vote	Kim Morgan	5 m
<p>The third Tuesday in December 2021 falls during winter break. Proposal to move December Regular Meeting to Tuesday, December 14, 2021.</p>			
E. Determination of Live or Remote Meeting	Vote	Kim Morgan	5 m
<p>As per AB 361 the board shall determine, by unanimous vote every 30 days, whether meeting in person puts the health of attendees at risk during the declared state of emergency.</p>			
<p>State of Emergency Proclamation CDPH Social Distancing Requirement</p>			

Purpose Presenter Time

[Recommendation Regarding Continued Remote Public Meetings of Governmental Bodies](#)

F. Approval of Transfer of TRCS stage to MCOE	Vote	Kim Morgan	5 m
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Proposal to give TRCS portable stage unit to Mendocino County Office of Education.

V. Closed Session 7:10 PM

A. Discuss Board Application (54957)	Discuss	Jaime Ries	10 m
B. Facilities Proposal Negotiations (54954.5)	Discuss	Kim Morgan	20 m

Discuss development of proposal for facility improvements.

VI. Disclosure of Actions Taken During Closed Session 7:40 PM

A. Closed Session Action Items	FYI	Jade Tippet	5 m
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VII. Additional Action Items 7:45 PM

A. Approve Minutes	Approve Minutes	Jade Tippet	2 m
Approve minutes for Regular Board Meeting on September 21, 2021			
B. Approve Minutes	Approve Minutes	Jade Tippet	2 m
Approve minutes for Special Board Meeting on October 11, 2021			

VIII. Closing Items 7:49 PM

A. Adjourn Meeting	FYI	Jody Stickels	1 m
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Coversheet

Teachers Write-Ups

Section: III. Reports
Item: A. Teachers Write-Ups
Purpose: Discuss
Submitted by:
Related Material: Teacher Reports 10_19_21.pdf

Grades 1 & 2 - Maria Gibson

We are enjoying our morning meeting discussing caring and empathy as well as working on our daily practises of subtraction and vocabulary words.

The ELA centers are working effectively with choral reading with Ms. B, a writing center with Ms. Brinks and phonological awareness with me. We have read through all the Cinderella stories in Wit & Wisdom, discussed the story elements and completed several story maps and I feel confident that the class is able to understand these concepts. We have completed this module and next week will move onto the next.

We are on Unit 3 in the Bridges curriculum. We enjoy the variety of whole instruction and workplaces and how they relate to each other in a fun and collaborative way. Currently, first grade are looking at the commutative property and second grade are working through picture problems.

We are looking at mystery science and plant adaptations. This class is very knowledgeable about science and conscious of the environment and students enjoy discussing their ideas and experiences.

I have also started a handwriting workshop in the afternoons where we are practising our writing skills.

Mrs. Gibson

Grades 3 & 4 -Natalie Shoptaw

Ms. Huerta and I are working hard to bridge learning gaps of varying sizes, particularly in math and social skills. It's an exciting challenge.

Students are: writing their first essay this week; received the first directed painting lesson; drafted the first pen-pal letter; loving the Liberty's Kids American History lessons (additional to the standards based social studies in Studies Weekly); excited about the Mystery Science lessons, and fun lab activities from CA Academy, Exploratorium, and other sources.

This year, I've put the cursive lessons in video format so as to serve remote learners along with seat-based. It seems to be working well, and students like being able to work at their own pace.

In previous years I did the lessons live, would run out of room on the board and have to erase, causing great angst for a few. Problem solved.

Thank you all for your volunteer service!

Grades 5 & 6 -Dani Krebs

Hello board,

Last week was spirit week and we had a blast! We decorated leaves for the fall and hung them around the room. Our word last week and this week is achievement, and we are exploring how hard work helps us achieve things.

We had another scientist zoom in, and he was a biologist who studies evolution in fish. He was very interesting and the students loved to discuss how we could design a machine that could travel deep into the water. It was so great to see them taking what we have been studying in class, which is engineering and technology, and applying it to how we study fish.

In English we are continuing to study how westward expansion affected the Native Americans. We have narrowed the topic down to one specific tribe, the Nez Perce and we are going to be reading a book about them.

I hope you all had a great weekend. Until next time.

Dani Krebs

Grades 7 & 8 - Mike Lang

October is rolling strong and our class is running at full strength. We're learning more about how to learn together and respect each other's processes. We've been able to continue to enjoy our morning art and our class just finished a color collision project that yielded some AMAZING pieces of artwork.

We are currently finishing up our assessment from the first class novel, *Chains*, and analyzing historical documents, including the Constitution, from various perspectives. Our approach is to understand how different factors, such as race and gender, affected your status in the late 1700's, as our nation was formed. We're beginning to understand how our government operates and what rights are granted in the Constitution, both the original articles and the Amendments. This allows us to truly identify what were the most important rights through the first couple hundred years of our nation.

We just finished our first math project, where students created a poster, presentation, or comic strip to explain our rules of integers and exponents. The students made some awesome pieces and are honing their ability to explain the process within mathematics, which will allow for a much deeper level of understanding as we move forward into more rigorous material. We've also been studying cells and genetics in Science and now understand how organisms function and how information is passed from parent to offspring. We're going to apply this knowledge to many different types of large and small organisms, hopefully being able to study our local whale populations that migrate through in the upcoming month.

Our construction committee is preparing a final proposal for the playground perimeter and our newly founded art committee is working hard on a mural for the front of our school. Our entire student body had the opportunity to contribute and this will be an amazing piece of art to display the talent and community we feel so strongly about at Three Rivers. In addition, we're working on developing a good habit over 21 days and practicing our ability to reflect on mistakes and learn how to improve.

I am thankful everyday for this class and the opportunity I am afforded to be here teaching. I look forward to sharing some of our work with the board at a future meeting.

Coversheet

Director's Report

Section:	III. Reports
Item:	B. Director's Report
Purpose:	Discuss
Submitted by:	
Related Material:	Director's Report 10.19.21.pdf Three Rivers 10_21 Presentation for FBUSD (2).pdf

Director's Report
October 19, 2021

- View Presentation to FBUSD

- Programs & Events
 - Breakfast- Produce from Noyo Food Forest, serving around 30 students/day
 - Buddy Classes
 - School Spirit Week
 - Botanical Garden Trip

- Covid Protocols - Revisions from County Health Officer shared last week. Board could consider revising our existing protocols.

- Playground upgrades
 - Wood Chip Perimeter
 - Swings



Update for FBUSD

Kimberly Morgan, Director

2021-22

Three Rivers Charter School

Enrollment Summary & Demographics

Students Enrolled by Grade Level

Total Students Currently Enrolled: 85

Grade Level	# Students	Wait List
1	11	13
2	11	3
3	10	6
4	13	8
5	15	5
6	8	7
7	11	0
8	6	2

Transferred from FBUSD to TRCS	17
Transferred from TRCS to FBUSD	17
Transferred to TRCS from Elsewhere	19
Total New Students to TRCS	36
Living in FBUSD	82
Living in Mendocino USD	3
Long Term Independent Study	9

continued...

Ethnicity	
Hispanic/Latino	38%
Non Hispanic/Latino	62%

Socio Economically Disadvantaged (SED)	76%
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IEP Students	11
504 Plan Students	2

NWEA MAP Assessment Data

NorthWest Evaluation Association - Measures of Academic Progress

Students take this computer based assessment 2-3 times each year to measure growth in Reading, Language Use and Math.

Since we do not have reliable CAASPP state testing scores for the last two years, this data is an important tool for determining where our students are academically and to measure growth going forward.

Scores presented are current Fall 2021.

Math

MAP Overall Performance

Grades 3 & 4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Math: Math K-12	7	47%	2	13%	2	13%	4	27%	0	0%

Grades 5 & 6

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Math: Math K-12	5	31%	2	13%	6	38%	3	19%	0	0%

Grades 7 & 8

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Math: Math K-12	3	18%	2	12%	8	47%	4	24%	0	0%

Language Arts: READING

MAP Overall Performance

Grades 3 & 4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Language Arts: Reading	7	39%	2	11%	1	6%	6	33%	2	11%

Grades 5 & 6

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Language Arts: Reading	1	6%	4	25%	5	31%	5	31%	1	6%

Grades 7 & 8

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Language Arts: Reading	3	20%	3	20%	3	20%	3	20%	3	20%

Language Arts: LANGUAGE USAGE

MAP Overall Performance

Grades 3 & 4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Language Arts: Language Usage	7	35%	2	10%	4	20%	4	20%	3	15%

Grades 5 & 6

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Language Arts: Language Usage	3	18%	3	18%	6	35%	4	24%	1	6%

Grades 7 & 8

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Language Arts: Language Usage	2	13%	5	33%	4	20%	2	13%	3	20%

Staff Overview

- New Teachers in 1-2 Class and 7-8 Class, all appropriately credentialed
- Classroom Aides - 4 classroom aides, all have college degrees and or significant experience as a classroom aide.

Support personnel

- Reading Specialist -Credentialed
- Counselor - Degree
- Academic Support - Degree
- Music Instructor - Degree
- Student Programs Specialist - Degree

Programs

- **Reading Intervention-** Students with identified need receive one-on-one and small group support to bring reading skills up to grade level.
- **Counseling-** Student have access to counseling support on site.
- **Breakfast-** Free breakfast available daily for all students.
- **Music-** Currently providing lessons in piano, horns, drum and guitar during and after school for grades 3-8.

After School Programs

- **Homework Club-** Free after school hour of academic support Mon - Thurs for all grade levels.
- **TIDES Afterschool Program-** After school care Mon - Thurs for all grade levels. Small fee, snack provided.
- **Sports Program-** Free hour of sports activity. Currently Volleyball is the focus this fall and sport changes quarterly. Two sessions per week for grade 4-8 and one session per week for grades 1-3.

Campus COVID 19 Update

Covid cases to date: 3 students, 1 student presumed positive, 1 staff member = **5**
No evidence of spread at school.

2021-22 Covid Safety Plan available on website. Highlights include:

- Testing:
 - All students are participating in BinaxNow Rapid Antigen Testing
 - Surveillance testing of all students and staff at least 1x weekly
 - Response testing when appropriate
- Masking
- Hand hygiene routines
- Classes only mix outdoors with masks during regular school day
- Air filters in all classrooms and side rooms
- Eating outdoors only- tent provided
- Nightly janitorial

Budget



Three Rivers - 23-65565-0123737												
Budget Summary												
Five Year Budget, 2020-21 through 2024-25												
SACS Code Description		2020-21	2021-22	2022-23	2023-24	2024-25						
Revenue												
	State LCFF Revenue	899,642	962,048	988,505	1,013,339	1,049,220						
	Federal Revenue	151,087	88,657	216,197	163,798	46,447						
	Other State Revenue	61,506	149,243	57,298	57,298	57,298						
	Local Revenue	9,838	11,000	33,098	33,098	33,098						
Total Revenue		\$ 1,122,073	\$ 1,210,948	\$ 1,295,098	\$ 1,267,533	\$ 1,186,063						
Expenses												
1000	Certificated Salaries	246,520	289,655	297,986	306,567	315,406	27.2%	29.2%	29.1%	29.2%	29.4%	
2000	Classified Salaries	166,319	172,199	178,988	184,309	189,789	18.3%	17.3%	17.5%	17.6%	17.7%	
3000	Benefits	127,396	130,317	138,407	140,682	140,088	14.0%	13.1%	13.5%	13.4%	13.0%	
<i>Total Personnel Expense</i>		<i>540,235</i>	<i>592,172</i>	<i>615,381</i>	<i>631,558</i>	<i>645,284</i>	<i>59.6%</i>	<i>59.7%</i>	<i>60.1%</i>	<i>60.2%</i>	<i>60.1%</i>	
4000	Books and Supplies	79,637	87,040	89,790	92,664	95,592	8.8%	8.8%	8.8%	8.8%	8.9%	
5000	Services and Other Operating Expenses	284,411	310,586	315,808	322,772	329,974	31.4%	31.3%	30.8%	30.7%	30.7%	
6000	Capital Outlay	2,909	2,909	2,909	2,909	2,909						
7000	Other Outgoing											
Total Expenses		\$ 907,192	\$ 992,706	\$ 1,023,889	\$ 1,049,902	\$ 1,073,758						
Surplus / (Deficit)		\$ 214,880	\$ 218,242	\$ 271,209	\$ 217,630	\$ 112,305						
As a % of LCFF Revenue		24%	23%	27%	21%	11%						
Beginning Fund Balance		1,033,700	1,248,580	1,466,823	1,738,032	1,955,662						
Ending Balance		\$ 1,248,580	\$ 1,466,823	\$ 1,738,032	\$ 1,955,662	\$ 2,067,967						
As a % of LCFF Revenue		139%	152%	176%	193%	197%						

Additional Information

- **Outstanding Legal Issues:** None. No lawsuits or filed complaints
- **Insurance Coverage:** Fully bound, see attachment in packet
- **Suspensions/Expulsions:** 0
- **Facilities:** We are working to develop a proposal to Mendocino College for TRCS to fund improvements to facilities in exchange for a longer term lease.
- Currently lease expires June 30, 2022.

THANK YOU!



Coversheet

Financial Reports

Section:	III. Reports
Item:	C. Financial Reports
Purpose:	Discuss
Submitted by:	
Related Material:	BalanceSheetDetail2021-09.pdf TreasurersReport2021-10-19.pdf

Three Rivers Charter

September 2021

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All
Lcp	All
Goal	All
Function	All
Fund	All

Group Description	Account	Account Description	
Liquidity Ratio			10.3
Assets			
Current Assets			
Cash	62-0000-0000-0000-9120-010-000	Cash in Bank(s) xxx7725	\$183,030
Cash	62-0000-0000-0000-9125-020-000	Cash in County Treasury Account	\$1,245,450
Cash	62-0000-0000-0000-9126-020-000	Cash in Booster Club Account xxx6247	\$16,567
Accounts Receivables	62-0000-0000-0000-9290-020-000	Due from Grantor Governments	\$26,681
Total Current Assets			\$1,471,728
Fixed Assets			
Buildings and Improvements	62-0000-0000-0000-9420-020-000	Building/Leasehold Improvements	\$11,297
Furniture and Fixtures	62-0000-0000-0000-9440-020-000	Furniture Fixtures and Equipment	\$12,853
Accumulated Depreciation	62-0000-0000-0000-9425-020-000	Accumulated Depreciation - Building/Leasehold Improvements	(\$11,297)
Accumulated Depreciation	62-0000-0000-0000-9445-020-000	Accumulated Depreciation - Furniture, Fixtures & Equipment	(\$12,853)
Total Fixed Assets			-

Three Rivers Charter

September 2021

Other Assets			
Total Other Assets			-
Total Assets			\$1,471,728
Liabilities And Net Assets			
Current Liabilities			
Accounts Payable	62-0000-0000-0000-9500-010-000	Accounts Payable-System	\$6,784
Accounts Payable	62-0000-0000-0000-9590-020-000	Due to Grantor Government	\$115,723
Accrued Salaries, Payroll Taxes, Postemployment Benefits	62-0000-0000-0000-9501-020-000	Accrued Salaries	\$14,056
Accrued Salaries, Payroll Taxes, Postemployment Benefits	62-0000-0000-0000-9503-020-000	Accrued STRS	\$6,139
Total Current Liabilities			\$142,702
Long Term Liabilities			
Total Long Term Liabilities			-
Total Liabilities			\$142,702
Net Assets			
Unrestricted Net Assets	62-0000-0000-0000-9790-020-000	Undesignated Fund Balance	\$1,252,509
Profit/Loss YTD			\$76,517
Total Net Assets			\$1,329,026
Total Liabilities And Net Assets			\$1,471,728

Three Rivers Charter School Treasurer's Report October 19, 2021

Operations and Financial Status

Summary:

According to the Balance Sheet Detail as of September 31, 2021 (attached):

- Cash in Bank: \$183,030
- Cash in County Treasury Account: \$1,245,450
- Cash in Booster Club Account: \$16,567
- Total Liabilities and Net Assets: \$1,471,728
- Accounts Receivables: \$26,681 (Due from Grantor Governments)
- Accounts Payable: \$115,753 (Due to Grantor Government)
- Year to Date Net Gain (*Loss*): \$76,517

Notes:

- These numbers and the attached Balance Sheet Detail are as of September 31, 2021
- Reviewing the Actual to Budget Detail:
 - Revenue is down from expected by \$15,823 or 5.3%
 - Personnel Expenses are down from expected by \$8,409 or 6.9%
 - Operating Expenses are down from expected by \$6,256 or 6.2%
 - Resulting in a net gain of \$75,358
 - Note, this is very early in the year and expenses, and revenue are not evenly distributed throughout the year.
- I understand our attendance is down by several students from our projected enrollment of 98. This will result in a reduction of our Average Daily Attendance related revenue streams. At this point in time, we have plenty of reserve to cover any expenses without reducing staff or other costs.
- The Local Restricted Fund Category and the funds transferred to that category do not show up in the current Balance Sheet Detail. CharterVision may need a reminder on this or be having technical difficulties.
- We are continuing to gather information in preparation for negotiating a long-term lease with significant facilities upgrades, which may consume a large chunk of our Capital fund. The Facilities Committee will have an update on the status of that project in Closed Session.

Presented by J. Tippett, Treasurer

Coversheet

Accept & Approve ESSER III Plan

Section: IV. Discussion and Action Items
Item: A. Accept & Approve ESSER III Plan
Purpose: Vote
Submitted by:
Related Material:
2021_ESSER_III_Expenditure_Plan_Three_Rivers_Charter_School_20211015.pdf

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Three Rivers Charter School	Kimberly Morgan School Director	director@trcschool.org (707)964-1128

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021-2022 LCAP	Three Rivers Charter School Website http://www.trcschool.org/wp-content/uploads/2021/09/2021_Local_Control_and_Accountability_Plan_Three_Rivers_Charter_School_20210527-1.pdf

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

\$234,869

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	50,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	100,000
Use of Any Remaining Funds	84,869

Total ESSER III funds included in this plan

\$234,869

Community Engagement

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

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

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

Many actions described within this plan are part of our LCAP which was discussed by the school community, including parents and staff, at three Parent Teacher Network Meetings (PTN) during the 2020-21 school year. As we navigate the changes and challenges brought on by the pandemic, close two-way communication with parents, the school director and teachers has been regular via email, phone and meetings both through video conferencing and in-person. Developing this plan to support the students moving forward has emerged from this regular two-way communication. The LCAP plan, that includes the programs described in this ESSER III plan, has been reviewed and approved by our Board. The staff at our small school meets weekly and together shapes current and future programs that meet students' academic, social, emotional, and mental health needs, and address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Three Rivers Charter School (TRCS) stakeholders were surveyed in Fall 2021 and provided input on use of our ESSER III funds. Families, staff and board members provided input through the online survey. Feedback was given at the PTN meeting on September 14, 2021 by families regarding existing programs and additional ideas to support students and provide a safe learning environment. Additionally, the ESSER III plan was discussed and input was provided by staff at our Friday Staff Meeting on October 8, 2021.

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

One element of this plan that expanded after hearing input from stakeholders is the need to improve our outdoor eating area. Our small facility does not have a cafeteria. On bad weather days students have historically eaten snack and lunch in their classrooms. With new safety measures in place due to COVID 19, snacks and lunch periods are all outside and students do not unmask indoors to eat. We have set up a tent and tables are provided for snack and lunch periods as well as an outdoor learning space. Feedback from staff and families indicates that these stakeholders would like to increase the number of tables available so students can spread out further and that additional area in the tent may be needed on bad weather days. In developing this plan, receiving this input influenced our actions regarding the outdoor eating area.

Secondly, parent input at meetings and in the Fall 2021 Survey indicates that ventilation is an area of concern for families and focus on air filtration and ventilation is requested. This influenced the development of plans for increased air filtration in the classrooms and upkeep of the current filter units.

Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

\$50,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Outdoor Eating Area	An outdoor tent area provides a safe, well ventilated space for students to eat breakfast, snack and lunch out of the	\$15,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		elements. Additionally it provides a covered outdoor space for students to engage in Physical Education activities on bad weather days and a well ventilated space for musical instrument lessons (specifically wind instruments) and other activities with students from different classes working together. Additional seating in the outdoor area will allow students to spread out while eating.	
LCAP Goal 3, Action 1	Janitorial Supplies	Additional materials and supplies for more frequent disinfecting, hand hygiene, etc.	\$30,000
N/A	Air Filtration & Ventilation	Air filters in classrooms, regular replacement filters and maintenance.	\$5000

Addressing the Impact of Lost Instructional Time

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

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

\$100,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Summer Learning Program	TRCS will offer a program to support students in continued learning and academic support over the summer break beginning in Summer 2021.	\$15,000
LCAP Goal 2, Action 1,2,5	Online Assessment & Instructional Tools	Web based instructional and assessment tools will help teachers identify current academic levels, gaps in knowledge and provide customized instruction and support in Math, English Language Arts and other subjects.	\$15,000
LCAP Goal 2 Action 5	Standards Aligned Curriculum	TRCS will provide high quality standards aligned curriculum for all students.	\$70,000

Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

\$84,869

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3, Action 2	School Meals Program	Expand School Meals Program infrastructure to provide two nutritional meals daily for all students: breakfast and lunch.	\$70,000
LCAP Goal 2, Action 6	Classroom Technology	Maintain 1:1 Chromebook to student ratio by replacing and upgrading Chromebooks as needed. Maintain and upgrade teacher computers, smart boards and internet network equipment as needed.	\$14,869

Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Outdoor Eating Area	Tented eating area created in SY 20-21 and maintained. Seating area increased as measured by staff observing students able to sit 3 feet apart in the outdoor eating area.	Daily

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Janitorial Supplies	Stakeholders report on cleanliness of school on annual survey. Material and supplies purchased regularly.	Yearly, Monthly
Air Filtration System	Staff tracks filter replacement schedule and monitor condition of units.	Monthly
Summer Learning Program	Summer Program offered and participation tracked by staff.	Yearly (Daily during Sumer Learning Program).
Online Assessment and Instructional Tools	School Director ensures that licenses and subscriptions are purchased. Assessment data is collected and reported to stakeholders (including parents, staff and board).	Yearly
Standards Aligned Curriculum	Classroom materials and supplies purchased. Assessment data shows student academic progress over time using state and local assessment tools as reported to stakeholders.	Yearly
School Meals Program	Breakfast Program is expanded in 22-23 school year to include lunch. Two free nutritional meals are served daily to students.	Daily beginning in SY 22-23.
Classroom Technology	Student to Chromebook ratio remains 1:1 as reported by staff to administration. Staff has necessary hardware and software fro instructional needs and internet network continues to function.	Weekly

ESSER III Expenditure Plan Instructions

Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

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

Fiscal Requirements

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

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

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
June 2021

Coversheet

Review Local Indicators

Section: IV. Discussion and Action Items
Item: B. Review Local Indicators
Purpose: FYI
Submitted by:
Related Material: CA Dashboard Local indicators .docx (1).pdf

California Department of Education
February 2021

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to

unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions- 0
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home- 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)- 0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

TRCS is using the following tools to track our progress in implementing the state academic standards adopted by the state board:

Smarter Balanced English Language Arts, Mathematics and Science scores- We use this tool because it is mandated by the state of California and provides a snapshot of student progress at the end of each year. The NorthWest Evaluation Association (NWEA) assessment scores- We selected this tool to measure student progress in Math, Reading and Language Usage over time. Students take this assessment two or more times per year and data collected provides valuable information on student progress towards standards and our effectiveness in teaching them. Aleks is a research-based, online learning program we use for Math and data collected helps inform our progress towards standards. Also, by developing and issuing student's standards based report cards each semester, teachers and administration are able to track progress in our implementation and effectiveness of the standards based curriculum.

TRCS recently adopted Common Core aligned Math and English Language Arts (ELA) curriculum for our grades 1-8 classrooms. Regular formative and summative assessment using the tools provided by the curriculum help us track our progress in meeting the standards. Before the pandemic, teachers received training on the Next Generation Science Standards (NGSS) and we will be piloting NGSS aligned curriculum 2021-22. Each year, standards are reviewed in all subjects as teachers design pacing guides and lesson plans using a variety of sources for standards in all subjects.

With the school closure and distance learning due to the pandemic, teachers had to modify curriculum to meet the needs of teaching remotely. The trauma caused by school closure and the format of learning alone at home through video conferencing and asynchronous work negatively impacted our success in implementing the state academic standards. Students took the Smarter Balanced tests from home and we did not give the NWEA during campus closure.

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation

5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Engaging, involving and supporting our families is a strength of our small charter school. The 2020-21 school year presented new challenges as our campus was closed and students were learning remotely until April. We kept in close communication with families throughout the year though: weekly email bulletins from the teachers and administration to families, regular communication with parents/guardians/caregivers through phone, text and videoconference (Zoom) and quarterly meetings of the Parent Teacher Network on Zoom. Families came to campus bi weekly or monthly to exchange materials and meet with the teachers. Our Counselor continued to support students and families by reaching out over the phone, meeting on the phone and Zoom and in person outdoor visits.

One area for improvement is to increase the number of families of our English Learner students that attend group meetings. One way we can do this is by translating more materials into Spanish that go home.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.				4	
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.			3		

<p>7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.</p>					<p>5</p>
<p>8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.</p>				<p>4</p>	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The partnership between parents, teachers and administration is a focus at our school. Families are central to the success of students at school and we provide opportunities for parents/guardians/caregivers to meet with teachers to discuss student progress regularly with mid-semester progress reports and report cards each semester (Parent Teacher Conferences). This has been done virtually and over the phone throughout the Covid 19 pandemic. Family members are regularly invited to contact teachers and the administrator in our bulletins and communications home. Many of our parents are actively involved in their student’s education, participate in school wide events and keep an open line of communication with the teachers and the administrator. Quarterly Parent Teacher Network (PTN) meetings are another opportunity for engagement.

An area for improvement that we have identified through stakeholder surveys and conversations at the PTN is that we could provide more support to parents to help their students with school work. One way we will do this (once campus is open to visitors) is to open our Homework Club afterschool to parents to familiarize them with the curriculum and consult about how they can support their student with academic

work. Spanish speaking staff will be available to translate and the invitation will be communicated in Spanish to improve engagement of EL families.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	

<p>12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.</p>					<p>5</p>
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Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

A major strength in this area is the high value that TRCS has for teacher voice and inclusion in decision making. Our teaching staff and administrator meet weekly and teachers provide input and help design and drive school programs, activities and family engagement strategies. The staff as a whole meets regularly to give input and design systems within the school together.

Surveys for families, students and staff are an effective tool we use to gather stakeholder input. Opportunities to complete surveys have been online during the Covid 19 pandemic. An area for improvement that will better engage our underrepresented families as we emerge from distance and hybrid learning is to provide hard copies of surveys to increase participation and access to providing input for all stakeholders.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

TRCS administered a local climate survey to students and families in the fall of 2019 before the Covid 19 pandemic. We continued to survey our families, staff and board as decisions were made during the Covid 19 campus closure, move to distance learning and as we shifted to a hybrid model. Feedback from our stakeholders has helped to shape our response and delivery of educational programs during the pandemic.

This is a summary of what we learned from surveys before the Covid 19 pandemic:

- Stakeholders would like to see more activities for students after school including a sports program.
 - Stakeholders feel current facilities are inadequate to provide the educational services they would like to see. The current facilities are in need of overall maintenance and the space is too small for meetings, cafeteria, and music instruction.
 - Programs currently in place such as counseling, reading support, and tutoring support need to be continued and the food program should be continued and expanded if possible.
 - Supports for unduplicated students including EL support are to be continued
 - Parents would like assistance with accessing the work the students are doing.
 - 80% or more of students surveyed reported that they have a good relationship with their teacher and classroom aide, have enough supervision, can talk to the staff, have a clean school environment and that they are not being bullied. 63% reported that the rules are fair.
 - 96% of parents think their student's teacher is effective, 83% or more agree that the student and parent have a good relationship with the teacher, the classroom environment promotes learning, they receive the information they need from TRCS, the school is kept clean, they are aware of counseling services available and feel supported by TRCS. 72-76% of parent surveyed feel their child is not bullied, are satisfied with their child's education and that their student is supported by the classroom aide.
- **MEANING:** What do the disaggregated results (*if applicable*) of the survey and

other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

- Through these surveys we have data to inform our LCAP goals and actions to meet the needs of all stakeholders. One key learning is that TRCS should continue to grow our afterschool offerings and student support programs. Upgrading and maintaining our facilities is a priority of both families and staff. The school climate is overall viewed as positive by families and students and we should continue with our REACH Program that is the foundation of our school culture: Respect, Empathy, Achievement, Citizenship, and Hard Work.
- 2. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?
- We will focus on our student programs such as an extensive after school program, sports offering, school breakfast program, reading support, tutoring and Homework Club. We will continue to work on improving our facilities. We will apply continued focus on the REACH Program.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Our four teachers work collaboratively with each other and with the School Director in designing and implementing curriculum, pacing guides and lesson plans. Our team meets weekly and supports each other in ensuring that a broad course of study is provided for all students. We have many eyes on our small student body and we use an array of online programs to assess our students and monitor progress. These measurement tools include Northwest Evaluation Association (NWEA) Assessments, Smarter Balanced Assessments and Aleks math. Part of our Multi Tiered Systems of Support (MTSS) program is to make sure everyone has equal access regardless of group.

Teachers consult the School Director in preparation for the school year as

curriculum and materials that ensure a broad course of study are ordered. Teachers are evaluated by the School Director annually using our evaluation tool that includes teacher observations by the Director and other teachers, consultation and goal setting. We have adopted Common Core aligned curriculum for English Language Arts and Math, and are moving toward a Next Generation Science Standards aligned curriculum adoption. Curriculum and learning materials used for all subjects in the broad course of study are listed in our School Accountability Report Card.

An additional tool we use yearly is the Fidelity Integrity Assessment (FIA). This is a self reflection tool that provides opportunity for administration and teachers to scrutinize and reflect on all our programs and practices to assess the degree to which we are successfully meeting the needs of all students.

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

TRCS has one school site and one classroom for each two grades (totalling 4 classes). All students for each grade span have access to the same course of study. We provide extra academic support for students in all groups by providing a full time classroom aide in each of the four classes. We provide additional Reading Intervention support for students from any student group who need extra support in bringing literacy skills up to grade level. We provide additional regular support for English Learners and students with exceptional needs students who have an Individualized Education or 504 Plan. We have made great progress in recent years in developing additional supports and programs, such as our Reading Intervention Program, that ensure access to the broad course of study for all students.

2. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

One barrier our team has identified to providing access to a broad course of study is the high stakes emphasis placed on scores for ELA and Math state testing. In order to prepare students for annual testing, teachers must dedicate a majority of time and energy to these two subjects.

A second barrier is a result of our small school and staff. Our classes, with students in grades 1-8, are self contained without additional "specials" teachers as in larger schools for subjects such as PE, art, library and garden, for example.

3. In response to the results of the tool or locally selected measures, what

revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?
(response limited to 1,500 characters)

One way we have addressed these barriers is by adopting an ELA curriculum that integrates Social Studies, Science and Visual and Performing Arts. Secondly, we have developed (pre pandemic) a school wide electives program where students have access to a broad array of elective options. We also have a music program.

New actions we will implement are to provide additional support staff and to partner with community organizations to assist teachers in delivering Physical Education and Health standards.

Coversheet

Accept and Approve Amendments to TRCS Independent Study Policy

Section: IV. Discussion and Action Items
Item: C. Accept and Approve Amendments to TRCS Independent Study Policy
Purpose: Vote
Submitted by:
Related Material: Independent Study Board Policy_dlm rev 09242021_final_clean (1).pdf



Three Rivers Charter School

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**Three Rivers Charter School
Independent Policy #TRCS-P-6.5**

These policies apply to all pupils participating in independent study at Three Rivers Charter School (the “School”). Educational opportunities offered through independent study may include, but shall not be limited to, the following:

- (1) Special assignments extending the content of regular courses of instruction.
- (2) Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.
- (3) Individualized alternative education designed to teach the knowledge and skills of the core curriculum. Independent study shall not be provided as an alternative curriculum.
- (4) Continuing and special study during travel.
- (5) Volunteer community service activities and leadership opportunities that support and strengthen pupil achievement.
- (6) Individualized study for a pupil whose health would be put at risk by in-person instruction, as determined by the parent or guardian of the pupil, or a pupil who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance.

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

No individual with exceptional needs as defined in EC section 56026 may participate in independent study unless their individualized education program (“IEP”) specifically provides for that participation.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) days.

When special or extenuating circumstances justify a longer time for individual students, the director or their designee may approve a period not to exceed five (5) school days.

Missed Assignments and Level of Satisfactory Progress: When any student fails to complete three (3) missed assignments during the school year or fails to make satisfactory progress (as defined below) the school will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education),
- The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California ("ELPAC" or subsequent assessments of English proficiency certified by the state board),
- The English learner reclassification rate,
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments,
- Learning requirement concepts, as determined by the supervising teacher,
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher,
- School attendance,
- Chronic absenteeism.

Academic Content: Independent study shall include the provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Tiered Reengagement: The School will follow procedures for tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) schooldays or 60 percent of the instructional days in a school week, or 10 percent of required minimum

instructional time over four (4) continuous weeks of the School's approved instructional calendar, pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span, or pupils who are in violation of the written agreement.

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

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the absence or lack of participation,
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being.

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

Opportunities for Live Interaction and Synchronous Instruction: The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils engaged in independent study:

- For pupils in grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year.
- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year.

"Live interaction" means interaction between the pupil and the School classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

For the purposes of this policy, "synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher

and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil or the certificated employee of the School providing instruction for course-based independent study.

Failure to participate in synchronous instruction or daily live interaction will be considered non-participation for that day.

Return to In-Person Instruction: For pupils whose families wish to return to in-person instruction from independent study, the School shall allow the student to return expeditiously, and in no case later than five (5) instructional days,

Written Agreements: (5 C.C.R. § 11702) A current written agreement for each independent study pupil shall be maintained on file for each participating student. Each agreement shall be signed and dated. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

Agreement Content: Each independent study written agreement shall contain at least all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.

- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's IEP or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

Signed written agreements, supplemental agreements, assignment records, work samples, and attendance records assessing time value of work or evidence that an instructional activity occurred may be maintained as an electronic file.

For purposes of this section, an electronic file includes a computer or electronic stored image of an original document, including, but not limited to, portable document format (PDF), JPEG, or other digital image file type, that may be sent via fax machine, email, or other electronic means.

Either an original document or an electronic file of the original document is allowable documentation for auditing purposes.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the department that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures

and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

Notwithstanding the foregoing, for the 2021–22 school year only, the School shall obtain a signed written agreement for an independent study program of any length of time from the pupil, or the pupil’s parent or legal guardian if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.

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

Adopted: August 17, 2021

Amended: October 19, 2021

Coversheet

Approve Minutes

Section: VII. Additional Action Items
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on September 21, 2021

APPROVED



Three Rivers Charter School

Minutes

Regular Board Meeting

Date and Time

Tuesday September 21, 2021 at 5:30 PM

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.

Join Zoom Meeting

<https://us02web.zoom.us/j/86282301134?pwd=T3MrREtjbGFsRFFOZkw3R2UrRzJxUT09>

Meeting ID: 862 8230 1134

Passcode: trcs

Directors Present

A. Dominguez (remote), E. Forster (remote), J. Ries (remote), J. Stickels (remote), J. Tippett (remote)

Directors Absent

None

Guests Present

Corrina Pena (remote), K. Morgan (remote), Lisa Norman (remote)

I. Opening Items

A. Call the Meeting to Order

J. Tippett called a meeting of the board of directors of Three Rivers Charter School to order on Tuesday Sep 21, 2021 at 5:33 PM.

B. Record Attendance and Guests

C. Changes to the Agenda?

No changes to the agenda

II. Community Comment

A. Community Comment

No comments from the community at this time.

III. Reports

A. Teacher Reports

See attached Teacher's Report.

K.Morgan reported that staff is doing an incredible job so far this year.

B. Director's Report

K. Morgan reported regarding testing, student compliance, mask- wearing.

Routine has been established with testing, hand-washing, distancing.
School free breakfast program is being smoothly executed.
After school program has been going. 15 students attending.
After school sports program is going well.
Independent study- 9 long-term independent study students.
Mural artist will be working with students for a mural-painting project for school spirit week.
Student enrollment is at 85. Still 11 spots to fill under our current budget.
New California law extended charter school renewals period by 2 years. Our charter renewal with Fort Bragg will be due in 2025-- extended 2 years beyond the previous renewal year of 2023.

C. Financial Reports

See attached Treasurer's Report.
J. Tippett reported regarding current financial position of TRCS.

IV. Discussion and Action Items

A. Approve New Local Restricted Funds Category for Facilities

J. Stickels made a motion to Create a board restricted fund for capital expenses.
J. Ries seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Tippett Aye
A. Dominguez Aye
J. Stickels Aye
J. Ries Aye
E. Forster Aye

J. Stickels made a motion to transfer \$800,000 from the unrestricted ending balance to the board restricted capital reserve.

E. Forster seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Tippett Aye
J. Ries Aye
E. Forster Aye
J. Stickels Aye
A. Dominguez Aye

B. Discuss Covid Pay Policy

K. Morgan presented and opened for discussion the proposed policy that would allow for staff members to receive additional sick days to apply when staff member is out due to

COVID or is out to care for family member(s) due to COVID. 10 additional sick days for each employee.

C. Approve Covid Pay Policy

J. Stickels made a motion to Approve the proposed extended sick time for employees due to COVID.

A. Dominguez seconded the motion.

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

Roll Call

J. Ries Aye

J. Tippett Aye

A. Dominguez Aye

E. Forster Aye

J. Stickels Aye

D. Discuss TRCS Covid Protocols

K. Morgan discussed change to current TRCS COVID Protocols. Specifically addressing when an unvaccinated person has close contact with COVID positive person outside of school, they must quarantine for 5 days, take a PCR test, and return to school on the 7th day. This is a reduction of quarantine time from the current policy.

E. Approve change to TRCS Covid Protocols

J. Ries made a motion to approve the proposed change to scenario 2 in TRCS COVID Protocols to shorten the quarantine time for unvaccinated persons who have close contact with COVID positive person(s) outside of school.

E. Forster seconded the motion.

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

Roll Call

J. Stickels Aye

J. Ries Aye

A. Dominguez Aye

E. Forster Aye

J. Tippett Aye

F. Discuss TRCS Mask Policy

K. Morgan discussed proposed revisions to existing TRCS mask policy. See attached Mask Policy.

G. Approve TRCS Mask Policy

J. Stickels made a motion to approve revisions to TRCS Mask Policy.

E. Forster seconded the motion.

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

Roll Call

J. Ries Aye
A. Dominguez Aye
E. Forster Aye
J. Stickels Aye
J. Tippett Aye

H. Approve Minutes

J. Stickels made a motion to approve minutes from September 21, 2021 board meeting.

J. Ries seconded the motion.

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

Roll Call

J. Tippett Aye
J. Stickels Aye
J. Ries Aye
E. Forster Aye
A. Dominguez Aye

V. 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 6:55 PM.

Respectfully Submitted,
J. Ries

Coversheet

Approve Minutes

Section: VII. Additional Action Items
Item: B. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on October 11, 2021

APPROVED



Three Rivers Charter School

Minutes

Special Board Meeting

AB 361 Remote Meeting Determination

Date and Time

Monday October 11, 2021 at 5:30 PM

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.

Join Zoom Meeting

<https://us02web.zoom.us/j/86282301134?pwd=T3MrREtjbGFsRFFOZkw3R2UrRzJxUT09>

Meeting ID: 862 8230 1134

Passcode: trcs

Directors Present

A. Dominguez (remote), E. Forster (remote), J. Ries (remote), J. Tippett (remote)

Directors Absent

J. Stickels

Guests Present

K. Morgan (remote)

I. Opening Items

A. Call the Meeting to Order

J. Tippett called a meeting of the board of directors of Three Rivers Charter School to order on Monday Oct 11, 2021 at 5:31 PM.

B. Record Attendance and Guests

C. Changes to the Agenda?

None.

II. Community Comment

A. Community Comment

No community members present.

III. Discussion and Action Items

A. Remote Meeting Determination

Board needs to decide whether or not to continue board meetings remotely or whether to resume meeting in person.

Law requires board to meet every 30 days to assess whether meeting in person is safe.

Mendocino county recommends that public entities continue meeting remotely at this time.

J. Ries made a motion to continue board meetings remotely via Zoom because meeting in person would pose a risk to the health and safety of the attendees during the ongoing pandemic in California.

E. Forster seconded the motion.

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

Roll Call

J. Ries	Aye
J. Stickels	Absent
E. Forster	Aye
J. Tippet	Aye
A. Dominguez	Aye

IV. 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 5:37 PM.

Respectfully Submitted,
J. Ries