

Charter School Renewal Application (Petition)

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Three Rivers Charter School – Petition Renewal

Charter School Intent & Requirements

In 1992 the California Legislature enacted the Charter Schools Act of 1992. Section 47601 of the California Education Code states that: “It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public-school system.
- Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public-school system to stimulate continual improvements in all public schools.”

The Charter Schools Act (or “the Act”) (Education Code Sections 47600 et seq.) requires each charter school to have a “charter” that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

Affirmations

In accordance with the Charter Schools Act, Three Rivers Charter School (“TRCS”) makes the following affirmations:

- TRCS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.
- TRCS shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.
- TRCS shall not charge tuition.
- TRCS shall admit all students who wish to attend the school, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case the applications will be processed in accordance with the Charter Schools Act and this charter.
- TRCS shall not discriminate on the basis of ethnicity, national origin, gender, or disability.
- TRCS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Act.
- TRCS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials as necessary.
- TRCS shall ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- TRCS shall at all times maintain all necessary and appropriate insurance coverage.
- TRCS shall operate autonomously from the local authorizing school district,
- TRCS shall admit students based on a lottery system,
- TRCS shall perform ongoing parent outreach,
- TRCs shall comply with all California State immunization requirements,
- TRCS shall follow any and all other federal, state, and local laws and regulations that apply to Charter Schools.

Note: Throughout the charter, in order to avoid awkward grammatical constructions, the use of grammatically masculine singular words such as “he”, “his”, “him”, and “himself” are used in the generic sense and include both male and female.

Introduction

Term of Charter

On approval of the renewal application, the Petitioners intend to operate Three Rivers Charter School for a term of five (5) years from July 1, 2018 – June 31, 2023. See Attachment 1: Implementation Plan. The TRCS program is one that has proven needed and successful as demonstrated by the community's support and demand and as demonstrated by its significant waiting list.

Memorandum of Understanding

A Memorandum of Understanding (hereafter referred to as the MOU) will be drawn up and mutually agreed upon by the authorizing School District Board and TRCS' Board of Directors after the granting of the renewal for this Charter, that will set forth and/or further define the operational arrangements between the District and the Charter School.

Students to Be Served

Three Rivers Charter School serves students in kindergarten through grade 12. TRCS enrolls all students who are interested in accordance with the TRCS Enrollment Policy, restricted only by the natural limitations of available resources, staffing and space. Currently the number of students who can be served is approximately 120. It is anticipated that the seat-based program of TRCS will be a small school with multi-grade classrooms accommodating approximately 20-25 students each. These classrooms will serve students wishing to experience a seat-based classroom environment as well as students in TRCS's independent study program who will be able to participate in certain programs and activities offered at the school site in order to complement and strengthen their independent study program. TRCS will attract and serve those who are seeking an alternative to the current educational system, who desire an innovative approach and share the vision of TRCS. TRCS is striving to achieve a student body representative of the same demographics as are found within the authorizing district. These demographics roughly show that 29% of students in the district are Hispanic, 65% are White, 3% are Asian, 1% are Native American, and 1 % are African-American. TRCS has a demographic breakdown of 13% Hispanic, 15% are multi-racial, 3% are Native American, and 69% are Socio-Disadvantaged. In order to increase our Hispanic population at TRCS we have put new practices into place. Some of these practices include: translation services at all meetings; the translation of the Student Parent Handbook and all major policies, with any requested translations of documents to occur within 48 hours and all new policies to be translated; the translation of past policies are currently being translated; representation of our Hispanic families in our governance structure including our Parent Teacher Network Group secretary and our Board Secretary are Hispanic; weighted lottery drawings for Hispanic families; outreach presentations to Latino Communities; and flyers posted prior to Enrollment Lottery in Hispanic communities.

The students to be served have a range of abilities and educational needs, some of which require both special resource services and special educational services, while others are high achieving students who require additional educational challenges in order to help them realize their talents and abilities.

Admissions and Enrollment: Please see Attachment 9 for our Admissions and Enrollment Policy. Our lottery system is used for each grade. A waiting list is maintained throughout the school year. Families may place their child's name on the waiting list by calling in, coming in and filling out a waiting list form, sending in an email, or via our web site which has an online form.

Facilities

The Petitioners are currently located at 1211 Del Mar Dr., Suite 301, Fort Bragg, CA 95437 with an additional campus for the High School Program at 101 C Boatyard Drive, Fort Bragg, CA 95437. These facilities currently provide space for 5 full classrooms, a music room, extra small-group instruction classroom spaces, bathroom facilities, a semi-fenced playground, and an athletic field, as well as storage rooms and 3 additional offices. If the school had the need to expand in the future, we would have to weigh our options whether it would be better to stay at the existing facilities or to move to a new location. Our primary interest at this point is to have an effectively run school with proper teacher-to-student ratios.

Statement of Need

Three Rivers Charter School recognizes that in the greater Mendocino Coast area educational alternatives are highly prized. Existing school programs offer highly structured pacing through program curriculum and comparatively larger student bodies and school environments to students. This Charter provides students and families of diverse backgrounds and abilities an environment that is smaller than other existing school programs on the Mendocino Coast, allowing for individualized attention and pacing, while also being supportive, and conducive to learning, using educational methods and curricula that incorporate applied learning opportunities. The over-all school and class sizes are kept small to increase opportunities for individualized attention and pacing. Individualized learning programs together with an instructional design that maximizes small group instruction and differentiated instruction are a corner stone of the program. Educational opportunities for the entire community including parent education and adult education eventually will be available, providing greater access to learning opportunities on the Mendocino Coast.

Since the Petitioners have currently operated a successful and working program as laid out in this Petition for Three Rivers Charter School, and since they have a waiting list, it has been established that there is a need for continued operation of an educational alternative of this type on the coast.

All parents should have the opportunity, as taxpayers, to choose from a variety of high quality public school options. The opportunity to choose a charter school as part of public school options injects an element of healthy competition into the public-school system beneficial to both charter and district schools as intended by the California Legislature and U.S. Congress and as it is described in the California Education Code, section 47601. Such choice invigorates popular support for public education throughout the District.

Furthermore, family support and involvement are necessary in each student's education. Research¹ consistently shows that one of the most significant predictors of a student's academic achievement

¹ California Education Code, Sections 51100-51102

is parental support for and involvement in the student's education. Educators need the support and involvement of parents to help them address the varied and complex needs of the students in their classroom. The rights and responsibilities of the parents/guardians – a child's first and ideally best educator – are respected, welcomed, and valued in their child's formal educational process. A central goal of Three Rivers Charter School is to maintain a vibrant learning community. We foster a culture of parental empowerment and "ownership" of the school, cooperation and regular communication between home and school, and a school environment that values each student and demands the best from him or her. This culture includes high levels of parental involvement with high expectations of our students' families, just as we empower them to hold the school's professional staff to the highest expectations. We believe this formula of high expectations of all members of the learning community is crucial to the success of each student entrusted to our school.

Given these facts, the Petitioners conclude that their program, already in operation as an independent Charter School for 6 years, is ideally suited for being a charter school, where those most committed to the philosophy and program of the school have control of and are made directly responsible for the school's success. The Petitioners believe that the community has already demonstrated, through their support of the existing program operated by the Petitioners, that this type of program is needed and should therefore continue to be a choice for the families of the district.

I. FOUNDING GROUP

The founders of the Three Rivers Charter School came together for the purpose of establishing a school where children from the Mendocino Coastal communities have an alternative option in the way they are educated.

They represent an eclectic group of parents, educators and professionals endeavoring to establish a learning community in which children are provided with rich and unique educational experiences aimed at developing the complete child.

These Founders bring together necessary experience in the areas of education, business, finance, non-profit administration and human resources. In addition to working with strategic partners in the areas of charter and corporate law, curriculum development, and charter school finance, the Founders continue to secure additional persons with expertise as needed to establish and sustain an excellent school and ensure the effective and responsible use of public funds.

Kathleen Kasperson, teacher of Grades 9-12 and one of the members of the Founding Group, has 17 years of experience with administrating and teaching Grades 5-12 in the state of California. She has been in charge of developing curricula as well as instructional methods and classroom management systems necessarily unique to multi-graded classrooms. Her programs successfully prepare students to be college ready, with graduates being accepted into many of the most prestigious colleges and universities in the nation. This work made her intimately familiar with many of the currently available curricula materials and manipulatives from the perspective of practical application. She personally taught multi-grade classes for all of the seventeen years in addition to her administrative duties, acquiring expertise in applying instructional methods in a multi-graded classroom environment. She currently holds a clear Multiple Subject Teaching Credential, as well as History and Introductory Social Science authorizations. Kathleen Kasperson & Roger Coy worked together to open Three Rivers Learning Center for the purpose of providing parents support in educating their children through a home-schooling program, with both academic classes and extra-curricular activities, as well as tutoring services.

School Director, Roger Coy has an extensive business background and holds an MBA. He has started and ran service organizations, and, as Vice President of Operations for a major Bay Area company, had more than 90 employees reporting to him at one time. He holds a clear Multiple Subject Teaching Credential, an Administrative Services Credential and has been in the field of Education for 14 years. Roger taught in a multi-graded (1-6) classroom for 11 years and has been an administrator for 3 years. Along with Kathleen, Roger co-managed and administratively operated the Three Rivers Learning Center.

Teacher, Christopher Chavez, a native Californian, whose father was a state park ranger, graduated from U.C. Davis in 1993 with a B.A. in International Relations. He worked as a seasonal firefighter and state park interpretive aide before earning a K-8 teaching credential from the Bilingual Multicultural Education Department at Sacramento State University in 1997. Chris taught grades 4-6 in Sacramento, West Sacramento and Davis until 2004, and then started working part time as an independent, off-grid solar installer in Mendocino County. Chris spent four seasons

in Quebec, Canada working on an organic farm. He taught the 6-8 grade class at Three Rivers Learning Center.

Community member, Sharon Naylor, is a retired public school associate superintendent for curriculum, instruction, and assessment. Sharon has a California Multiple Subject Teaching Credential, an Administrative Services Credential, and a Master of Arts in Education Administration degree. She was responsible for administering the categorical programs in the Fort Bragg Unified School District. Sharon has 18 years of teaching and administrative experience and has also worked with the Mendocino County Office of Education providing support and direction for the various schools in Mendocino County in the areas of curriculum design, educational research, best practices in teaching and learning, assessment, and fiscal oversight for state and federal projects. In addition, she has vast grant writing experience bringing more than three million dollars into her district and county office of education during her tenure. Sharon was a senior curriculum developer and instructor for two years with the Consortium on Reading Excellence, CORE program and worked throughout the state of California, Washington and Oregon with school districts and offices of education providing staff development in the curricular areas of reading and language arts grades K-12. Sharon was responsible for the design, implementation, and administration of a successful Adult School program in the Middletown Unified School District. The Adult School received state commendation for an exemplary new start-up program.

Parent, Julie Keaton is a business owner and a CPA in Fort Bragg while also being very involved in her children's education. In addition to the highly successful business, she and her husband have a wealth of experience with non-profit agency work as they are founders of World of Hope, Inc.; a non-profit, international adoption agency helping families adopt children internationally. She and her husband have six children with abilities ranging from academically high-achieving to learning challenged. Mr. and Mrs. Keaton support a multi-grade educational setting for their children in order to afford them the advantages and opportunities of working at their own levels of academic readiness. In addition, the Keaton's support the Three Rivers Charter School philosophy of a shared vision for the school in which parental involvement is a key element of a successful school environment.

Parent, Rebecca Parrish is a former management analyst with the federal government, and had a fifteen-year career in civil service with a concentration in the areas of efficiencies and management programs. She and her husband currently own a successful business in Fort Bragg. She is active in supporting a wide variety of community development activities in the greater Mendocino Coast area. Mrs. Parrish has been very instrumental in the development of the school and provides many hours of volunteer service at the school. She strongly believes that families need educational options for their children. She believes that the atmosphere of the Charter School provides a socially safe environment for her children to mature both socially and emotionally, and the approach to hands-on, real-life learning is offering her children opportunities that they have never before experienced.

The above-mentioned founding group is formed of employees and volunteers of the previously established Three Rivers Learning Center, which Kathleen and Roger operated for six years previous to starting the Three Rivers Charter School. Seeing the interest of the community in an alternative choice to the local public-school programs due to those issues described in the TRCS Statement of Need, and the enthusiasm with which the Three Rivers Learning Center that they

established first was greeted, the founder's group saw this as an ideal opportunity to offer the full benefits of a Charter School to the community. With an existing group of supportive families, a well-formed student body and a passionate belief that all children deserve the opportunity to excel academically, they proceeded with the process, opening the doors to Three Rivers Charter School in August of 2011.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

A. MISSION

The mission of Three Rivers Charter School is to educate students in grades K-12 to become well-rounded individuals with a life-long love of learning and the ability to think and act with moral integrity.

How Do We Get There?

Students at TRCS are immersed in a culture shaped by the TRCS REACH values (Respect, Empathy, Achievement, Citizenship, Hard work), which empower TRCS staff to provide a safe and wholesome learning environment for all students at all times. As a result of these values, TRCS strives to:

- Awaken in students a sense of adventure in facing challenges
- Encourage students to become creative problem solvers
- Develop in students and staff an awareness of the importance and the habit of actively seeking to improve moral character for the good of the individual and that of the community
- Develop in students and staff a pride in academic excellence
- Awaken in students a desire to pursue higher education in technical schools and training programs, or colleges and universities
- Provide teachers and students with performance-based accountability systems
- Empower teachers to use different and innovative teaching methods while still adhering to the California State adopted Common Core Standards.

(California Education Code Section 47601)

B. EDUCATIONAL PHILOSOPHY AND INSTRUCTIONAL METHODS

What it means to be an Educated Person in the 21st Century:

TRCS strives to provide an environment in which children develop into competent, confident, self-motivated, productive learners, and responsible young adults. Students develop the habits, skills, and attitudes needed to succeed in school and beyond, as contributing citizens of the 21st century.

The staff and parents of the TRCS believe that education is an attitude and not just a collection of facts. Educated people in the 21st Century need to be:

- Self-motivated, confident, life-long learners.
- Communicators possessing excellent listening, speaking, writing, and multi-lingual skills.
- Flexible thinkers with the ability to synthesize and act upon new information from a variety of disciplines and use the information creatively.

- Technologically literate with the ability to use technology as tools for learning and communication.
- Information managers, who select, evaluate, organize and use information from various sources and disciplines of thought.
- Decision makers who take responsibility for personal decisions and actions.
- Self-confident, possibility-thinkers willing to take risks to expand their knowledge.
- Cooperative and independent workers possessing the skills to work alone or with divergent thinkers.
- Appreciative and respectful of the richness of our cultural diversity and the value of shared knowledge that is possible in diverse cultures.

How Learning Best Occurs:

Recognizing that children learn best through personally meaningful experiences, and recognizing that children possess a wide range of learning skills, TRCS believes that when students are taught a comprehensive curriculum through innovative instructional design in an environment that promotes learning in challenging and exciting ways that emphasize the intellectual virtues² students' learning can be maximized. TRCS believes that this is achieved in a learning community where a strong foundation in the academics, technology, and the arts fosters enthusiasm for learning and an attitude of self-confidence characterized by the following practices:

- Individualized and differentiated instructional practices
- Provision of flexible classroom environments in which choices are provided and decision making is stressed
- Emphasis on problem solving, critical thinking, and development of personal responsibility, self-discipline, and ethical standards of behavior.
- Fully integrating the curriculum including the arts, technology and foreign language
- Emphasis placed on both the development of independent and cooperative learning and study skills
- Expectations of high academic and behavioral standards for all students

Three Rivers Charter School, in accordance with the legislative purposes for the creation of charter schools, increases learning opportunities for all students, provides teachers the freedom to use a variety of innovative yet proven methods in the classroom to meet the needs of the student body, and provides parents and their children expanded choices in the types of educational opportunities that are available to them.

The students, teachers and parents of Three Rivers Charter School represent a collaborative interactive learning community of innovative and unique thinkers working together to gain knowledge, develop their individual talents, and demonstrate their achievements and successes in powerful and effective ways.

TRCS believes, and research has shown, that students who possess self-respect for their own abilities and talents, and for their bodies, and who truly see and respect others in the same way

² Gilman, R., Huebner, E.S., Furlong, M., (2009). *Handbook of Positive Psychology in Schools*. 1st ed. United States.

naturally are more self-disciplined, self-motivated, and demonstrate through their words, actions, and choices that they possess moral integrity and social responsibility. Such results are measured by noting the level of student and parent involvement in TRCS and community projects and activities. TRCS strives to measure said levels of involvement through such means as tracking participation levels of TRCS students and parents each year in both school and community projects and activities.

Teachers at TRCS are each allowed to bring to their work with the students, the combined wisdom that they have encountered in their initial teacher training and in their constant and ongoing professional development i.e. credential clearing program, teaching workshops, etc. Through the kind of professional collaboration that occurs daily, informally, with such a small staff, TRCS teachers are able to share with each other a wealth of ideas for the most successful presentation of specific curriculum topics. These various influences on the instructional design of the TRCS program are united through the way in which the methods chosen address the education of the whole child, reveal ways in which to instill in the student a love of ideas and a curiosity for the “why” behind ideas, and bring about mastery and fluency in order to achieve learning that will last a life-time. Six methods in particular form the structure for this instructional design:

- 1) Multiple modality teaching
- 2) Small group instruction paired with cooperative learning opportunities
- 3) Use of multi-graded classrooms
- 4) Individualized learning and pacing including computer based course work
- 5) Hands-on/ project based/ applied learning
- 6) Seminar style class discussion.

Many of these methods are found throughout traditional school settings depending on the style and experience of the teacher. However, because of our multi-graded environment and smaller setting, our school tends to offer a unique access to the curriculum both in lesson planning which is responsive to pupil diversity in ability and grade, and in removing barriers to student learning and participation because of individualized pacing.

Multiple Modality Teaching:

In deciding upon which methods to use in presenting any curriculum topic, teachers at TRCS are required to demonstratively present the information or skill in ways that an auditory, kinesthetic, and visual learner can grasp. In addition, teachers are required to account for the special learning needs of each and every child in their classrooms with every lesson plan. While a teacher may be aware that two thirds of the class will master the topic at hand with a lively discussion and presentation of material on the board or overhead projector, he may be aware that the other third of the class requires that the instruction be given using manipulative tools to demonstrate the same concept. For example, a class learning about adding fractions may have one group of students working with drawn diagrams of pie charts, another group working with base ten blocks, and a third group discussing the procedure with the teacher as he demonstrates with an algebraic problem ($1/2 + X = 1$; what must “X” equal to make this mathematical statement true?).

Small Group Instruction and Cooperative Learning

Small-group instruction and cooperative learning projects help ensure that instruction at all levels can be highly individualized. Students benefit from these types of instructional method for

approximately 60% of the instructional day while the other 40% of the instructional day is spent in large group instruction. Each classroom is staffed with one appropriately certificated teacher and a teacher's aide. As the teacher works with one group of students presenting the lesson, other groups of students work either collaboratively or independently as appropriate. The teacher's aide and any parent volunteers move throughout the classroom addressing questions and providing guidance. The teacher rotates among the students in the class working with groups that range in size from 1-10 students as appropriate on any given topic. Throughout the day the teacher is able to give each of his students' individual time at some point.

Multi-Graded Classrooms:

All classes at TRCS are also multi-graded – a powerful factor in the success of this instructional model, since each classroom is composed of students possessing a range of skill levels in any given curriculum area. Because students stay with the same teacher for several years, teachers get to know their students' individual needs and learning styles intimately and track their progress with a continuity that is impossible to match with a system in which students change teachers each year. In addition, older students, or students ready to demonstrate their mastery of a topic or skill have proven eager to work with other students still working toward mastery of that same topic or skill. Students are taught to work together, with support being provided as needed by the teacher and teacher's aide. The result is that students look forward to reaching the level at which they will finally be allowed to work with a skill or topic on which they have seen an older student working. They almost never experience an initial sense of being overwhelmed since most of the work they undertake is, at the very least, familiar to them in some way. Younger students also frequently try to emulate older students, and the standard of work for all students is raised. A genuine atmosphere of teamwork, and pride in accomplishment and growing ability is achieved.

Furthermore, the use of small-group instruction, described above, facilitates instruction of a multi-grade classroom while also providing greater opportunity for students to receive more individualized instruction.

Individualized Learning and Pacing:

All students at TRCS work at individualized paces through their studies in mathematics, reading spelling, and grammar. Upon enrolling in TRCS a student must take placement tests or be assessed in each of these curriculum areas to determine the level at which he should begin working. Teachers work to help students reach, stay on track with, and when possible, surpass California State Standards by grade level; students may not move from one level of curriculum material to the next without completing a final examination with 75% accuracy or greater. If they are able to accomplish this, they may move through material as quickly as they are able to master it. No one is restricted from working one or more grade levels above his particular grade level in any given subject. No one is forced to move slower or faster than able. This also removes stigmas normally present in a classroom for "slow" students, or for "bright" students. In addition, students who are not finding success with the same curriculum materials that others are using in any given subject are empowered to use alternate materials; teachers ensure that materials have been found that are addressing the student's individual learning needs. As a result, a major difference in this instructional style from that of traditional classroom instructional styles is that in any given class subject students can be found working out of a variety of textbooks on any given day rather than working out of the same textbook and the same chapter within that textbook. With students working at so many different levels in each classroom, students learn to work toward their personal

best and to respect and help each other. In addition to the above, High School course work is often completed via on-line classes allowing students to take required courses from most properly credentialed instructors, often at individualized pacing.

Hands-on/ Project Based/ Applied Learning:

Students are given as many opportunities as possible every day to learn the application of the knowledge or skill they are working on mastering, and to experience hands-on projects that allow them to apply things that they are learning in all of their subjects in an integrated way. This allows them to discover the intrinsic nature of that which they are studying by “dissecting” it to see how it works, and to experience the joy and sense of accomplishment that comes with creating something concrete. All subjects taught are integrated with each other whenever possible. For example, the students’ work with fractions in math class is further explored in other classes as projects are worked-on. Hands-on projects of this nature are incorporated into many curriculum topics including those in the areas of math, science, history, art, and music. Rote memorization may be used once an understanding of the nature of a concept is reached as demonstrated by the student’s ability to “teach” the concept to another, or his ability to correctly answer questions on the concept. Such rote memorization however is only used to make use of a tool easy and fast, to avoid students tiring of their work or becoming frustrated. For example, students may be required to memorize the names of the parts of speech and their definitions, or memorize the multiplication table, but only after they understand why these are so named, or why the multiplication table is arranged the way it is.

Seminar Style, Class Discussions:

In all subjects, teachers model for the students and guide them in gaining increased facility with the discussion and exploration of ideas. Students learn to identify issues and topics that are subjective in nature and those that are factual in nature. For example, in reading and discussing history students learn to spot a secondary source’s bias on a historical event when “loaded” words are used to describe it, while at the same time they learn to spot the facts as information that can be cross-checked against other primary and secondary sources. Students also learn to explore an idea before judging it; they learn to respect each other’s ideas and how to look for something of value or something to be learned from every idea in order to better themselves.

Two Programs:

Three Rivers Charter School provides students in grades K-12 two programs: a seat-based program and an independent study program.

Students enrolled in either of these programs work within California Common Core Standards based curricula. Students enrolled in either program are taught using research based curriculum, proven through research and the teachers’ experience to address the individual learning needs of the students, including but not limited to state approved and adopted texts and California State & Common Core Standards aligned textbooks and curriculum materials.

For each student, an Individualized Academic Plan is drawn up at the beginning of each school year for grades 1-8 and each semester for grades 9-12. This serves as a blueprint to guide curriculum and instructional decisions made throughout the year and enables the teacher to individualize, plan, and adapt as necessary an instructional program for each student.

All students and families, both seat-based and independent study, are encouraged to take advantage of the enriching dynamics of TRCS's extra-curricular programs such as 4-H, Jazz Band, Yearbook, Choir and cross curricular activities such as field trips and presentation nights. In addition, all stakeholders are encouraged to participate in the various opportunities helping TRCS staff to shape and run the TRCS program as a whole through the activities of the Parent Teacher Network Group [described under section IV. Governance Structure, sections B. Parent Participation] thus creating opportunities for parents of both seat based and independent study students to connect and form a community working for a common goal. In this way students in both programs come to feel a common bond and sense of belonging to the TRCS family.

Seat-Based Program:

Students enrolled in the seat-based program participate Monday through Friday in a comprehensive curriculum together with many extra-curricular programs and activities. Curricular studies are aligned with the California Common Core Standards. Students have ample opportunity to become well-rounded individuals and to discover and pursue developing individual talents. Each student is encouraged to become his classroom's expert on something for which he has a passion. Field trips augment the regular class work to bring the students out into the community so that their learning takes on a context related to the world outside of their classroom. Students also are provided opportunities to serve their community through out-reach programs such as collecting food for our local Food Bank and helping with community cleanup projects.

Independent Study Program:

Families enrolled in the Independent Study Program have access to as much support and interaction with a teacher as they require, in order to help their children succeed according to TRCS' mission. In addition, they have access to resources and classes, as space permits, at the charter school site, to strengthen any existing weaknesses of their independent study experience.

Independent study families are able to choose to follow the same curriculum and program being used in TRCS classes, or they can choose an individual education plan together with the guidance of a certificated TRCS teacher, as long as it can be demonstrated that it does not contradict or undermine any of the points of the TRCS mission and supports learning in alignment with state standards. Independent study students are required to complete an Individualized Academic Plan delineating the classes the student will be taking and the goals for the student's work each year. TRCS provides the materials necessary to implement the curriculum they will be following. The Individualized Academic Agreement is used to assess the progress of the independent study student. Curriculum programs conform to California Common Core Standards and the TRCS Mission is also used to help form the Individualized Academic Agreement goals. Independent study families are expected to demonstrate through sample work, similar formative and summative assessments to those used in the seat-based program, and outside standardized testing, (i.e. California's Standardized Testing and Reporting (Smarter Balanced) tests and the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP) tests), that their children are meeting the TRCS expected school-wide learning results. Independent study families are subject to all of the same school-wide policies, such as academic probation and truancy, which help provide academic accountability.

Independent study families are expected to meet regularly with an on-site teacher who provides over-site for their work and acts as their guide and mentor in the educational process. These regular

meetings are held, as a minimum, at the end of each of ten learning periods into which TRCS' academic calendar is divided, while many independent study students meet even more frequently with their on-site teacher. This provides teachers an opportunity to check on student progress through the curriculum and to monitor work.

All independent study students are able to access certain classes, field trips, special programs and resources at TRCS, based on decisions made by the teacher over-seeing their work, in order to best support them in their education and provide them a more dynamic, successful program overall. ADA is claimed following the guidelines provided by the California Department of Education for charter schools working with independent study students and subject to audit. The following is an excerpt explaining the provisions governing the claiming of ADA for independent study students from the California Department of Education:

Section 11960 (Outside Source) defines "attendance," for use in calculating charter school ADA, as occurring when "charter school pupils [are] engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools" - with the proviso that "no charter school pupil may generate more than one day of attendance in a calendar day." To those provisions, then, Section 51747.5(b) (Outside Source) in effect adds the requirement that the amount of work done by the student on a day of nonclassroom-based independent study attendance must have a time value, judged as required, of at least one day.

To put the matter another way, the minimum amount of work necessary to constitute a charter school day of non-classroom-based independent study attendance is within the charter school's and teacher's discretion to determine - but whatever that minimum amount of work is, it must be done on the scheduled school day for which it is claimed as attendance for ADA purposes. Any amount of work done beyond the minimum on that day generates no further ADA credit. The central elements of the audit trail for charter school non-classroom-based independent study ADA, then, are (1) the calendar showing which days are school days and (2) contemporaneous records for each student identifying clearly each school day in that calendar on which the student "engaged in [required] educational activities" to an extent sufficient to constitute at least one day of time value. Charter schools annual calendar must meet or exceed 175 days in any fiscal year in order to generate full apportionment credit, unless the charter school has a State Board of Education approved waiver. In addition, Education Code Section 47612.5 (Outside Source) requires charters to "offer at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Section 46201 (Outside Source) for the appropriate grade levels."³

The Charter School works with an independent auditor developing systems that are satisfactory for calculating and recording number of days for which independent study students are counted as in attendance for purposes of ADA. For example, a log sheet of days attended that corresponds to the TRCS approved school calendar can be kept for each independent study student together with a record of activities completed and portfolio samples.

³ <http://www.cde.ca.gov/sp/cs/as/csncbadaltr04.asp>

C. HIGH SCHOOL PROGRAMS

All high school students at TRCS, whether enrolled in the seat-based program or the independent study program, have the opportunity to take classes that fulfill A-G requirements and satisfy college entrance requirements, while becoming progressively more independent in managing their time and responsibilities. The focus on standards-based instruction within those courses ensures that all students are engaged in a rigorous curriculum that makes them competitive in any post-secondary setting. Frequent assessments including standardized testing enable TRCS teachers to monitor student progress through course material.

All high school classes requiring A-G rating are submitted for UC and CSU approval. TRCS has received a 6 year, WASC accreditation which is due to expire in June 20, 2021. Parents and students are notified via information sessions as to the transferability of courses, and are provided with a course list that details the courses that will satisfy college entrance requirements. It is important to note that TRCS provides a college preparatory program for all of its students. In order to provide A-G aligned classes, students take on-line classes and community college classes whenever TRCS cannot offer equivalent courses taught by a highly qualified, appropriately credentialed teacher. A qualified teacher oversees the management of the high school classroom. Whenever possible, additional instructors with appropriate credentials are hired to teach core curricular classes on site. For example, a teacher who is highly qualified and appropriately credentialed to teach mathematics may be hired to teach math classes (such as Geometry), while the other classes (such as English and science classes) are offered through on-line or community college classes with appropriately credentialed teacher. Verification of the teachers' qualifications are kept on file at TRCS for each on-line instructor with which students work, just as proof of such qualifications must be kept for each teacher employed directly by TRCS. In order to facilitate on-line classes TRCS maintains a one-to-one computer lab for students to access their on-line classes at the school site.

Because of the importance of building a college-going culture TRCS provides parent information sessions regarding college timelines, course requirements, and financing options twice annually. Any community college or other courses and related materials, which are provided as part of the curriculum, are at no cost to the students.

(California Education Code, Sections 51220-51228)

D. CURRICULUM AND INSTRUCTIONAL DESIGN

Instructional Design:

Curriculum at TRCS is aligned to the Common Core Framework and Standards. Classrooms are multi-graded and incorporate many hands-on learning experiences. Much of the learning experiences designed by the teachers are project-based, meaning that students explore concepts/ideas and facts through exploratory or demonstrative projects that lead to a deeper understanding of subject matter, and better problem-solving and research ability than can be achieved through learning done solely from textbooks.⁴ Hands-on or project-based learning also allows for greater integration of curricular subjects requiring students to use more than one core subject skill or study, such as using both scientific principles and applied mathematics to complete a project. Small group and individualized instruction is designed to provide stimulating real-life learning experiences for students working independently, in pairs, or in cooperative groups of mixed ages and abilities. Students are responsible for making learning choices from a variety of integrated cross-curricular units of study facilitated by the teacher based on the student's readiness to assume responsibility and alignments to core subject content standards. Computer technology is used to facilitate and expand learning experiences in the core curricular areas. Students have access to computers in each classroom. Community service projects and other out-reach activities such as volunteer work at local non-profit organizations or as partners with existing community project groups also are used throughout the school year to give students opportunities to apply what they are learning in class (whether it be math skills, written or oral communication skills, or life skills) to the real world as well as to develop in the students a sense of purpose and self-esteem that comes naturally with working at such projects. Teachers and parents regularly announce and organize upcoming community service and outreach opportunities and encourage participation by all students of TRCS as a regular and natural part of their curricular and extra-curricular studies at TRCS.

Independent study Program Curriculum & Instructional Design:

Parents of independent study students, whether they are following the same curriculum used by the teachers in the class room based program at TRCS or another program that they have chosen with the approval of TRCS, must document that they are addressing the grade-specific California State & Common Core Content Standards appropriate for their child at each of their regular meetings with a TRCS teacher.

At these same meetings, teachers train independent study parents in methods for covering the California Common Core Standards with their children.

Curriculum and Content:

The school's curriculum is student centered and flexible in that it addresses students' individual and varied interests, developmental levels, and learning styles. Teachers are given flexibility in how curriculum is created and implemented while acting within the guidelines of California State & Common Core Standards.

⁴ The George Lucas Educational Foundation at www.edutopia.org/php/keyword.php?id=037

TRCS focuses on the education of the whole child through a core curriculum for all students of English-language arts, mathematics, science, history-social science, visual and performing arts (fine-arts), physical education, foreign language, technology and life skills education. Students are encouraged to be active in the community through various community service projects such as helping with development and maintenance of local parks and recreation areas, and participating at various volunteer opportunities such as the Humane Society, local retirement homes, and the Food Bank, as well as in community cleanup projects. This service provides students an opportunity to both learn and apply academic and social skills that they are working with in the classroom in real-world settings, as well as exposing them to certain types of responsibility and character building opportunities that are more difficult to come by within the classroom environment. Students earn acknowledgement for such community service and, when applicable, class credit in order to instill in them the concept that becoming an active and supportive member of their community is a valuable part of their education as well.

TRCS core curriculum structure includes the following:

- English Language Arts – reading, composition, grammar, spelling, listening and speaking skills, penmanship, and literature studies.
- Mathematics – number sense, algebra and functions, measurement and geometry, statistics, data analysis, and probability, mathematical reasoning, Pre-Algebra, Algebra 1, Algebra 2, Geometry, Trigonometry, Pre-Calculus, and Calculus.
- Social Studies – California History; United States History from its foundations as a new nation, through its growth and conflicts, to the twenty-first century; Ancient World History; Medieval & Renaissance World History; World History from the Age of Exploration to modern times; American Government and Economics.
- Science – Physical Science, Life Science, Earth Science, Physics, Chemistry, and Biology.
- Physical Education – movement, body management, manipulative skills, rhythmic skills, fitness, aerobic capacity, muscular strength/endurance, flexibility, body composition, self-responsibility, social interaction, group dynamics and teamwork
- Fine Arts (Visual and Performing Arts) – Music, Theatre, two and three dimensional Visual Arts, and Art Appreciation/Humanities
- Computer Technology – Use of software such as Microsoft Word and Power Point or Google Docs, web-design, Coding and Keyboarding Skills

The curriculum at TRCS is aligned with the California Common Core Standards. TRCS adopts curriculum materials through a collaboration of teachers in conjunction with input from parents, other staff members, and the Board of Directors. Curriculum frameworks and a standards correlation matrix are used to guide curriculum choices and instructional practices, while standards maps are used to certify curriculum alignment with California Common Core Content Standards. The Board of Directors provides oversight to ensure that all curriculum materials are enabling the students to meet or exceed state standards. The materials are then made available to parents of current and prospective students.

(California Education Code, Sections 51200-51228)

TRCS Curriculum Overview by Grade Level:

Kindergarten:

- Phonics/ Reading
- Literature
- Math
- Physical Education
- Science
- Social Studies
- Art

Grade 1:

- Phonics/ Reading
- Handwriting
- Spelling
- Grammar
- Literature
- Math
- Science
- Social Studies
- Art
- Music Appreciation
- Foreign Language Studies
- Physical Education
- Computer Skills

Grade 2:

- Phonics/ Reading
- Handwriting
- Spelling
- Grammar
- Literature
- Math
- Science
- Social Studies
- Art
- Music Appreciation
- Foreign Language Studies
- Physical Education
- Computer Skills

Grade 3:

- Phonics/ Reading
- Handwriting
- Spelling
- Grammar
- Literature
- Math
- Science
- Social Studies
- Art
- Music Appreciation
- Foreign Language Studies
- Physical Education
- Computer Skills

Grade 4:

- Phonics/ Reading
- Handwriting
- Spelling
- Grammar
- Literature
- Math
- Science
- California History/ Geography
- Art
- Music Appreciation
- Foreign Language Studies
- Physical Education
- Computer Skills

Grade 5:

- Phonics/ Reading
- Handwriting
- Spelling
- Grammar
- Literature
- Math
- Science
- United States History/Geography
- Art
- Music Appreciation
- Foreign Language Studies
- Physical Education
- Computer Skills

Grade 6:

- Spelling
- Grammar
- Literature
- Composition
- Public Speaking
- Math
- Earth Science
- Ancient Civilizations
- Art
- Music Appreciation
- Foreign Language Studies
- Physical Education
- Computer Keyboarding
- Computer Skills

The Middle School Curriculum is composed of the following classes. Social Studies and science are taught on a three-year cycle.

Grade 7:

- Spelling
- Grammar
- Literature
- Composition
- Public Speaking
- Math
- Science
- Social Studies
- Art
- Music Appreciation
- Foreign Language Studies
- Physical Education
- Computer Keyboarding
- Computer Skills/Ethics

Middle School Social Studies Cycle:

- World History/Geography
- United States History/Geo.

Grade 8:

- Spelling
- Grammar
- Literature
- Composition
- Public Speaking
- Math
- Science
- Social Studies
- Art
- Music Appreciation
- Foreign Language Studies
- Physical Education
- Computer Keyboarding
- Computer Skills/Ethics

Middle School Science Cycle:

- Life Science
- Physical Science

The High School Curriculum is composed of the following classes, some of which are offered in a progressive order and others of which are taught on a four-year cycle.

Classes offered in a progressive order:

Mathematics:

1. Algebra I
2. Geometry
3. Algebra II
4. Trigonometry/Pre-Calculus
5. Calculus

English: (Composition, literature, grammar, public speaking)

1. English 9
2. English 10
3. English 11
4. English 12

Foreign Language:

1. Foreign Language I
2. Foreign Language II

Classes offered in a four-year cycle:

Social Studies:

- Modern World History

Other classes offered as a part of the high school curriculum:

Physical Education

Health

Fine Arts and Performing Arts

- Art
- Drama
- Music (Band, Piano, etc.)
- Video/Film Production
- Photography

Yearbook

Newspaper

Work Experience

Applied Agriculture

Advanced Computer Skills

Computer Keyboarding

- United States History
 - American Government/ Economics
- Science:
- Biology
 - Chemistry
 - Physics

Sample Curriculum Breakdown - Language Arts:

Curriculums are based on the California State Frameworks and California State Academic & Common Core Content Standards of California Public Schools.

Word Analysis, Fluency, and Systematic Vocabulary Development

Grades K through 1:

Students at TRCS are given many opportunities to use, manipulate, and experiment with words. Students participate in small groups to play games and do activities.

Kindergarten: letter names and sounds, word play, and phonemic awareness.

Grade 1: basic spelling patterns, word play, and phonemic awareness. Word studies are taken from student reading and reflect the developmental needs of each child. The experiences are hands-on and manipulative in nature with the goal of meeting or exceeding the state standards.

Grades 2 – 4:

Students at TRCS are given many opportunities to use, manipulate, and experiment with words with a focus on structure and meaning. Students participate in activities to help them continue to develop a broad vocabulary for reading, writing and speaking. Word studies are taken from student reading and reflect the developmental needs of each child. The experiences are hands-on and manipulative in nature with the goal of meeting or exceeding the state standards.

Grades 5-12:

Students at TRCS are given many opportunities to use, manipulate, and experiment with words with a focus on structure and meaning. Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. Students participate in activities to help them continue to develop a broad vocabulary for reading, writing and speaking. Word studies are taken from student reading in addition to other curriculum materials and reflect the developmental needs of each child. The experiences are meaning-centered with the goal of meeting or exceeding the state standards.

In addition, in grades 6-12 spelling and vocabulary are taught by focusing on the roots of the English language so that students can discover an order and efficiency in an otherwise overwhelmingly complex language. In studying vocabulary based on Latin and Greek roots, and in practicing spelling skills based in sound, scientifically established phonics methods, studies have

shown students excel nation-wide and score noticeably higher on tests assessing communication skills.

Reading Comprehension/ Literature Appreciation

Grades K – 4:

Students at TRCS participate in a variety of learning experiences to build strong reading comprehension including listening to literature being read aloud, participating in shared or choral reading experiences, making predictions and connections with text, reading and discussing age appropriate literature, and acting out or recreating stories. Flexible grouping is used to ensure that each student continues to work at an appropriate instructional level. Students get daily practice reading instructional text, and continue to gain both skill and confidence in their ability to read with the goal of meeting or exceeding state standards.

In addition, grades 1 - 3 students learn to draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students learn to distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). Students read and respond to a wide variety of literatures. Responses reflect multiple learning modalities and higher-level thinking skills. In grade 3 the Focus shifts from learning to read, to one of reading to learn. In grade 4 students continue to gain both skill and confidence in their ability to comprehend and respond to what they read. In grade 5 - 12 the focus shifts to gaining facility describing and connecting the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. They also learn to make connections between literary works.

Grades 5 – 12:

In addition to the skills outlined for grades K – 4, students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. A number of titles are chosen every year for class reading and discussion. Books are chosen which tie in, when possible, to the students' other studies. Students are divided into literature groups based on age, reading and comprehension skills. Those students requiring additional reading help are provided one-on-one instruction time daily by the class teacher or by the class aide, who has been trained by the teacher, during instructional reading time. Full reading assessments are done twice annually. From these are generated reading lists from which students can select reading material. In addition to the reading in class, students are encouraged to do independent reading through a variety of programs and incentives.

Through these activities, K –12 grade students move toward meeting or exceeding state standards.

Composition

Students at TRCS are given daily opportunities to communicate through writing and participate in modeled, shared, and independent writing activities.

K -- Kindergarten:

Students begin to see themselves as writers and learn that what can be said can also be written.

Grades 1-5:

Students begin to see writing as a way to communicate their ideas to an audience and explore a variety of genres such as personal narrative, non-fiction, and descriptive writing. Students begin to write with a purpose and more focus, and begin to participate in all stages of the writing process. Grades 5-8 students also participate in NANO WRIMO which is a national program which encourages creative writing and students complete a novel writing exercise.

Grades 2 –12:

Students begin to see the importance of English language conventions and to use them consistently as insurance that others can read and understand what they write. Spelling instruction focuses on learning about the spelling structure of words as opposed to memorization.

Grades 6-12:

Students practice writing clear, coherent, and focused essays; the writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students participate in all stages of the writing process.

In these upper grades, grammar and composition are taught together and emphasized in the curriculum as crucial skills in communication, opening doors for the students later in life regardless of the type of career they choose to pursue.

Carefully planned language arts curriculum help grade 4 - 12 students begin and continue to read like writers and to make the connections between quality literature and their own writing.

All K – 12 students acquire written and oral English language conventions as well as elements of organization as set forth in the state standards.

Listening and Speaking

Grades K – 12:

All students have opportunities to participate in listening and speaking activities on a daily basis. Through small group interaction, students have opportunities to work cooperatively, share information, and listen to and follow directions. Students have opportunities to speak in front of a larger group to share information, report on research, recite poetry, or participate as part of a dramatic performance. Students have opportunities to listen critically and respond appropriately. By grade 5 students also learn to deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Through these activities, K– 5 grade students will move toward meeting or exceeding state standards.

Curriculum Materials and Textbooks

California State adopted and approved materials/textbooks are used throughout the TRCS curriculum.

Instructional Calendar & Bell Schedule

TRCS maintains an instructional calendar with bell schedule and instructional minutes consistent with California State requirements.

An essential aspect of the success of the TRCS program is the operational method and organization used by the teachers in each class room in order to manage the demands of a multi-grade classroom that allows students to work at their individual paces and abilities while addressing grade-specific California Common Core Content Standards. At the beginning of each school year students learn study skills and how to do independent work. They are taught how to use a daily planner to keep track of daily responsibilities as well as special projects and due dates. They are taught how to monitor their time during an activity and how to develop skill in staying focused and on task. Students are taught these skills by completing proven programs. They are taught how to use the many resource centers provided in each classroom as support. In addition, students are taught by teachers and returning students, how to mentor each other when one student has already mastered a skill that another is just learning. This latter skill is a valuable part of the success of a multi-grade classroom allowing students to always reach the final stage of learning in which they are able to clearly communicate/teach what they have learned to another. Once students have become familiar with these various tools the teacher is then able to work with a small group of students or an individual at a time presenting a specific lesson or skill while the other students proceed to work independently at a task the teacher has given them. Teachers thereby rotate through the students during any given subject period giving each of them individual or small-group attention as needed and appropriate while the classroom aide helps the other students in using the independent learning skills that have been taught to them and modeled for them, as well as by answering questions.

At all grade levels Science and Social Studies are taught using cooperative learning methods, through a project based curriculum. Most other subjects function independently and are self-paced. This classroom management technique used at all grade levels also allows teachers to work with students with special needs such as ELL's, students who are academically low achieving, or students with IEP's while the other students continue to work independently on tasks aimed at building fluency that the teacher has already modeled and discussed with them. In both class rooms, while the teacher works with students who have special needs for one-on-one or small-group instruction, class room aides help keep the rest of the students on task and answer simple questions. In this way, students of all abilities receive small-group and individualized instruction repeatedly throughout the day.

In addition, learning centers are provided for Science, Math, Social Studies, and Foreign Languages where students work either on software programs on the computer or with exploratory

manipulatives that teach specific concepts through discovery or through guided drill exercises. Sample programs include Duolingo, Rosetta Stone Language Programs, BYU and Acellus on-line programs, ASL programs, hands-on exploratory kits about electric circuits, solar energy, structure of the skeletal system, as well as physics and chemistry games, and DNA model building kits. If a student finishes a class assignment ahead of classmates he is allowed to choose an activity at one of these learning centers until it is time to rejoin the class. Students also can use these centers before school, during breaks, and after school. Students who could benefit from the additional practice or the mode of instructional presentation these centers offer in core skills also use them during tutoring sessions or as reinforcement as a part of their regular class instructional time.

High school students who are taking A-G courses or AP courses are enrolled in on-line programs taught by credentialed teachers for those specific courses for which TRCS does not have a teacher with a Highly Qualified Credential. The TRCS on-site classroom teacher of these high school students (High School Coordinator), who must have a multi-subject credential and acts as a guide to help students with time management and study skills as they progress through these courses on-line. Many students take classes through Mendocino College, both on-line and seat based.

E. PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

Students who score below the 50th percentile on adopted standardized tests, such as the NWEA MAP tests, and/or who score below “Standard Met” on the Smarter Balanced test are identified as academically low achieving.

The structure of the curriculum and instructional strategies at TRCS are designed to maximize the learning success of all students including low achieving students and at-risk students. The instructional strategies used such as flexible grouping, as well as individualized and differentiated instruction maximize the learning opportunities for these students ensuring that they are receiving instruction at their current ability level and are presented with ever increasing challenges to increase their opportunities for academic proficiency. Low achieving and at-risk students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum.

Additional access to instructional time and support is provided to low achieving students throughout the day while other students are working on independent learning projects. Such additional instructional time and support is provided weekly by an appropriately credentialed RST for those students who have an Individual Education Plan, and by the regular classroom teacher, working together with classroom aides, for those who are underachieving students but who do not qualify for special education. These staff provide one-on-one instruction, either within the regular classroom environment or through a pull-out program, to help students work toward meeting educational goals as delineated in their Individual Education Plan (IEP) and or their Individualized Academic Plan, as well as to help identify students who are currently working without a formal IEP but who could greatly benefit from the additional resources of an IEP. Low achieving students’ on-going needs and progress are assessed weekly in the same manner as all students’ progress is monitored through a variety of assessments, as mentioned in “Methods of Assessment.”

In addition to the above support, remedial support is provided by a remedial support position as well as daily, pull-out support for EL students to all classrooms

Parents of low achieving or at-risk students are included in the development of strategies to meet their child's specific needs during regular student study team meetings or parent-teacher conferences, which are held informally weekly as a natural part of TRCS’ emphasis on all parent’s involvement in their children’s education. Formal meetings are held at a minimum of once a year but can be called at any time by either parents or teachers as needed. Additional support of such students may include intervention programs beyond the classroom such as special instruction and resources provided by appropriately credentialed staff, student study teams, after-school tutoring, and one-on-one instruction provided throughout the instructional day.

Multi-age classrooms give at-risk and low-achieving students continuity as they progress through the years. Students have time to develop at their own rate and are presented with daily opportunities to learn at their own developmental level in each academic area. Flexible grouping across age groups allows students to work at an instructional level with others possessing the same skills. Teachers may group students in different ways to help build a certain skill set or learning behavior. All students have opportunities to take both leading and following roles in cooperative

activities. This allows at-risk or low-achieving students to be successful in their schoolwork each day and builds student confidence.

Hands-on, integrated curriculum provides concrete experiences to scaffold learning for at-risk students. Students have opportunities to follow interests and connect their previous knowledge to new concepts. Through broad themes, students are given an opportunity to broaden their knowledge of big concepts, giving them a strong base for adding and retaining new knowledge. Concrete learning experiences at every grade level give at-risk students opportunities to learn in a variety of modalities, helping them eventually to develop the learning strategies that work best for them. These experiences begin in the regular learning environment, but can also be provided in ever-more individualized ways through pullout programs and work with an appropriately credentialed teacher when the regular learning environment does not succeed in moving a student towards proficient levels of mastery of core skills and subject matter in a reasonable period of time.

TRCS believes that all students possess valuable talents that they can offer to the community and which help them to gain natural self-confidence that in turn helps them over-come or learn to cope with weaknesses in other areas. Therefore, student strengths outside the core academic areas are fostered and celebrated in the classroom as a means of helping all students to excel.

Teachers and staff meet weekly to discuss student progress and to collaborate on strategies, projects, and programs with which they are experiencing success in helping low achieving learners to overcome their difficulties. In addition, teachers and staff are encouraged to seek out and attend regular development opportunities to stay current with the most successful programs addressing the challenges they are meeting in the classroom.

(California Education Code, Sections 54100-54425)

F. PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

At TRCS, students are identified as high achieving according to a variety of measures including, but not limited to, standardized test scores, classroom observation, or performance assessments. Students achieving above grade level in any academic area have opportunities for more challenging work and leadership roles within the classroom. In addition, as is mentioned above, student strengths outside the core academic areas are fostered and celebrated in the classroom.

The unique features and structure of the TRCS curriculum and the instructional strategies outlined here are designed to maximize the learning opportunities of all students, including those achieving above grade level. High-Achieving students participate fully in classroom activities and core curriculum and are thoroughly integrated into the entire student body at the school.

Multi-age classrooms give high-achieving students opportunities to excel in their areas of strength while continuing to develop at their own pace in other areas. In each area of development, students are presented with daily opportunities to learn and work at an instructional level with others possessing the same skills. Teachers may group students in different ways to help build a certain skill set or learning behavior. High-achieving students are given opportunities to work cooperatively to solve problems and also opportunities to teach or lead a group in order to solidify concepts for themselves. All students have opportunities to take both leading and following roles in cooperative activities. This allows gifted students to be both successful and challenged in their schoolwork each day and builds a positive attitude toward school.

Hands-on and project-based learning provides opportunities for above grade level students to capitalize on their interests and knowledge of a particular subject, but also to practice problem solving and to use higher level thinking skills. These students need opportunities to work collaboratively on a problem and to make decisions about the direction a project will go. Through broad themes, students are given an opportunity to broaden their knowledge of big concepts, and to choose and follow a focus area in which they wish to learn more. Activities designed with the multiple intelligences in mind provide opportunities for students to use their strengths and continue to develop other learning modalities, all in a risk-free environment.

In addition, high-achieving students at the high school level have access to Advanced Placement classes and concurrent enrollment with community colleges – programs that empower students to fulfill high school graduation requirements at the same time that they are getting a head start on building college course credits towards a college degree.

Parents and teachers work together to help meet the needs of high-achieving children. Ongoing assessment and classroom observation paired with input from each child's parents helps the teacher continue to challenge and meet the needs of students performing above grade level.

(California Education Code, Sections 52200-52212)

G. PLAN FOR ENGLISH LEARNERS

TRCS provides English Language Learners with a sheltered/structured English immersion program provided by a CLAD certified teacher and additional supplementary support provided by an instructional aide, guided by collaboration between appropriately credentialed teachers, staff, and parents. TRCS complies with all applicable federal laws as they relate to services and the education of English Language Learner students including, but not limited to:

- The use of a Home Language Survey and mandatory in house CELDT (ELPAC) testing.
- Adopting ESL or bilingual program models which are consistent with California State English Language Development Standards, and which have been proven successful in assisting English Learners in language acquisition and academic competencies.
- Ensuring that appropriately credentialed staff and California State adopted curricular materials are in place and used properly.
- Daily instruction in English language acquisition.
- Developing a plan for monitoring student progress, measuring the success of students in the program, and exit criteria.

TRCS meets all applicable legal requirements for English Learners (“EL”) relative to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (“FEP”) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. TRCS implements policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of parents and pupils.

Teachers and staff meet daily to discuss student progress and to collaborate on strategies, projects, and programs with which they are experiencing success in helping EL learners to acquire English language skills. In addition, teachers and staff are encouraged to seek out and attend regular development opportunities to stay current with the most successful programs addressing the challenges they are meeting in the classroom.

Home Language Survey

The Home Language Survey (“HLS”) is administered upon a student’s initial enrollment into TRCS. CALPADS is checked to make sure the student is correctly identified.

Annual Assessments

TRCS follows all California English Language Development Test (“CELDT”) testing timelines to ensure students receive proper instruction.

English Learners and Core Instruction

English Learners have daily access to the core curriculum and are taught through structured English Immersion with additional supports such as intervention and pullout programs beyond the classroom that can include special instruction and resources, student study teams, after school tutoring, and one-on-one instruction as necessary. Universal access is provided through additional instructional time and support throughout the day while other students are working on independent learning projects.

Instruction techniques, assessments, materials, and approaches focus on communicative competence and academic achievement covering listening, speaking, reading, and writing skills (aligned with California English Learner and Content Standards) in all areas of the curriculum. English Learner students receive English Learner and core content instruction appropriate for their English proficiency and grade levels. In addition, the instructional program for TRCS is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all English learners.

Parents of English Learners are included in the development of strategies to meet their child's specific needs during regular parent-teacher conferences, which are held frequently as a natural part of TRCS' emphasis on all parent's involvement in their children's education.

Reclassification to FEP Status

TRCS uses the CELDT to determine Fluent English Proficiency for English learners consistent with legal requirements. In addition, working with parents through frequent parent-teacher conferences aimed at identifying difficulties reclassified students are experiencing working in the regular classroom environment, TRCS monitors to ensure on-going academic success for reclassified students. One of our objectives at TRCS is to work with the student newly enrolled at our school to become qualified for reclassification within three years of their initial enrollment at our school.

(California Education Code, Section 300-320, 400-410, 430-446)

H. PLAN FOR SPECIAL EDUCATION

Overview

TRCS adheres to all laws affecting individuals with exceptional needs, including all provisions of the Individuals with Disabilities Education Act (“IDEA”), its amendments, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (“ADA”). All students are given equal access to the school, regardless of disabilities, and TRCS does not discriminate against any student based on his disabilities. TRCS does not require the modification of an IEP or 504 plan as a condition of enrollment at TRCS. (California Education Code section 56145-56146)

TRCS recognizes the importance of providing education opportunities to all students regardless of physical challenges or special needs. To that end, TRCS ensures that the students enrolled in TRCS are served in accordance with applicable federal and state law.

IDEA

TRCS is deemed to be a public school of the District for purposes of special education pursuant to Education Code Section 47641(b). A child with disabilities attending the charter school receives special education instruction and related services in accordance with their individualized educational program (“IEP”) in accordance with local, state, and federal standards. Per our MOU with FBUSD, before we can enroll a Special Ed Student FBUSD must review the student’s information to determine if they can provide the required services at our school.

TRCS develops a special education agreement with the District which specifies in detail the responsibilities for provision of special education services by TRCS and the manner in which special education funding flows through the District to the students of TRCS. The following arrangement provides a reasonable basis for such an agreement relating to special education services and funding for charter school students:

- The District receives and retains all State and Federal special education funds due to TRCS.
- The District provides special education instruction and related services TRCS students in the same manner as provided to other students of the District.
- The details of this arrangement, or a reasonable alternative to this arrangement, are discussed and codified in a memorandum of understanding (MOU) between the District and TRCS.

Section 504/ADA

TRCS is responsible for its compliance with Section 504 and the ADA. All facilities of the School are accessible for all students with disabilities in accordance with the ADA. TRCS has a Section 504 policy, procedure and forms that are consistent with the policy, procedure and forms utilized by the District. TRCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the TRCS. Any student, who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by the School and shall be accommodated.

(California Education Code, Sections 56020-56048)

III. Measurable Student Outcomes

A. EXPECTED SCHOOL-WIDE LEARNING RESULTS

The following are TRCS' Expected School-Wide Learning Results (ESLRs), also known as our REACH goals, written as measurable goals based on the TRCS Mission and the Student Outcomes as described in the subsequent two sections (B. Core/Basic Academic Skills and C. Lifelong Learning Skills). The California State Content Standards provide the outline and structure for the attainments of these ESLRs or REACH goals.

TRCS REACH Goals (ESLRs): Three Rivers Charter School prepares its graduates to be:

1. EFFECTIVE COMMUNICATORS WHO

- Express information competently in many ways
- Demonstrate the ability to listen actively
- Interact in a positive and constructive way at all times

2. PROBLEM SOLVERS WHO

- Demonstrate the ability to see and identify the essence of problems
- Use their curiosity and creativity to develop new solutions and concepts
- Competently access and analyze information from various sources
- Apply classroom learning to real-life situations

3. HIGH ACHIEVERS WHO

- Set goals and work towards them independently and collaboratively
- Work hard and apply themselves to the best of their ability
- Develop personal interests and talents
- Seek enrichment through lifelong learning

4. RESPONSIBLE CITIZENS WHO

- Effect positive change by volunteering and participating in the community
- Participate in democratic processes

5. EMPATHETIC INDIVIDUALS WHO

- Display positive behaviors and attitudes towards themselves and others
- Value kindness and support others through difficulties despite differences

B. CORE/BASIC ACADEMIC SKILLS

Three Rivers Charter School develops Student Outcomes that are based on California State & Common Core Content and Performance Standards. In addition to state and national standards, TRCS helps students develop skills as listed below. Methods for measuring these outcomes are as stated and delineated under Methods of Assessment on page 41 of this petition. Benchmarks for mastery used include but are not limited to California State Standards benchmarks.

English/Language Arts

The California state standards are used as a foundation to build curriculum and guide instruction. Students are encouraged to exceed minimum standards. The TRCS curriculum, based on the proven successful curriculum of both private and public schools across the nation, addresses the developmental needs of a diverse population. Students are encouraged to be active in the community through various community service projects. All students participate in a Language Arts program that is integrated across all curricular areas and offers a rich diversity of activities and resources. The comprehensive curriculum includes daily opportunities for children to practice and improve reading, writing, listening, and speaking skills, as well as to demonstrate mastery of these skills on assessment tests. A variety of teaching strategies are used to ensure that each child's needs are being met. Instruction is provided in large group, small group, and individual settings. Periodic literacy assessments help teachers continue to align instruction with the needs of the students. Strong reading, writing, listening, speaking, and presentation skills are practiced and developed, working with multiple forms of expression which may include poetry, biographies, stories, non-fiction, and plays. These enable them to comprehend and interpret multiple forms of expression, including literature from various periods. In addition to the above, TRCS (Grades 5-8) actively participates in NANo WRIMO which is a nationwide novel writing program sponsored by the local library. Students spend the month of November creatively writing; editing throughout the month of December, and receive a bound novel (that they have written) by the spring.

Science

The understanding and application of the major concepts underlying the various branches of science, which may include physics, biology, chemistry, ecology, astronomy and earth sciences, are aligned with State Standards.

The science program at the TRCS is hands-on and integrates essential learning in the areas of earth, physical, and life sciences throughout the curriculum. Depth over breadth is emphasized in a thematic-based curriculum that is determined by student interest, as well as the state and national standards. Science studies at TRCS include real-life experiences with both the scientific methods and problem solving as students progress through in-class lab-based learning as well as outdoor applied-learning projects such as gardening and other creative projects. Frequent assessment of progressing student mastery of material is made through quizzes, testing, and opportunities for the students to teach others. Students also participate in field experiences off campus to supplement and solidify what they are learning in the classroom.

History/Social Sciences

Students study civics, history, geography, cultures and languages so that they can apply their knowledge and be responsible citizens of the 21st century. The social studies curriculum at TRCS is tied in closely with other curricular areas of language arts and science. Content is based on the state and national content standards and emphasizes living and working together in our diverse community. Through these studies, students gain a better understanding of themselves, their own history, and the history of others. They further gain an understanding of the great diversity of roles they can play in contributing to the continued progress of civilization.

Productive citizens of the 21st century must be able to work cooperatively as part of a team to accomplish tasks. Cooperative learning techniques, used throughout the curricular areas, help to teach students to work with others and allow them to develop their social and communication skills. Students are encouraged to learn to share their knowledge and skills and acknowledge and respect the ideas and skills of others. Students at every grade level participate in service learning projects that are integrated into the curriculum.

Mathematics

Students are assessed on their math levels and teachers develop appropriate programs to assist them in learning the proper standards. TRCS has also developed a Math Placement Policy which requires students from 7th grade and up to be formally assessed and placed appropriately. All students at all grade levels are engaged in challenging, hands-on mathematics which involve thinking mathematically and using tools, techniques, and strategies to solve problems through concrete experiences using manipulatives and strategies to solve real world problems. The TRCS program strives to develop solid number sense and problem solving skills through concrete experiences using manipulatives, before moving on to more abstract concepts. Teachers use a variety of self-paced resources and teacher-created materials. Math activities are integrated throughout the curriculum. Many math activities are multi-leveled and provide students with a variety of skill levels and opportunities for meaningful work. Both skill and problem-solving assessments based on the state standards are used throughout the year to help teachers continue to plan and implement appropriate challenging math activities.

Our students strive to gain the ability to reason logically and to understand and apply mathematical processes and concepts to solve problems requiring basic mathematics, algebra, geometry, statistics, and other math disciplines. These problem-solving skills are integrated into other disciplines as well.

C. LIFELONG LEARNING SKILLS

TRCS helps students develop skills that are also considered core academic skills, such as the visual and performing arts. These enable students to pursue their own path of learning throughout their adult lives. The objective is for students to become self-motivated, competent and lifelong learners.

Students participate in a variety of classes including but not limited to: activity-based physical education, health, computers, foreign languages, and visual and performing arts. Technology is used as a tool for teaching and learning every day. To that end, TRCS provides students with access to computers, digital cameras and other video equipment, as well as associated software programs such as Microsoft PowerPoint, in every classroom. TRCS maintains a 1:1 computer:

student ratio. Students are offered foreign language studies, enabling them to explore a greater variety of opportunities as adults possessing valuable communication skills that reach beyond political and national boundaries. Such studies when possible are taught in full-immersion formats with emphasis placed on real world application rather than scoring well on written tests alone. Students have daily access to technology for research, analysis, communication, skill building, and self-expression. Therefore, upon enrolling at TRCS a student's facility with typing skills and common software programs (such as Microsoft Office) as well as with doing on-line research are assessed and on-going, appropriate training is given to him. On-going progress in learning ever-increasing skills for working with technology is measured as a part of a student's grade on every project that applies technology. Students are given incrementally greater requirements for using technology in their work as they progress through the TRCS program when they are handed a specific assignment's or project's grading rubric.

Through their work as part of the TRCS community of learners, students are encouraged to develop skills that enable them to pursue their own path of learning throughout their adult lives.

Study Skills

Students at TRCS are encouraged to learn proficient study skills and habits including note-taking, library research skills, and study strategies. Through self-evaluation and goal-setting, students learn to reflect on and evaluate their own learning and progress toward achieving goals. Project based learning provides practice in initiating and completing a project, including reasoning, decision-making, and problem solving. Students learn to identify and use available resources and to articulate their thought processes to others.

Cognitive Processing Abilities

Teachers at TRCS guides students to gain cognitive processing abilities using complex and critical thinking skills such as:

- the ability to articulate their thought processes
- the ability to identify, access, integrate, and use available resources and information
- the ability to reason, make sound decisions, problem solve, and analyze in a variety of contexts

Foreign Language Skills

TRCS offer studies in languages other than English in order to provide:

- a foundation in a language other than English
- a knowledge and understanding of other cultures
- an ability to function with people from other cultures or to participate in multilingual communities

Technology

TRCS teaches students to develop:

- skills from a variety of technological sources for the purpose of research, analysis, communication, organization, and self-expression
- ability to utilize computers and commonly used software applications
- fluency with keyboarding skills
- an understanding of the ethical use of computers and software

Fine Arts (Visual and Performing Arts Skills)

TRCS teaches students knowledge and skills necessary to express ideas and emotions through participation in various forms of the visual and performing arts, which may include music, theatre, dance, two- and three-dimensional arts, puppetry, and applied arts.

Health Science/Physical Fitness

TRCS provides students with the knowledge of pertinent issues of health, safety, and the development of behaviors that are a foundation of lifelong healthy living are critical to the student.

Social/Interpersonal Skills

TRCS students develop:

- the ability to make responsible decisions, build confidence in one's ability to learn, and to be a productive member of an increasingly diverse and technological society
- the ability to communicate clearly through oral, written, visual, and other forms of expression
- the ability to engage in responsible, compassionate peer relationships
- the ability to collaborate and work effectively with others in cooperative groups

Student progress in gaining increased facility with study skills, cognitive processing abilities, use of technology, and social and interpersonal skills is measured through grading rubrics delineating the particular requirements students must strive to meet in these areas on each appropriate project or assignment. Said grading rubrics are given to and discussed with students at the beginning of all projects and assignments.

D. ACADEMIC PERFORMANCE

Three Rivers Charter School breaks down measurable outcomes into specific grade level and classroom benchmark skills. TRCS continues to examine and refine student outcomes and performance goals over time to reflect the School's mission, curriculum, assessments, and any changes to state standards.

Three Rivers Charter School strives to:

- increase the number of students performing in the upper quartile range of mandated standardized tests to match district growth targets in proportion to TRCS' testable student population in each of the subject areas in each year of this charter;
- increase achievement of at-risk students assessed by multiple measures and aligned with California standards;
- meet the state average of educating students in grades K-12 to rate "Standard Met or above" on the state mandated testing.
- achieve a student attendance rate of at least 96.5% on State mandated testing.

E. ACADEMIC PERFORMANCE INDEX

TRCS currently does not have student population great enough for many of the categories contained within the California School Dashboard. However, TRCS staff have developed growth targets in a School Wide Action Plan based on standardized testing data that they have disaggregated in house.

F. METHOD(S) OF ASSESSMENT

To measure the progress of the students at TRCS and ensure that the goals of the charter are being met, TRCS adheres to statewide and national standards with mandated standardized tests and conducts additional performance-based assessments. Student performance on these measures helps the TRCS community make informed decisions about instruction and program modifications.

The following assessment approaches are included in TRCS's measurement of outcomes:

- **Standardized Tests:** TRCS administers nationally criterion-referenced tests, such as the Smarter Balanced Test, as required by law in the state of California. TRCS also administers supplemental standardized tests, such as the Northwest Evaluation Association (NWEA) test, twice a year or as appropriate in order to aid in determining whether students are working at, above, or below grade level.
- **Running records:** All of the teachers assess the children's reading skills. Students are given passages of different levels of difficulty, based on assessed skills, and are scored based on their degree of fluency and accuracy, as well as their ability to respond appropriately to comprehension questions.
- **Projects:** Elementary and middle school students complete projects that represent a cumulative show of the student's learning. These may be written or oral and may include the use of various media. Rubrics indicate students' mastery of skills.
- **Teacher observations and documentation:** Teachers document student work and work habits in the classroom, noting skills that are mastered and those requiring continued instruction. Included in these observations are the student's attitudes and social behaviors.
- **Teacher-created tests:** Teachers design appropriate tasks that measure understanding and mastery of grade level standards and big concepts on an ongoing basis. Teachers use data from these formative and summative assessments to continue to design instruction and refine teaching strategies.

Student progress towards skill mastery is documented two times yearly in report cards. A Student Information System is used by all teachers to ensure a cohesive record of a student's growth throughout his time enrolled at TRCS, that not only enables the efficient and transparent collection of student progress data but also empower teachers to track both individual student and class-wide trends of instructional or program successes and weaknesses. Formal parent/teacher conferences are held at least once per school year and more often as needed. Informal parent/teacher conferences are normally held weekly as a natural part of TRCS's commitment to parents' involvement in their child's program. Teachers share students' academic, social, emotional, and physical progress with parents, as well as indicating whether the student is working at, above, or below grade level. All students are given the opportunity to participate in student-led

conferences to reinforce their participation in the learning process. TRCS strive to meet the outcomes, benchmarks, and assessments outlined in this petition.

G. USE AND REPORTING OF DATA

These assessments are designed to align to TRCS's mission, exit outcomes, and the curriculum. TRCS's Governing Board and staff collect annual data at the close of each school year from the assessments listed above and use this data to identify areas of necessary improvements in the educational program, which is included in the TRCS School Dashboard Report. The School develops an annual performance report based upon the data compiled. The report also includes:

- summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section and an analysis of whether student performance is meeting the outcomes specified by this section. This data is displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality;
- a summary of major decisions and policies established by the TRCS Board of Directors during the year, data on the level of parent involvement in the School's governance (and other aspects of the school, if applicable), and summary data from an annual parent and student satisfaction survey;
- data regarding the number of staff working at TRCS and their qualifications;
- a copy of TRCS's health and safety policies and/or a summary of any major changes to those policies during the year;
- information demonstrating whether TRCS implemented the means listed in this Charter to achieve a racially and ethnically balanced student population;
- an overview of TRCS's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended;
- analyses of the effectiveness of TRCS's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints;
- other information regarding the educational program and the administrative, legal, and governance operations of TRCS relative to compliance with the terms of the Charter.

TRCS teachers, working with the School Director meet annually to review the information compiled in the annual performance report to evaluate and improve upon its educational programming as necessary through a collaborative assessment of curriculum material, and teaching methods efficacy in achieving student proficiency with subject matter. In addition, this group maintains open communication with parents and the TRCS Board members of any decisions made regarding data driven changes and improvements.

In addition to this use of and reporting of data gathered through the assessment process, student data is used to maintain a high level of accountability for staff in working toward achieving the TRCS mission and goals. Internal accountability at TRCS is extensive. The accountability process used, from the gathering of portfolio samples, to weekly quizzing and testing, to state mandated standardized testing, enables teachers to constantly improve their teaching by analyzing on a weekly basis what is working well and what isn't with each individual student. Constant time is devoted to refining curriculum and instruction, using the student data to drive instructional changes. When problems are revealed steps are taken immediately to solve them, whether through professional development, adopting a more effective program, or focusing attention during instructional time on the specific areas of the curriculum affected. Freedom to make such changes,

even mid-year if necessary, results in much less time lost waiting for the specified timeframes allocated to such activities as adopting curriculum materials. Students benefit by getting the help and the resources most suited to their particular needs and learning styles before problems become too overwhelming.

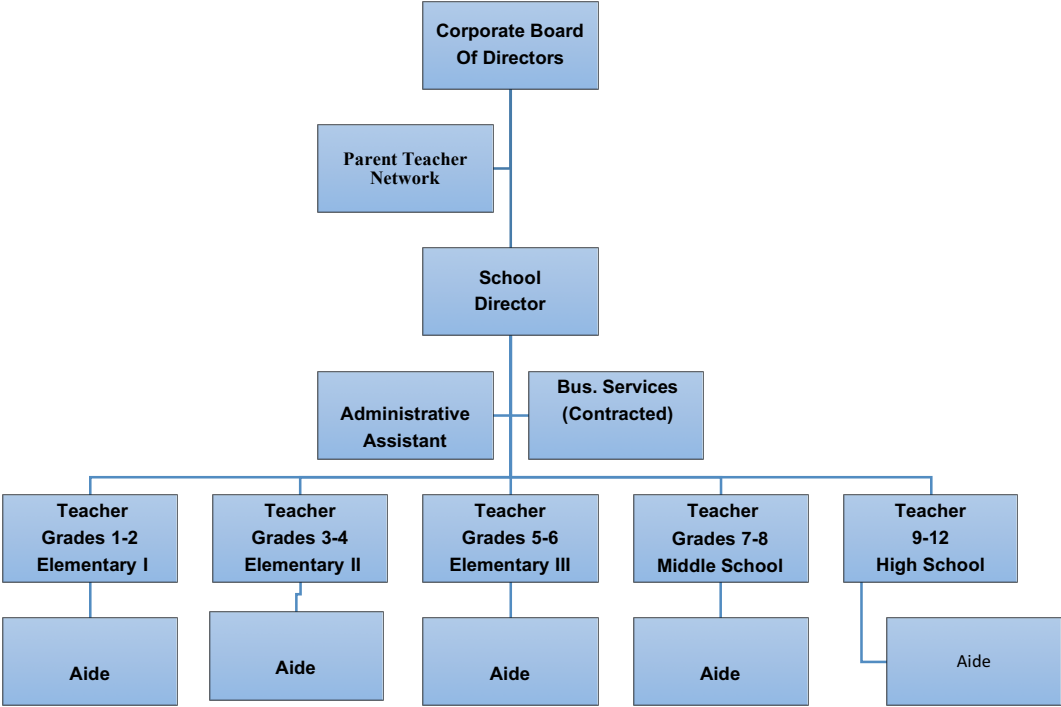
IV. GOVERNANCE STRUCTURE

TRCS operates autonomously from the authorizing agency in the areas of educational programs, daily operations, facilities, and fiscal management except noted otherwise in this document.

TRCS has constituted itself as a California non-profit public benefit corporation pursuant to California law and has received 501© (3) tax-exempt status. The school is governed pursuant to its adopted Bylaws, as subsequently amended from time to time, which are consistent with this charter.

The following is the Organizational Chart for the school's structure after six years of operation:

5-Year Organizational Chart



The governance structure of TRCS includes a Board of Directors whose membership is representative of the school community and whose job is to provide over-site for the operations of TRCS and the management of the Charter Council. The Board of Directors is composed of parents and community members who collaboratively shape the culture of the school. Board members are required to attend workshops and training in proper boardroom procedure, to perform as delineated in the Brown Act, and to meet on a regular basis. Corporate Bylaws do not violate terms of the Charter Petition or the MOU.

A. BOARD OF DIRECTORS

Board of Director's Roles:

The TRCS Board meets on a regular basis. Normally, the third Tuesday of every month. The Board may assign various responsibilities to the Charter Council. The responsibilities of the Board include, but are not limited to:

- Upholding the mission and vision of the school;
- Overseeing the implementation of the Charter;
- Creating external or sub-committees as needed, including, but not limited to, a nominating committee and an audit committee;
- Ensuring compliance with applicable laws, such as the Public Records Act, and policies, such as The Brown Act and Conflict of Interest policies;
- Approving all operational policies as well as working with the school's administration and faculty to implement such policies;
- Approving and monitoring the school budget and the school's fiscal practices, including solicitations and receipts of grants and donations;
- Approving all hiring, firing, and disciplining of employees as well as all employee contracts and personnel policies;
- Approving student and parent policies, including, but not limited to, recruitment of staff, admissions, and disciplinary policies including suspension and expulsion;
- Approving and monitoring management of school liabilities, insurance, health, safety, and risk-related matters; and
- Approving all contracts and expenses in excess of \$5000.00.

The Board has adopted policies and procedures regarding conflicts of interest. The Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of TRCS any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Governing Board Positions/Composition

The Governing Board provides, as a minimum, for the roles of a President, a Secretary who will also act as Vice President when necessary, and a Treasurer. Please refer to the attached bylaws, for more detailed information.

Governing Board Member Qualification and Development Plan

Recruiting Board members who can and will govern the school is vital. The selection of individuals to serve on the Board of Directors begins with a strong set of qualifications. Members need to have an understanding of board responsibilities, appropriate skills, experience, and a willingness to contribute. Four general qualifications that are necessary are:

- Commitment to and ownership of the school's mission
- Ability and eagerness to deal with values, and vision

- Ability to attend meetings and participate assertively and positively in deliberation
- Willingness to delegate and to allow others to make decisions.

Quality governance and experience is essential. Board members need to bring experience in a variety of applications such as, but not limited to: strategic planning, financial oversight, fundraising, endowment building, business management, education and school administration, human resources, audits, and accounting. Initial and ongoing training is required of all Board members. Initial training includes activity and program participation such as, but not limited to the following:

- Reading *Boards That Make a Difference* and *Reinventing your Board* by John Carver
- Reviewing and discussing governance, policies and Board Bylaws. Prospective members need to understand the board's governance model, Bylaws, policies, current conditions, and spending issues
- Training through a nonprofit services company such as Board on Track etc.
- Attending training held by California Charter School Association
- Looking for networking opportunities in the nonprofit and charter school areas

B. Parent Teacher Network Group – Parent Involvement

In addition to the Board of Directors there exists a Parent Teacher Network Group (PTN) whose function is to meet several times per year and perform various tasks as assigned by the Board of Directors or School Director. The PTN serves in an advisory capacity only. The PTN is comprised of TRCS teachers, staff, and parents. Annually the PTN appoints officer positions, which are held until the end of the current school year. The TRCS Board of Directors subsequently ratifies the PTN officer appointments for each school year. PTN members are responsible for monitoring compliance with applicable laws such as the Public Records Act and policies such as The Brown Act and Conflict of Interest policies. Voting Members are staff members and current parents who are in attendance at the PTN meetings.

PTN members do not have the ability to make decisions affecting employment, evaluation, and employment terms. Subject to the ultimate direction and oversight of the Board of Directors, the proposed general duties and responsibilities of the PTN are as follows:

- Review and make recommendations for student policies for TRCS
- Coordinate special activities and events for the purposes of supporting special programs at TRCS
- Support the various school programs which the School Director and teachers have adopted to supplement classroom curriculum, enrich school life, enhance the school community
- Allocate/Approve money for various activities that has been raised through fundraising unless funds are already earmarked.

The PTN annually appoints a President and a Secretary who may also serve as Vice President in the absence of the President. These officers are in charge of running meetings, ensuring clear communication with the TRCS Board and with the School Director, and generally working with

the School Director to oversee programs and activities assigned to the PTN by the Board. In addition to these officers, PTN members volunteer to coordinate specific programs or activities for the current school year as needed.

The PTN holds quarterly meetings to carry out duties assigned to it by the TRCS Board of Directors, and to discuss/oversee school programs and activities. The School Director attends all meetings and makes regular reports to the Board of Directors on the PTN activities. Together with the PTN President, the School Director develops meeting agendas and assists in running the meetings. The PTN is not a decision-making organization and reports directly to the Board of Directors; the TRCS Board of Directors has the ultimate authority to make decisions and take any actions.

Programs and activities, which the PTN may oversee, vary from year to year but may include:

Marketing/PR and Community Outreach

- Developing, designing, and producing paper and electronic marketing and informational materials for school
- Keeping marketing materials up to date
- Marketing the school to the community for greater ethnic diversity
- Writing, editing, and publishing newsletters
- Managing social networking for better communication with school families

Parent Participation

- Coordinating help where parent participation is needed.
- Creating opportunities/alternatives for families with participation concerns (such as single parent homes, two working parents, limited English, etc.).
- Sponsoring events to encourage and facilitate parent networks

Parent Education

- Working with teachers to organize a Parent Education program for volunteers helping in the classroom.
- Developing and training all parent volunteers to recognize and work with issues regarding playground play, bullying, and identifying children that need additional help during these times.
- Identifying and booking speakers for Parent Education lectures.

Gardening

- Coordinating parent volunteers to greenhouse and garden program maintenance
- Developing and bringing in additional gardening projects.
- Developing Student awareness of healthy foods and lifestyle

Art/Music

- Coordinating parent volunteers to bring art and music programs into each classroom.

Technology

- Working with the teachers and the School Administrator to ensure computer curriculum/skills instruction is uniform across grade and class.
- Training parent volunteers on all equipment and reviewing curriculum and procedures.
- Maintaining software and hardware.

Extra-Curricular Activities

- Coordinating and sponsoring clubs that enhance the intrinsic nature of the school and contribute to the fulfillment of the school's mission.
- Coordinating fundraising activities as they relate to the development and production of the school and community spirit projects.
- Seeking out opportunities for the school to be involved in community service projects in the community

In addition, the PTN:

- Serves as a forum for the discussion of matters of interest and concern to the parents and teachers of the school in regard to school programs and community;
- Acts as a communication channel between parents, other individuals, and groups both within and outside of the school community;
- Works as an advisory body to the TRCS Board of Directors to assess school community support and interests and monitor program activities;
- Coordinates and sponsors parent committees;
- Reports directly to the TRCS Board of Directors and helps to implement approved changes;
- Sponsors activities that enhance the intrinsic value of the school and that contribute to the fulfillment of the School's mission;
- Coordinates fundraising activities.

Any member of the TRCS parent body may attend any PTN meeting to hear about the work the PTN is currently overseeing, bring matters of interest or concern in regard to school programs and community to the group's attention, and share input.

V. HUMAN RESOURCES

Three Rivers Charter School employs certificated and non-certificated personnel. All teaching staff are required to participate in professional development courses.

TRCS recruits professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy of the school. In accordance with Education Code 47605(d)(1), TRCS is nonsectarian in its employment practices and all other operations. TRCS does not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender, or disability. To the extent that TRCS is not able to hire properly credentialed teachers to teach various subjects in the High School Program, TRCS uses on-line programs taught by appropriately credentialed, highly qualified teachers.

All employees possess the personal characteristics, knowledge base, and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by the School.

All school employees shall be fingerprinted, undergo TB testing and shall successfully pass all required Department of Justice/Federal Bureau of Investigations checks and undergo background checks that provide for the health and safety of the School's faculty, staff, and students prior to beginning work.

A. EMPLOYEE RECRUITMENT PLAN

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B. QUALIFICATIONS

The TRCS Board desires to employ the most highly qualified and appropriate person available for each open position in order to carry out the school's mission. Candidates are recruited for open positions based on an assessment of the school's needs for specific skills, knowledge and abilities in compliance with ESSA and/or the California State Board of Education requirements. Job descriptions that accurately describe all essential and marginal functions and duties of each position have been developed. Job postings are disseminated through various methods to ensure a wide range of candidates. Various dissemination methods may include participating in recruitment fairs and educational conferences, developing university contacts, establishing a student teacher program at the site, advertising in newspapers and professional journals, and postings on websites of the following organizations: California Charter School Association, Charter Schools Development Center, Ed-Join, and local universities.

TRCS selection procedures are to identify the best possible candidate for each position based on screening processes, interviews, observations and recommendations from previous employers. An interview committee may be established, as appropriate, to rank candidates and recommend finalists. All discussions and recommendations are kept confidential in accordance with law. During job interviews applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination prohibited by state or federal law.

At the appropriate time the TRCS Board shall establish a Recruitment & Selection Committee of three members who are responsible for the recruitment and selection of the School Director and

teachers. The School Director is responsible for carrying out the recruitment and selection of all other staff members in accordance with Board policy. For each position of teacher or School Director, the School Director or Recruitment/Selection Committee presents a recruitment summary report to the TRCS Board that includes the qualifications of the top three candidates and a recommendation for one candidate to be selected. The TRCS Board votes on the final selected candidate to hire.

The Board of Directors is responsible for the selection of Board Members and they are selected in accordance with the Bylaws.

C. JOB DESCRIPTIONS

School Director

EEOC Category: Official/Administrator

Job Summary:

Under direction of the TRCS Board, the School Director (School Administrator) is responsible for the day-to-day operations of TRCS; serves as leader of educational programming and advises the TRCS Board regarding budget decisions, board policies, programming, etc. In collaboration with the TRCS Board, the Administrator develops and successfully implements Board policies, administers and supervises the school and its employees, leads development of educational program improvement, fosters a culture of positive, engaged learners, and serves as a strong advocate for the school's developmental philosophy and parental involvement.

Essential Functions:

1. Educational Program Management

- In collaboration with staff; designs, implements, and maintains educational programs incorporating research of thematic learning, multiple intelligences, multi-age, standards-based, developmental programs. Ensures incorporation of California Common Core Standards and assessments in educational programs.
- In collaboration with staff, regularly evaluates educational program and makes minor changes with recommendations to the TRCS Board for significant changes.
- Monitors and analyzes student performance data and prepares reports. Analyzes information and develops support systems for performance improvement.
- In collaboration with staff, creates and maintains programs to meet diverse student needs including, but not limited to: remediation, special education and gifted student programs.
- Provides input and guidance to school support committees and groups including, but not limited to: Finance, Facilities, and the PTN.
- Advises the TRCS Board regarding current educational practices, trends, and research as well as legislative developments affecting education. Makes recommendations to the TRCS Board and staff.
- Explains and clarifies information received from various agencies including the LEA, the Mendocino County Office of Education, California Department of Education, State Board

of Education, and California Charter School Association (CCSA), and advises the TRCS Board accordingly regarding required actions.

- Works with staff and parents to plan and develop a parent education program.
- In conjunction with staff, develops and implements discipline policies.

2. Operations Management/Supervision

- Ensures compliance with all applicable State and Federal laws and regulations including, but not limited to, financial, record keeping, and employment.
- Researches, identifies, and recommends vendors to the TRCS Board for contracted services including, but not limited to, payroll, facilities, and physical education. Makes vendor recommendations and negotiates contract terms that are most cost effective for TRCS.
- Maintains responsibility for overall vendor management. Establishes procedures and oversees periodic performance reviews of services received to evaluate their effectiveness.
- Solicits and encourages input from staff regarding problem resolution, policy proposals, and overall advancement of TRCS programs.
- Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with school policies and procedures.
- Organizes and implements safety and emergency procedures.
- Coordinates all preparation for the annual performance audit.
- Directs staff in research and development of new programs including, but not limited to, after school enrichment and lunch programs.
- Attends and participates in TRCS Board meetings and committee meetings, including, but not limited to: PTN, Finance, and Facilities.
- Under the direction of the TRCS Board, develops and implements policies.
- Serves as custodian of confidential personnel records.
- Develops accountability timelines for special projects and monitors to ensure timely project completion.
- Manages recruitment of staff and makes hiring recommendations to the TRCS Board.
- Evaluates and coaches staff.
- Oversees the creation of the staff's Professional Development Plans and delivery of performance appraisals.
- Manages staff training; provides opportunities for staff collaboration on an ongoing basis; coordinates all teacher work, in-service, and training days.
- Supervises staff and fosters positive, team oriented working relationships. Encourages and fosters collaborative environment among staff in order to develop and retain high quality employees.

3. Marketing/Communications Management

- Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Is a strong advocate for TRCS in the greater community and with the news media. Promotes positive image and support for the school. Provides leadership in disseminating information to the public.
- Communicates issues, concerns, and needs of the TRCS community to the TRCS Board.

- Represents TRCS at district and county administrative meetings and other meetings as requested by the TRCS Board.
- Serves as liaison to the LEA and other outside agencies. Promotes and maintains a positive working relationship with the LEA. Reports to and negotiates with the LEA regarding issues that directly impact TRCS.
- Maintains frequent and regular communications with parents through a weekly newsletter, school website, one-on-one meetings, etc., as appropriate.
- Fosters open and frequent communication with staff through staff letters, team meetings, classroom visits, coaching sessions, etc.
- Creates weekly bulletins for parents and oversees school web site and social media sites.

4. Fiscal Management

- Develops annual budget; Manages budgets (general fund, facilities, etc.) works with finance committee and makes recommendations to the TRCS Board.
- Works with the TRCS Board to set economic objectives, financial and accounting policies, and other fiscal policies and practices as necessary.
- Advises TRCS committees and groups of pertinent legislative changes.
- Provides financial reports to the TRCS Board, the LEA, and other agencies as mandated by law.
- Arranges for quarterly and annual audits with an outside independent auditor to ensure the soundness of TRCS finances.
- Performs other duties as assigned.
- Manages AP and AR
- Oversees all expenditures for the school

Employment Standards:

Education & Experience: Any combination of education and experience equivalent to possession of a Master's Degree in teaching and instruction, education, or educational administration, and five years teaching experience in K-12; experience developing curriculum and working with developmental based educational programs; experience coaching and developing staff.

Credentials:

Possession of a valid California Administrative Credential and a valid California Teaching Credential.

Knowledge, Skills & Abilities:

Knowledge of:

- Local, state and federal laws applying to public charter schools and current trends in public charter school management;
- Special education needs and issues;
- Curriculum development;
- Developmentally based educational programs; and
- Budget preparation and control procedures.

Skilled in:

- Leadership
- Community-building
- Managing developmentally based parent participation educational programs;
- Planning, coordinating, and directing work and activities of teaching professionals and other personnel, and developing a collaborative-oriented environment;
- Managing budgets, prioritizing expenditures, and seeking innovative methods for providing school resources;
- Recognizing needs and initiating actions in order to develop more efficient systems and procedures or to solve problems;
- Performance assessment
- Establishing and maintaining effective working relationships with children, staff, parents, community, and school board members; and
- Marketing and promoting developmental based educational programs and services.

Ability to:

- Communicate ideas and directives clearly and effectively both orally and in writing;
- Operate various office equipment;
- Tolerate high levels of stress; and
- Perform the essential functions of the position.

Working Conditions:

- Regular requirement to stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel, and crouch;
- Lift and carry objects weighing up to 50 pounds;
- Occasional exposure to blood, bodily fluids and tissue;
- Occasional interaction with unruly children; and
- Occasional evening and/or weekend work.

BUSINESS SERVICES ADMINISTRATOR

EEOC Category: Professional

Reports to: School Administrator

Job Summary:

Under direction of the School Administrator, is responsible for the day-to-day operations at TRCS including, but not limited to, fiscal services, reporting requirements, operations, enrollment, transportation, nutrition services, information technologies, purchasing/warehouse, and facilities. Serves as an advocate for the school's developmental philosophy and parental involvement.

Essential Functions:

1. Fiscal Services

- Maintains financial accounting system and all management information databases. Prepares annual and monthly financial statements for the School Administrator, consistent with nonprofit and government generally accepted accounting principles (GAAP).
- Reconciles petty cash fund and audits cash activities.
- Reconciles month-end cash balances and monthly bank statements.
- Approves, logs, and monitors expenditures; resolves discrepancies.
- Assists the School Administrator with preparation of annual budget.
- Assists with monitoring adherence to budget.
- Assists with development and preparation of budgets (general fund, facilities, special projects, etc.) and expenditures and makes recommendations to the School Administrator.
- Tracks expenditures and prepares reports for the Administrator and the TRCS Board.
- Prepares budget transfers as appropriate and monitors budget activity. Reviews for discrepancies and raises issues with the School Administrator.
- Prepares and maintains payroll and human resources systems and records.
- Provides data to vendors and researches and resolves discrepancies.
- Is responsible for maintenance of all insurance requirements to ensure current standing.
- Researches and resolves questions regarding business and financial affairs of TRCS.
- Establishes open accounts with vendors, places and tracks orders against budget.
- Prepares and maintains purchase orders and other expense records. Approves logs and monitors expenditures. Resolves discrepancies and ensures expenditures are within budget.
- Under direction of the School Administrator, reviews contracts and contractor performance. Reviews facilities maintenance and makes suggestions to the School Administrator.
- In support of the School Administrator, prepares reports for the TRCS Board, the LEA and other agencies as mandated by law.

2. Operations

- Monitors work practices, methods, and systems that are effective, efficient, and consistent with school policies and procedures.
- Prepares confidential human resources documents (hiring, upgrade, counsel, or termination).
- Oversees the maintenance of confidential files including, but not limited to, attendance, assessment results, emergency and family information, academic and health records, fingerprinting, TB records, and parent driver trip information.
- Oversees the processes for enrollment, transfer, discharge, and readmission of students, and the preparation and maintenance of related files and records.
- Supervises the maintenance of student cumulative files including, but not limited to, assessment results, test scores, discipline citations, medical reports, and records.
- Monitors special project's accountability timelines and coordinates timely completion of administrative/clerical tasks.
- Investigates circumstances of employee on-the-job injuries; prepares required documentation and reports safety hazards to the School Administrator.
- Develops administrative policies for purchase, storage, and distribution of school supplies including, but not limited to, classroom, office, custodial, health, and athletic supplies. Under direction of the School Administrator, makes purchases in accordance with school budgets.
- Oversees maintenance of all office equipment and duplicating services.
- Assists Parent Field Trip coordinators and teachers with problem resolution.
- Manages vendor contract relations including, but not limited to, transportation, food services, information technology, payroll and human resource information system services, facilities, and external auditors, etc. Researches and resolves disputes; reports activities to the School Administrator.
- Oversees requisition and distribution of school and office materials and supplies.

3. Reporting

- Assists the School Administrator with preparation of the annual performance audit.
- Oversees preparation and audits student enrollment and attendance reports for state funding.
- Under direction of the School Administrator, assembles materials and reports for monthly TRCS Board meetings.
- Assists the School Administrator with the local oversight authority's annual observation tours.

4. Enrollment

- In collaboration with the School Administrator, coordinates arrangements for advertising, public relation events, and general recruitment.
- Maintains waiting lists.
- Coordinates all aspects of orientation including, but not limited to, summer mailing and registration and other meetings as appropriate. Coordinates preparation of information packets.
- Arranges for translators and translation of materials, as needed.

5. Communications

- Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- In collaboration with the School Administrator, assists with writing of weekly newsletter, letters, posters, maintenance of website, school social media, etc.
- Coordinates publication and distribution of materials.
- Performs other duties as assigned.

Employment Standards:

Education & Experience: Any combination of education and experience equivalent to a Bachelor's degree in Public or Business Administration or related field from an accredited school; plus, three years of related experience in fiscal services, administration, and human resources. Experience with a public charter school is preferred.

Knowledge, Skills & Abilities:

Knowledge of:

- Principles and practices of public school services and administration;
- Personnel and finance administration and sources of information related to public charter school issues;
- Research methods and report writing; and
- Effective public relations techniques.

Skilled in:

- Interpreting, implementing, and explaining complex rules, regulations, contracts, policies, and procedures;
- Writing reports, documents, correspondence, and memoranda;
- Analyzing problems, developing and evaluating options, and making sound recommendations;
- Using a personal computer and associated software for word-processors, spreadsheets, and databases;
- Making formal presentations to diverse groups;
- Establishing and maintaining effective working relationships with a variety of people;
- Prioritizing assignments and workload appropriately and responding to deadlines effectively; and
- First aid and CPR certification is highly desirable.

Ability to:

- Organize, coordinate, and oversee office activities;
- Operate standard office equipment such as computers, telephones, facsimile machines, photocopiers, and other equipment;
- Tolerate high levels of stress;
- Work independently and in a team environment;
- Maintain confidentiality;
- Perform the essential functions of the position; and
- Speak Spanish (this is highly desirable).

Working Conditions:

- Regular requirement to stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel, and crouch;
- Lift and carry objects weighing up to 50 pounds;
- Occasional exposure to blood, bodily fluids, and tissue;
- Occasional interaction with unruly children; and
- Occasional evening and/or weekend work.

ADMINISTRATIVE ASSISTANT

EEOC Category: Office/Clerical

Reports to: School Administrator

Job Summary:

Under direction of the TRCS School Administrator, is responsible for supporting the day-to-day operations of the TRCS school office and staff.

Essential Functions:

1. Office Support

- Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Performs general clerical duties including, but not limited to, answering phones, taking and distributing messages, sorting mail, and preparing general correspondence.
- Performs accurate data entry and record maintenance.
- Facilitates arrangements for school activities. Arranges logistics for meetings, teacher development, and parent development.
- Maintains school calendar.
- Under direction, assists with publication and distribution of weekly newsletter, letters, posters, etc.
- Assists with tracking expenditures and preparing reports for the School Administrator and the TRCS Board of Directors.
- Administers basic first aid, distributes medications, and maintains injury reports.
- Maintains confidential files including, but not limited to, attendance, assessment results, emergency and family information, academic and health records, and parent driver trip information.
- Provides support to teachers as needed.
- Oversees the fiscal record keeping for the PTN Group.
- Administers the PFT (Physical Fitness Test) and maintains the records for such.

2. Purchasing

- Under direction of the School Director, maintains storage and distributes school supplies including, but not limited to, classroom, office, custodial, health, and athletic supplies. Tracks and maintains inventory; recommends reordering; tracks packing slips and other related documentation.
- Tracks purchase orders against budget; maintains files.

- Prepares and maintains purchase orders and other expense records and forms, including 1099 forms.

3. Recruitment/Enrollment

- Responds to inquiries about TRCS. Maintains and distributes general information about the school, as requested.
- Under direction of the School Administrator, arranges for advertising, public relation events, and general recruitment.
- Assists with preparation, coordination of enrollment, and orientation materials. Prepares and distributes information packets.
- Arranges for translators and translation of materials, as needed.
- Performs other duties as assigned.
- Maintains the Waiting List and assists the School Director in running the Enrollment Lottery.
- Manages the maintenance of student records including the immunization records.

Employment Standards:

Education & Experience: Any combination of education and experience equivalent to graduation from high school and three years of clerical experience closely related to the Essential Functions of this position.

Knowledge, Skills & Abilities:

Knowledge of:

- Business letter writing and forms;
- Office practices and procedures, office machines and equipment, and filing systems; and
- Correct English usage, grammar, spelling, punctuation, and vocabulary.

Skilled in:

- Establishing and maintaining filing systems and report writing;
- Using a personal computer and associated software for word-processors, spreadsheets, and databases;
- Communicating effectively in person, by telephone, and in writing;
- Applying, interpreting, and explaining the operations, policies, and procedures of the school;
- Performing complex data processing tasks;
- Performing clerical work involving the use of extensive independent judgment;
- Performing mathematical calculations at high school level;
- Exercising interpersonal skills using tact, patience, and courtesy with the public; and
- First aid and CPR certification is highly desirable.

Ability to:

- Compose correspondence and written materials independently;
- Relate to and work collaboratively with a variety of people;
- Work independently and as a team member;

- Maintain confidentiality;
- Prioritize work load and tolerate high levels of stress;
- Perform the essential functions of the position; and
- Speak Spanish (highly desirable).

Working Conditions:

- Regular requirement to stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel and crouch;
- Lift and carry objects weighing up to 50 pounds;
- Occasional exposure to blood, bodily fluids, and tissue;
- Occasional interaction with unruly children; and
- Occasional evening and/or weekend work.

TEACHERS

EEOC Category: Professional

Reports to: School Administrator

Job Summary:

Core teaching faculty, as providers of the day-to-day teaching and guidance to the students, are the primary resources of the School.

Core teachers will be responsible for, among other things:

- Core subject instruction in mathematics, language arts, science, and history/social studies;
- Curriculum planning;
- Collaboration with fellow faculty and administrators;
- Student assessment; and
- Communication with parents.

Employment Standards:

These individuals must meet all of the following minimum requirements:

- Bachelor's Degree and
- Valid California Teaching Credential(s), certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold as required for the relevant grade(s) and appropriate supplemental, single, or multi-subject credential(s), as applicable. This credential must be CLAD certified.

In addition, teachers, as defined by ESSA, meet the applicable definitions of the highly qualified requirements. Due to the size of the school, some administrative positions within the school may be vacant or become vacant from time to time. The teachers at TRCS are responsible for holding those positions as agreed upon by those teachers.

The School will hire substitute teachers in accordance with applicable law.

Knowledge, Skills & Abilities:

Knowledge of:

- Subject material;
- Curriculum development;
- Developmentally based educational programs;
- Special education needs and issues;
- Gifted learners needs and issues;
- Assessment techniques;
- Classroom management techniques.

Skilled In:

- Innovative and dynamic instructional methods;
- Leadership and motivational methods;
- Working with parents as important team members;
- Classroom management;

- Monitoring of student progress;
- Application of assessment techniques.

Ability to:

- Commit to students and learning;
- Work with various computer programs including but not limited to word processing programs;
- Complete paperwork in a neat and timely fashion;
- Organize and prioritize;
- Collaborate with others and work independently;
- Maintain confidentiality.

Working Conditions:

- Regular requirement to stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel and crouch;
- Lift and carry objects weighing up to 50 pounds;
- Occasional exposure to blood, bodily fluids, and tissue;
- Occasional interaction with unruly children; and
- Occasional evening and/or weekend work.

D. OTHER TERMS AND CONDITIONS OF EMPLOYMENT

Three Rivers Charter School provides regular opportunities for teachers and other professionals to continue their professional development.

Evaluation procedures are conducted in a manner established by the administration and approved by the TRCS Board. Employment, discipline and dismissal procedures for School employees have been developed by the School Administrator, approved by the TRCS Board, and are available to all employees in the Employee Handbook.

E. EMPLOYEE DEVELOPMENT PLAN

Plan for the Development of Faculty and Staff

We believe that schools are only as strong and effective as their teaching faculty. One of our core goals at the Three Rivers Charter School is to establish a culture of continuous learning not only for our students and parents, but for our staff as well. Teachers collaborate regularly to create curriculum and assessments and are guided by professional development plans created jointly with the School Administrator. In order to achieve this goal, teachers are granted autonomy, while being supported and coached by the School Administrator whose primary focus is student achievement. A leadership team, made up of all teachers, meets regularly with the School Administrator to address issues involving many aspects of school planning. Shared decision-making and consensus building are valued and inherent parts of our culture.

TRCS schedules a Teacher Class Set-Up Period before each school year begins. During that time, teachers work together to refine curriculum, create assessments, and define focus areas for the school year based upon the past year's student achievement data. In addition, teachers have opportunities to attend workshops or training sessions that are aligned with the school's goals and their professional development growth goals. The school schedule and budget support teacher learning by providing:

- Paid professional development during the school year;
- Meetings at which staff collaborate on curriculum, assessments, and teaching methods;
- Monthly staff meetings designed to discuss the latest research-based educational strategies and enable a professional learning community among all TRCS staff;
- A professional resource library.

Program Highlights:

Professional Development Plan

Every staff member annually creates and maintains a Professional Development Plan (PDP) containing his or her professional goals for continuous improvement, and all relevant documents delineating past and current trainings that support these goals. The School Administrator and teacher or staff member have an initial meeting during which these goals are reviewed and a professional growth program developed. The employee maintains the PDP and includes samples of classroom or school work, observation records, personal reflections, and any other material deemed appropriate as evidence of continuous improvement. The School Administrator creates, maintains, and shares his or her own PDP with the staff, modeling constant learning for the staff, the students, and the parents of TRCS.

Professional Development Plan Reviews

Formal PDP reviews at least once per year. The purpose of the PDP review is to review the staff member's self-assessment, the job description, areas of responsibility, and progress toward goals and outcomes, noting particularly good work, areas for improvement and skill development, and areas in need of improvement. A clear plan for improvement is created at that time. In addition, at the PDP review, the employee provides feedback to the School Administrator specific to the School Administrator's job performance and the School Administrator shares with the employee his or her own self-assessment and PDP. Any written feedback or self-assessment materials may be placed into the employee's personnel file.

F. COMPENSATION AND BENEFITS

Salary, Health, and Welfare Benefits

Employees of Three Rivers Charter School receive compensation packages which are competitive with other public charter schools operating within the same geographic area in which TRCS is operating. Benefits include, but are not limited to, health, dental, vision, worker's compensation, disability, and unemployment insurance.

All certificated employees of TRCS participate in the State Teachers Retirement System ("STRS"). Non-certificated staff participate in the federal social security system.

TRCS makes all employer contributions as required by STRS or Social Security, as applicable. The District cooperates as necessary to forward any required payroll deductions and related data to STRS. TRCS also makes contributions for worker's compensation insurance, disability insurance, unemployment insurance, and any other payroll obligations of an employer.

G. EMPLOYEE REPRESENTATION

Three Rivers Charter School is the exclusive public-school employer of the employees of the charter school for the purpose of the Education Employment Relations Act.

H. RIGHTS OF EMPLOYEES

Job applicants for positions at TRCS are considered through an open process, as approved by the Board.

I. HEALTH AND SAFETY PROCEDURES

Three Rivers Charter School has adopted and implemented health, safety, and risk management procedures and policies, all of which can be found on the TRCS website at <http://www.trcschool.org>, which were developed to meet the requirements of the School's insurance carriers and the California Department of Education and at a minimum address the following:

A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in charter public schools:

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes;
- Policies relating to preventing contact with blood-borne pathogens;
- A policy requiring that instructional and administrative staff receive training in emergency response;
- Policies relating to the administration of prescription drugs and other medicines;
- A policy that the school is housed in facilities that have received local Fire Marshal approval;
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace;
- A requirement that each employee of the school submit to a criminal background check (including submission of fingerprints) and furnish a criminal record summary;
- A policy to prevent, report, and deal with any allegations of sexual harassment;
- TB Testing for all staff; and
- Vision, hearing, and scoliosis screening for students to the extent otherwise offered by the authorizing school district.

These policies are incorporated as appropriate into the school's student and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

Safety

TRCS places a high priority on safety and on the prevention of student injury. TRCS has established regulations and procedures as necessary to protect students from situations that endanger their over-all safety and security. These include truancy, racial conflict, bullying, gang activities on campus, violent behaviors, weapons possession on campus, drug, alcohol and other substance abuse, and natural disasters. The underlying philosophy that forms the TRCS program ensures that all stakeholders in TRCS place a great value on safety and therefore create safety regulations, procedures, and policies that are both preventative in nature and supportive of the development of youth's assets.

A Safety Committee is formed of the teachers of the school and throughout the school year safety walk-throughs are conducted on a monthly basis. In addition, any injuries occurred on the school premise are reported on an Injury Report Form and are reviewed by the School Director for proper handling and any required follow-up actions.

Health Care and Emergencies

TRCS recognizes the importance of taking appropriate action whenever an accident or illness threatens the safety, health, or welfare of a student at school or during school-sponsored activities.

To facilitate immediate contact with parents/guardians when an accident or illness occurs, the TRCS Board requires parents/guardians to furnish the school with current contact information.

Proper medication storage, training, or administration procedures are followed as per the law or Ed Code.

J. DISPUTE RESOLUTION

Any complaints or concerns received by the District about any aspect of the operation of Three Rivers Charter School or about the Charter School itself shall be promptly forwarded by the District to the TRCS Board of Directors. To the extent that such concerns or complaints may involve issues related to possible revocation, the District may request that Three Rivers Charter School inform the District of how such concerns or complaints have been or will be addressed. The Charter School agrees to provide such information.

If a dispute exists between the District and Three Rivers Charter School, that is not otherwise addressed in the MOU and does not relate to the possible revocation or renewal of the Charter, the parties agree that they will meet to attempt to resolve the issues. Each party may designate its meeting representatives. If such meetings are not successful, the parties shall attempt to resolve the issue by way of non-binding mediation. Each party shall pay half the cost of a mediator and agrees to participate in good faith for at least eight (8) hours of mediation. Each party shall be responsible for its own costs and expenses related to participation in mediation. The parties shall mutually agree on a mediator. Mendocino County is the agreed upon jurisdiction for all such matters.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/ EXPULSION POLICIES

A. STUDENT ADMISSION POLICIES AND PROCEDURES

(Please see Attachment 9 Admissions and Enrollment Policy for additional clarification)

Since TRCS does not have a neighborhood attendance area, all students not wishing to attend the charter school may enroll in their school of residence.

- Three Rivers Charter School believes that all children should have the opportunity to receive educational services.
- TRCS maintains procedures, which provide for the verification of all admissions requirements specified in law and in TRCS policies and regulations.
- Students are considered for admission without regard to ethnicity, national origin, gender or disability.
- TRCS strives to achieve a student population from the District area who understand and value the Charter School's mission and vision statements and are committed to the Charter School's instructional and operational philosophy.
- Students who are currently under expulsion for any reason specified in California Education Code Sections 48900-48927 from any public or private school may not enroll in the School until the expulsion term has been documented as completed, the student completes the rehabilitation plan created by the former school or as created by TRCS on behalf of the student, and the TRCS Board finds in good faith, taking into account the seriousness of the offense, that admission of the student is consistent with the safety and well-being of the school or any persons at the school in any capacity or to the order necessary to carry out the School's educational mission. The Board has adopted policies to ensure that such proceedings shall be carried out and such findings shall be made without regard to ethnicity, national origin, gender, or disability.

TRCS Lottery System:

TRCS admits all students who complete an enrollment application and wish to enroll in the school subject to capacity unless under disciplinary action from another school. Due to requirements from FBUSD, students requiring Special Education services must first have an IEP Meeting to determine if they can be served by FBUSD at our site prior to enrollment.

When a public lottery drawing is necessary, due to a greater number of applicants for a given grade level than space can accommodate, a lottery is conducted in accordance with the guidelines shown below. Certain groups are exempt from the lottery system and are automatically admitted to the school given there is available space.

Exempt from the lottery system are:

- Returning students;
- Siblings of currently enrolled students;
- Children of teachers and founders (This is restricted to no more than 10% of the student population.).

Lottery System:

1. Prior to names being placed on the TRCS waiting list an Information Form is filled out so weights can be applied properly at the time of the lottery. There is no requirement to fill out an Information Form if a candidate chooses to withhold certain information.

2. Each year TRCS reviews the profile of the District and compares the TRCS school profile with that of the District. Based upon this comparison, one extra entry is given to those individuals who are in the weighted groups below and underrepresented. Using the "Appendix J: Matrix of Exemptions and Preferences in the Public Random Drawing" from the Charter Schools Program Title V, Part B Non-Regulatory Guidance as a guide, weighted groups are:

- Children who qualify as low income per ESEA Title I;
- Children with disabilities per Section 504;
- Children in disadvantaged groups as per Title VI.

In addition, all students residing in the Fort Bragg Unified School District are given an additional entry.

Example: A child, who is identified with a disability, would receive an entry for the lottery; an entry for being part of the weighted groups; and an entry for residing in the District.

3. Students who are on the waiting list and not part of any of the weighted groups are given one entry into the random drawing.

4. The selection of names is done either by program or actual drawing. It is public and open to anyone wanting to attend. All individuals on the waiting list are invited to attend the drawing and are notified of the lottery results either by electronic mail or by telephone.

5. The waiting list names are numbered in the order drawn and by grade level for future use during the school year in case openings become available. Applicants are accepted in order of their lottery draw.

6. If there is no interested or available applicant on the waiting list, and there is available capacity within a grade level, then students are accepted on a "first come, first served" basis.

B. NON-DISCRIMINATION

TRCS programs and activities are free from discrimination. TRCS strives to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. TRCS has implemented a student recruitment strategy (see the Three Rivers Charter School Marketing Plan) that includes, but is not necessarily limited to, the following elements or strategies:

An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process:

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District;
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations;
- Outreach meetings in several areas of the District to reach prospective students and parents;
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District; and
- The implementation of plans striving to remove any barriers to the enrollment in, or access to, the TRCS program for all students in the District.

C. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Each student enrolled at Three Rivers Charter School is informed that the student has no right to admission in a particular school of the District as a consequence of enrollment in TRCS, except to the extent that the District extends such a right.

Students in the District who opt not to attend TRCS may attend other District schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

D. SUSPENSION/EXPULSION PROCEDURES

(Please see Attachment 10 Disciplinary Policy)

TRCS has developed and maintains a comprehensive set of student discipline policies. These policies are printed and distributed as part of the school's student handbook, as well as being available on the TRCS school website (trcschool.org) and clearly describe the school's expectations regarding, among other things, attendance, mutual respect, substance abuse, violence, safety, and work habits.

Each student and his parent or guardian are required to verify that they have reviewed and understand the policies prior to enrollment. The School Administrator may, pursuant to the TRCS adopted policies, discipline and ultimately suspend or expel students who fail to comply with the terms of a remediation agreement, if any. Students who present an immediate threat to health and safety may also be immediately suspended and later expelled by the TRCS Board upon recommendation of the School Administrator.

The School's policies provide all students with an opportunity for due process and have been developed to conform to applicable federal law regarding students with exceptional needs. The School notifies the District of any expulsions and includes suspension and expulsion data in its annual performance report.

TRCS acknowledges the responsibility of each student, parent, volunteer, faculty, staff, and administrator to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. It is the School's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

VII. Financial Planning, Reporting, and Accountability

Three Rivers Charter School and the District agree to work together to accomplish all tasks necessary to fully implement this charter. The District may inspect or observe any part of TRCS at any time. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the District without the mutual consent of the governing board of TRCS.

A. BUDGETS

In Attachment 7: Three Rivers Charter School Multi-Year Financial Projections, please find current and projected operational budgets for at least the next three years of operation, including budget assumptions. This information is based upon the best data available to the Petitioners at this time.

B. FINANCIAL REPORTING

Three Rivers Charter School provides reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. In addition, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final un-audited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The TRCS Board has adopted and implemented systems and processes, including fiscal oversight by a back-office provider, review by the School Director and final review by the Board Treasurer. The School Director is designated as the TRCS liaison to work with the District, to keep track of financial data and compile information in the prescribed format needed for the reports listed above and to ensure that the above information is provided to the District in timely fashion.

TRCS uses a competitive bid process balancing quality and price to solicit bids from business service companies with experience in payroll, charter school finance and financial reporting, and other aspects of charter administration to ensure that TRCS meets its payroll and other finance and financial reporting requirements in a timely manner.

C. INSURANCE

TRCS has secured and maintains general liability, workers compensation, and other necessary insurance coverage as required. TRCS may maintain this coverage directly or may be able to obtain it as a supplement through the current policy of the District.

D. ADMINISTRATIVE SERVICES

Any charter-requested services from the District will be on a fee-for-service basis by mutual agreement in a separate written agreement called the Memorandum of Understanding (MOU). Mutually agreed upon fees must be in place prior to the charter-requested service. The statutory supervisory oversight fee of 1% of the combined Charter School Block Grant funds of TRCS will be paid to District for actual costs of oversight in accordance with Education Code section 47613.

Subject to availability, TRCS may request District services on a fee-for-service basis, including, but not limited to:

- Student health and human services, including access to school mental health and suicide prevention services, support from crisis team, and access to audiology services;
- Fingerprinting and criminal record processing;
- Processing of emergency credentials;
- ELPAC testing;
- Non-stock requisition processing;
- Rubbish disposal;
- District purchasing contracts;
- Environmental health/safety consultation;
- Machine Maintenance Contracts;
- School mail;
- Student information system;
- Food services;
- Risk management; and
- Attendance accounting.
- Miscellaneous Health Services
- SPED Services

E. FACILITIES

Three Rivers Charter School requires a fully equipped school site to successfully and safely operate its program. TRCS desires to be located within the boundaries of the Fort Bragg School District, but not in a location that will jeopardize the success of the Charter School.

For the near future, TRCS intends to continue operating in the facilities currently being leased by the Petitioners at 1211 Del Mar Dr., Suite 301, on the Mendocino College Campus, and in addition a satellite classroom location for the high school program located at 101C, Boatyard Drive.

F. TRANSPORTATION

TRCS one day hopes to develop a transportation plan to serve students for whom the lack of transportation would represent a significant barrier to enrollment. Such plan may include but not be limited to contracting with the District for use of existing District transportation or with a local, community based, transportation service provider. Details of any such plan would be included in the MOU that must be mutually agreed to by the TRCS Board of Directors and the District Board of Trustees.

G. FINANCIAL AUDITS

ANNUAL AUDIT PROCESS: TRCS is not part of the annual District fiscal auditing process. TRCS is responsible for having an annual fiscal audit completed in accordance with all standards of school accounting as specified by the County Office. Such audit is conducted by an auditor knowledgeable and experienced with public school finance and includes all revenue/income and expenditures/allocations of TRCS, including those held in private or separate foundation accounts on behalf of TRCS. A copy of the final audit report is submitted to the District within one week of completion. TRCS and its agents agree to implement all audit recommendations unless other terms are agreed to between the District and TRCS. The audit covers all funds used to support the operation of TRCS. In addition, the auditor is responsible for certifying attendance reporting of the charter school.

H. CLOSURE PROTOCOL

In the event that Three Rivers Charter School is to close for any reason, the Charter School shall follow all state laws and regulations regarding closure. All assets of the Charter School shall be used to pay all debts and obligations. The TRCS Board of Directors shall be responsible for the timely filing of all documents necessary for closure. Any residual assets shall not be given to a corporation or foundation and shall not be allocated in such a manner as to constitute an unlawful gift of public funds. Once all debts have been satisfied, all remaining assets will be returned to the state or disposed of as directed by the state.

The Charter School shall, within 5 days of a decision that leads to closure, inform all parents, the District and the County Office of the pending closure, timelines and how school records will be transferred and will address the transferability of courses. Such notice must be in writing.

The Charter School representatives will immediately meet with the District to discuss a plan of action for closure to include a list of reports that need to be filed, debts and liabilities that need to be addressed and the process for dealing with student records.

In the event that TRCS is owed money either from the State or the District at the time of closure, the Charter School will only claim such money to the extent that such funds are needed to address existing debts and liabilities of the Charter School. To the extent such receivables are not needed, neither TRCS nor its corporation shall have any claim or right to such revenue.

I. SCHOOL MANAGEMENT CONTRACTS

At this time Three Rivers Charter School does not intend to enter into a contract with an education management organization (EMO). If it becomes necessary in the future to enter into a service agreement or service contract Three Rivers Charter School will pursue said contracts or agreements through a Memorandum of Understanding (MOU) or negotiations as appropriate with the authorizing District.

VIII. ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for the renewal of a charter for Three Rivers Charter School to be located at 1211 Del Mar Dr, Suite 301, Fort Bragg, CA 95437 is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded the renewal the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
2. Will be deemed the exclusive public-school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. California Education Code §47605(b)(5)(O)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
4. Will not charge tuition. [Ref. California Education Code §47605(d)(1)]
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. .
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold or be enrolled in an approved Teacher Intern Program. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.



Roger Coy, Authorized Representative's Signature

Dated: September 29, 2017

ATTACHMENTS

The following attachments are intended to provide additional information regarding Three Rivers Charter School. These documents are intended for informational purposes only and to assist the District in understanding how Three Rivers Charter School operates. These, as informational documents, do not constitute a legally binding contract or agreement, are not intended to govern the relationship of TRCS and the District, and are not a part of the charter of the School or any related agreements or memoranda of understanding.

- Attachment 1 – Implementation Plan
- Attachment 2 – Strategic Partners
- Attachment 3 – Plan for Section 504 Compliance
- Attachment 4 – Grading Rubrics
- Attachment 5 – Charter School Bylaws
- Attachment 6 – Articles of Incorporation
- Attachment 7 - Pupil Suspension/Expulsion Procedures
- Attachment 8 – Multi-Year Budget Projection
- Attachment 9 – Admissions and Enrollment Policy

ATTACHMENT 1: Charter School Timeline and Implementation Plan

September 2006:

Complete original initial draft of charter petition for review and comment by appropriate individuals.

January 2007:

Submit original petition for approval.

July 2007:

Resubmit revised petition for approval.

Fall 2009:

Discussed with FBUSD needed changes

February 2010:

Resubmit Petition for Approval (3rd attempt)

May 2010

Correct requested changes and resubmit petition (4th attempt)

May 2010

Receive approval

September 2010:

1. Complete memorandum of understanding and submit for Charter School Number
2. Seat Board of Directors

October 2010

Request non-profit status

January 2011

1. Receive charter from State of California
2. Apply for financing
3. Develop school calendar
4. Finalize student and parent handbook

July 2011

1. Finalize school enrollment and complete staff hiring
2. Finalize transfer of paperwork (Insurance Documents, Leases, etc)

August 2011:

1. Conduct parent orientation meetings
2. Develop parent volunteer schedule
3. Open School

June 30, 2012

Complete all financial reporting

July 2012

Receive initial WASC accreditation

August 2012

1. Secure and develop new satellite site for High School Program
2. Complete reorganization of multi-grade classroom set-ups
3. Open School for 2012-2013 school year

September 2012

1. Submit Charter to District for renewal with expectation of approval by November 2012

October 2012

Complete independent audit of fiscal and educational program

November 2012

Renewal authorization statutory deadline

June 2015

Received WASC Accreditation for 7/2015 – 6/2021

October 2017

Apply for Charter Renewal to be in effect from July 2018 – June 2023

ATTACHMENT 2: STRATEGIC PARTNERS

California Charter Schools Association

The California Charter Schools Association (CCSA) is a professional membership organization serving more than 500 public charter schools in the State of California. The CCSA mission is to increase student achievement by strengthening and expanding public charter schools throughout California. The Association serves its membership and strengthens the charter school movement through its focus in the following areas:

Advocacy

The Association is the collective grassroots voice of California's charter schools and charter school stakeholders. CCSA aggressively advocates for increased flexibility and funding for all public charter schools.

Leadership & Quality

The Association focuses on leadership development and accountability in a manner that helps the charter school movement to grow. The goal is to bring high-quality charter schools to every community in order to bring about lasting reform.

Membership Services & Products

The Association provides an array of products, services, expertise, and financial tools to strengthen the member schools and allow them to focus on what matters most—educating students.

Middleton, Young & Minney, LLP

The Charter Law team of Middleton, Young & Minney, LLP has been providing expert, effective, and responsive legal advice to California's charter school community since the inception of the Charter Schools Act of 1992. They are the leader in all areas of law that are most significant to the successful development and operation of a charter school such as: labor and employee matters, student discipline, constitutional claims, facilities, finance, and nonprofit corporate issues. The firm has experience with representation before state and federal courts and administrative bodies. Middleton, Young & Minney have assisted hundreds of charter schools in the successful development and operations of charter schools. They currently represent more than 250 charter schools, statewide organizations and public agencies in California. Middleton, Young & Minney emphasize a preventative approach to law by helping their clients anticipate legal difficulties, minimize exposure to legal claims and fees, and prevent operational disruptions. The legal team is well prepared to assist our charter school in every aspect of the school creation, expansion, and operation.

Charter School Management Corporation

CSMC is the largest provider of back office services to charter schools in the nation. Their employees support more than 150 schools across the country empowering these schools and their leaders to create and lead successful, innovative charter schools. They bring a background in school development, budget, operations, and financial management to their work with charter schools. They provide customized human resource, bookkeeping, accounts payable, payroll, and business consulting and compliance services. In addition, they provide a comprehensive student information system, on-site and virtual staff and Board training as often as needed, documentation, and full support with implementation, and maintenance of all systems, software, and services.

Fort Bragg Unified School District

FBUSD works to prepare students to be responsible, ethical and productive citizens, striving to help students master basic skills, understand their career options, and value lifelong learning. The FBUSD incorporates the use of state of the art technology with effective instruction to improve opportunities for students to excel. As the TRCS authorizing LEA, FBUSD receives fiscal and attendance reporting, provides professional consulting services, and through an MOU with TRCS provides certain contracted services such as, but not limited to, Special Education services.

Mendocino County Office of Education

MCOE is a public agency whose primary purpose is to provide educational leadership, resources and services to schools to ensure wide-ranging educational opportunities for all students. This mission is accomplished through cooperative efforts with teachers, school districts, families, and communities; through direct instructional programs and administrative services; and through coordination with the California Department of Education and other agencies. MCOE facilitates the transfer of monies from State and Federal Agencies to TRCS and provides professional consulting and training services, as well as technology support and Student Program opportunities such as the Career and Technical Education program that is available to TRCS students.

ACSA

The **Association of California School Administrators** is the largest umbrella organization for school leaders in the United States, serving more than 17,000 California educators.

ACSA's top priority is advocating for public school students in kindergarten through grade 12, as well as adult learners. Our mission is to be the driving force of education in California and beyond.

ATTACHMENT 3: PLAN FOR SECTION 504 COMPLIANCE

Section 504 Instructional Policy TRCS – P 6.7

The Three Rivers Charter School Board of Education recognizes the need to identify and evaluate children with disabilities in order to provide them with a free, appropriate public education. Under Section 504 of the federal Rehabilitation Act of 1973, individuals with a physical or mental impairment that substantially limits one or more major life activities, including learning, are eligible to receive services and aids designed to meet their needs as adequately as the needs of nondisabled students are met.

The Executive Director or designee shall establish screening and evaluation procedures to be used whenever there is reason to believe that a student has a disability that limits his/her ability to attend or function at school.

To evaluate the student's eligibility under Section 504, the Executive Director or designee shall convene a school site committee of professionals knowledgeable about the student's individual needs and school history, the meaning of evaluation data, and accommodation options. The student's parent/guardian shall be invited to participate on this committee.

If the student is found to have a disability that requires services under Section 504, the school site committee shall develop a written accommodation plan for the student. Upon reviewing the nature of the disability and how it affects the student's education, the committee shall determine what modifications and/or special services and aids are needed. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs.

The school site committee shall provide the parent/guardian with a written copy of the accommodation plan and notice of procedural safeguards guaranteed by law.

ATTACHMENT 4: GRADING RUBRICS

Grading Rubric (Grades K-12)

Academic Legends – Major subject areas

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

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

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

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

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

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

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

Attachment 5
BYLAWS OF THREE RIVERS CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)
(Revised 9/14/17)

ARTICLE I NAME

Section 1. NAME.

The name of the corporation is "Three Rivers Charter School" (the "Corporation").

ARTICLE II PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION.

The principal office for the transaction of the activities and affairs of the Corporation is located at 1211 Del Mar Drive, Suite 301, Fort Bragg, CA 95437. The Board of Directors of the Corporation (the "Board") may change the location of the principal office. Any such change of location must be noted by the Secretary on these Bylaws, opposite this Section: alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION.

The Board may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES.

The purpose of this Corporation is to manage, operate, guide, direct and promote the Three Rivers Charter School (the "Charter School"), a California public charter school, in accordance with the Charter of the Charter School. The Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by:

- (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal Tax Code; or
- (b) a corporation, contributions to which are deductible under section 170(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of

statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. DEDICATION OF ASSETS.

The Corporation's assets are irrevocably dedicated to public benefit purposes, as such purposes are set forth in the Charter (the "Charter") of the Charter School, as amended from time to time. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or Officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit, fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS.

This Corporation shall have no members. Any action that would otherwise require approval by a majority of all members shall only require approval of the Board of Directors ("Board"). All rights that would otherwise vest in the members shall vest in the Board.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS.

Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations set forth in the Articles of Incorporation of the Corporation (the "Articles"), the Charter of TRCS, or the Bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS.

Without prejudice to the general powers set forth in Article VII, Section 1 of these Bylaws, but subject to the same limitations set forth therein, the Board shall have the power to do the following:

- (a) Elect and remove members of the Board;
- (b) Appoint and remove, at the pleasure of the Board, all corporate officers, agents, and employees subject to the provisions of any employment agreement; prescribe powers and duties for them as are

consistent with the law, the Articles of Incorporation and these Bylaws;

(c) Change the principal office, the principal business office, or any branch office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting described in these Bylaws; and

(d) Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

(e) Adopt and use a corporate seal; and alter the form of the seal.

Section 3. DESIGNATED DIRECTORS AND TERMS.

The Board will be composed of 5-7 voting directors, and up to two ex-officio non-voting directors, except for the initial term of the Board in which there will be 3 voting directors. The Board shall be composed of parents and community members. Subsequent voting Directors shall be elected by a major vote of the Board of Directors.

Except for the initial Board of Directors, each director shall be a member of the Board for a maximum of (3) 2 year terms or (6) consecutive years, unless otherwise removed from office in accordance with these Bylaws, and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be staggered as determined by the Board with one (1) seat serving a one (1) year term, one (1) seat serving a two (2) year term and one (1) seat serving a three (3) year term. The initial Board of Directors shall be determined once the charter has been approved.

Section 4. AUTHORIZED NUMBER OF DIRECTORS.

The number of Directors shall be no less than 5 and no more than 7 unless changed by amendments to these Bylaws. All Directors shall be designated by the existing Board of Directors. All Directors are to be designated at the Corporation's annual meeting of the Board of Directors. The Board of Directors shall consist of at least 5 Directors unless changed by amendment to these Bylaws.

Section 5. DIRECTORS TERM

Except for the initial Board of Directors, each Director shall hold office, unless otherwise removed from office, in accordance with these Bylaws for 2 years and until a successor director has been designated as qualified. Terms for the initial Board of Directors shall be 3 seats one of which will serve for a term of one year, one of which will serve for a term of 2 years, and one of which will serve for a term of 3 years, thus providing for staggered terms of its voting Directors. Each Director may hold office for a maximum of 2 consecutive terms.

Section 6. BOARD NOMINATIONS.

The School Director will prepare a list of individuals interested in a Board

vacancy(ies), whether it is for a director vacancy or an officer position and present the list to the Board Secretary at least thirty (30) days before the date of any election. These are considered to be Board Nominations. The Secretary shall forward to each Board member, with the notice of the meeting required by these Bylaws, a list of all the candidates being nominated

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.

If more people have been nominated for Director than can be elected, no funds of the Corporation may be expended to support a nominee without the Board's authorization by way of resolution.

Section 8. EVENTS CAUSING VACANCIES ON BOARD.

A vacancy or vacancies on the Board shall occur in the event of:

- (a) the death, resignation, or removal of any Director;
- (b) the declaration by resolution of the Board of a vacancy in a seat on the Board resulting from a Director having been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the California Nonprofit Public Benefit Corporation Law, Division 2, Part 2, Chapter 2, Article 3; or
- (c) the increase in the authorized number of Directors, or
- (d) the failure of the members, at any meeting of members at which any Director or Directors are to be elected, to elect the number of Directors required to be elected at such meeting, and
- (e) termination of employment with the Charter School.

Section 9. RESIGNATION OF DIRECTORS.

Except as provided below, any Director may resign at any time by giving written notice to the President or to the Secretary of the Board, or to the Board of Directors. The resignation shall be effective when the notice is given unless the notice specifies a later date for the resignation to become effective. If a Director's resignation is effective at a later date, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.

Except on notice to the California Attorney General, no Director may resign if the Corporation would be left with no duly elected Director or Directors.

Section 11. REMOVAL OF DIRECTORS. Any Director may be removed with or without cause by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Director shall be filled as provided in Section 13.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board may be filled by approval of the Board or, if the number of Directors then in office is less than a quorum, by:

- (a) the unanimous consent of the Directors then in office
- (b) the affirmative vote of a majority of the Directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211 as said chapter may be modified by subsequent legislation; or
- (c) a sole remaining Director

Section 13. NO VACANCY UPON REDUCTION OF AUTHORIZED NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any Director being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS.

Meetings shall be held at the principal office of the Corporation. The Board may designate that a meeting be held at any place within California that has been designated by resolution of the Board or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Section 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- (a) At a minimum, a quorum of the member of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- (b) All votes taken during a teleconference meeting shall be by roll call;
- (c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- (d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda (this means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.);
- (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- (f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when

entering the conference call. (The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting).

Section 16. MEETINGS; ANNUAL MEETINGS.

All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors. The Board may hold regular, special and emergency meetings.

Section 17. REGULAR MEETINGS.

Regular meetings of the Board of Directors, including annual meetings, shall be held at such time and places as the Board shall from time to time designate by resolution. At least 72 hours before a regular meeting, the Board of Directors or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 18. AUTHORITY TO CALL SPECIAL MEETINGS.

Special meetings of the Board of Directors may be called for any purpose at any time by the President, or the Secretary, or a majority of the Directors then in office. The party calling a special meeting shall determine the place, date, and time thereof.

Section 19. NOTICE OF SPECIAL MEETINGS.

In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four(24) hours' notice is given to each Director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for

transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 20. QUORUM.

A majority of the number of Directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based up on the presence of a quorum. Should there be fewer than a majority of the Directors present at any meeting, the meeting shall be adjourned. Voting Directors may not vote by proxy.

Section 21. ADJOURNMENT.

A majority of the Directors present at a meeting, whether or not a quorum is present, may adjourn such meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT.

Directors and officers will receive no compensation for their services as Directors or officers. Directors and officers may receive such reimbursement of expenses, as the Board may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. BOARD COMMITTEES.

The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committee, each consisting of two or more Directors and no one who is not a Director, to service at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of Directors. The Board of Directors may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit

Public Benefit Corporation Law, also requires approval of the members of approval of a majority of all members;

- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the Directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal Bylaws or adopt new Bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its Directors has a material financial interest.

Section 24. MEETINGS AND ACTION OF COMMITTEES.

Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with the Bylaws.

Section 25. NON-LIABILITY OF DIRECTORS.

No Director or officer shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.

Three Rivers Charter School and the Board shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations, as amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICERS.

The officers of this Corporation shall be at a minimum President, a Treasurer and a Secretary.

Section 2. DUPLICATION OF OFFICE HOLDERS.

Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President.

Section 3. APPOINTMENT and TERMS OF OFFICERS.

The officers of the Corporation shall be chosen by the majority of the Board of Directors then in office, and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract, if applicable. Each office (President, Secretary, and Treasurer and others if created by Board) is held for 1 term or (2) years. A Director may hold the same office or different offices for a total of 2 terms or 4 years. However, the Director must be approved by the majority of the Board for each term, whether to hold office or be a member of the Board. But a director may only sit on the Board for a total of 6 consecutive years, whether holding office or not.

Section 4. APPOINTMENT OF OTHER OFFICERS.

The Board may appoint, by majority resolution, such additional officers of the Board that the Corporation may require, at the Board's discretion. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the Bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS.

Without prejudice to the rights of any officer under an employment contract, if applicable, the Board may remove any officer with or without cause by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

Section 6. RESIGNATION OF OFFICERS.

Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later date specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office provided, however, that

vacancies need not be filled on an annual basis.

Section 8. PRESIDENT.

The President shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. The President shall also supervise, direct, and control the Corporation's activities, affairs, and officers. In the absence of the President, the Vice President shall have the powers and duties of the President as set forth in these Bylaws.

Section 9. VICE PRESIDENT.

If the President is absent or disabled, the Vice President shall perform all duties of the President. When so acting, a Vice President shall have all powers of and be subject to all restrictions on the President. The Vice President shall have such other powers and perform such other duties as the Board may assign from time to time or that these Bylaws may require.

Section 10. SECRETARY.

The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency, and, if special or emergency how authorized; the notice given; and the names of persons present at Board and committee meetings. The Secretary shall keep or cause to be kept, at the principal office of the Corporation, a copy of the Articles and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board, and of committees of the Board that these Bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody. The Secretary shall have such other powers and perform such other duties as the Board may assign from time to time.

Section 11. TREASURER.

The Treasurer shall oversee the keeping and maintenance of adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these Bylaws or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Treasurer shall:

- (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order;
- (c) render to the President, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation;

and

(d) have such other powers and perform such other duties as the Board, contract, job specification, or the Bylaws may require. If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office. Such bond may be authorized by majority vote of the Board to be purchased by the Corporation.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH MEMBERS.

The Corporation shall comply with applicable federal and state self-dealing and conflict of interest laws.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTORS DESIGNATED EMPLOYEES

The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers, and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Three Rivers Charter School conflict of Interest Policy have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the Attorney General of the State of California; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses by the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION.

To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporation Code §5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation, by reason of the fact that the person is or was a person described in

that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code. On written request to the Board by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c), the Board shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of

conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. INSURANCE.

The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS.

The Corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its members, Board of Directors and committees of the Board; and
- (c) Such reports and records as required by law

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT.

Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

This right to inspect may be circumscribed in instances where the right to inspect conflicts with California and federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES.

On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.

The Corporation shall keep at its principal office the original or a copy of the Articles of Incorporation and Bylaws as amended to the current date, which shall be open to inspection by any director at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS.

The TRCS Board shall cause an annual report to be sent to the FBUSD Board within 120 days after the end of the school's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) the assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- (b) the principal changes in assets and liabilities, including trust funds;
- (c) the Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) the Corporation's expenses or disbursements for both general and restricted purposes;
- (e) any information required under these Bylaws; and
- (f) an independent accountant's report or if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.

As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction
 - (i) in which the Corporation, or its parent or subsidiary, was a party
 - (ii) in which an "interested person" had a direct or indirect material financial interest, and
 - (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest, or
 - (2) any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest,

provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS.

The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the Directors present at a meeting duly held at which a quorum is present, except that no amendment shall materially change any provisions of the Charter that created the Three Rivers Charter School or make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws, without mutual consent of the Charter Authorizer.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION.

The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Three Rivers Charter School, a California nonprofit public benefit Corporation; that these Bylaws, consisting of 14 pages, are the Bylaws of the Corporation as adopted by the Board on _____; and that these Bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

_____, Secretary (Isabel Saldana)

ATTACHMENT 6: ARTICLES of INCORPORATION

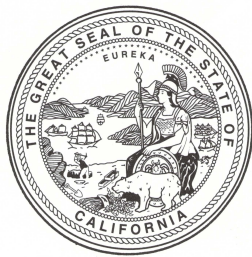
2935130



State of California
Secretary of State

I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

NOV 27 2006

A handwritten signature in black ink that reads "Bruce McPherson".

BRUCE McPHERSON
Secretary of State

2935130

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

NOV 27 2006

ARTICLES OF INCORPORATION
OF
THREE RIVERS CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Three Rivers Charter School.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Three Rivers Charter School.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Kathleen Kasperson
22850 North Highway 1
Fort Bragg, CA 95437

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 11/20/06

Kathleen L Kasperson
Incorporator



**Three Rivers Charter School
Discipline Policy**

Student Policy #: TRCS-P-5.0

Violation of Academic Policy

- The following rules for conduct apply to all students in grades 1-12 unless otherwise noted and violation of the rules could result in consequences as described. In most cases the teacher is granted the authority to exercise his/her good judgment in applying the range of consequences described. When necessary two teachers acting together will exercise judgment in determining an appropriate consequence, but should strive to follow the procedure as outlined.

Rules of Conduct:

Dishonesty or Cheating

Dishonesty, or cheating, is defined as:

- Copying or stealing another person's work;
- Allowing another person to copy one's work;
- Doing another person's class-work;
- Creating more than one copy of one's work for distribution;
- Providing another person with the answers on tests or quizzes; or
- Noncompliance with teacher's test-taking procedures.
- Knowingly taking unfair advantage of someone

Use of computers in any of the following ways is prohibited:

- Unauthorized copying of the software;
- Copying or using another student's data disk or files; or
- Unauthorized use of hard copy (printed materials) to develop one's own software.

Disciplinary Actions

Any action taken with respect to cheating shall take into account:

1. The rights of those students whose educational opportunity was diminished because of another student's dishonesty.
2. The rights of the student who has violated this policy and the need to provide an appropriate action.

Procedures for implementation of this policy shall include:

1. An explanation of this policy will be included in student/parent handbook, copies of which are distributed to all students upon enrollment.
2. The teachers will present explanations of the Academic Honesty Policy and Procedure orally to the students during the first week of school each year.
3. In each incidence of alleged academic dishonesty, parents will be notified directly (by phone or a conference).

Procedures for dealing with alleged academic dishonesty in grades 1-12 shall be:

First Offense

1. The teacher, who observes the alleged dishonesty, will confront the individual student, preferably not in the presence of other students, provide a written description of the incident to the student and permit the student to respond by providing a written or verbal statement of his or her viewpoint. The letter grade "F" (zero) will be issued for the assignment in cases of verified academic dishonesty.
 - a) Homework – The student will lose credit on the assignment and may receive a grade reduction for the grading period.
 - b) Test or Quiz – The student will lose credit on that test or quiz and may receive a grade reduction for the grading period.
 - c) Grading Period or Semester Exam - The student will lose credit on the exam and may receive a grade reduction for the grading period or semester.
2. The teacher will contact the parent by phone and make a documentation of the call.
3. If the incident is determined by the teacher to be correctible by other action that is less severe then the teacher may take that action.

Second Offense

1. Penalties and procedures as in the first offense; plus:
 - a) The letter grade "F" may be recommended for the course in case of verified dishonesty.
 - b) The teacher will submit a copy of the disciplinary report to the student's file.
- c) The teacher will contact the parent by phone, make a documentation of the call, and the parent will be asked to participate in a conference with the teacher to discuss possible disciplinary action.

Third Offense:

1. Penalties and procedures as in the first and second offense; plus the student:
 - a) Will be ineligible for membership in any Honor Role.

- b) Will be ineligible for position (title) of valedictorian, salutatorian, or honor student.
 - c) Will be ineligible for any scholarships controlled or sponsored by the district.
2. Penalties for the third offense will remain in effect for the remainder of the school year in which the offense is committed.

Inappropriate Behavior

DETENTIONS

Teachers and staff may assign detentions as a consequence for inappropriate behavior in and out of the classroom. Detentions occurs at lunch or on Friday afternoon. **Transportation arrangements must be made by parents and students if an after-school detention for Friday Afternoon School is assigned.** The student or the teacher will contact the parents to inform them of assigned Friday Afternoon School detentions, and at least one day will be given to make arrangements (unless parent gives the OK for student to serve the detention on the same day). Lunchtime detentions last from 15-40 minutes. Friday Afternoon School is from 12:30 PM to 3:00PM. Failure to serve detentions will lead to additional detentions or progressively serious consequences.

REFERRALS

Students who are repeatedly or severely disruptive will be referred to an administrative team of two or more teachers (see California Education Code 31291.5). The referral will explain the situation and the consequences assigned. The referral may be sent home with the student after the team meets with the student. Parents/guardians may be asked to meet with the team and the student when referrals occur. Consequences for referrals will become progressively more serious, however students will be able to lessen or “cancel out” particular consequences by avoiding referrals for 10, 20, (etc.) days as determined by the team.

SUSPENSIONS

Repeated or severe disruptions, noncompliance with rules may prompt in or out-of-school suspension (see California Education Code 48900). If a student is suspended in school he or she will be assigned to continue work in a supervised quiet area of the school, or in an identified classroom. In all situations students will be advised of the reason for the suspension and will be provided an opportunity to present his/her version of the situation. Parents/guardians will be notified of the suspension and the reason for the suspension. If in school suspension does not prompt a change in the student's behavior s/he may be put on out-of-school suspension. Parents/guardians

will be contacted. No student will be released until a parent/guardian has been notified. Parents/guardians may be asked to meet with faculty and the student when suspension occurs. Students who choose to behave inappropriately and receive suspensions may be suspended from participating in or attending non-curricular school activities such as dances, parties, field trips, and other events. Students with exceptional educational needs who are suspended repeatedly will have their Individual Educational Program reviewed for possible modifications. Students who are suspended will not be allowed to attend any school function during the suspension period.

DETENTION and FRIDAY AFTERNOON SCHOOL

Students who engage in inappropriate behavior (tardies, truancy, or other behavior referrals) may be assigned to serve after school detention. Failure to serve detention will result in Friday Afternoon School. Students must come to either Detention or Friday Afternoon School prepared with class-work or reading material. Detention will be held Monday-Friday during the lunch break. Friday Afternoon School hours are 12:30 p.m. - 3:00 p.m. Failure to attend Friday Afternoon School may result in suspension.

Please be aware that the school strictly enforces a 45-day school activity suspension as part of the consequences for student use or possession of drugs or alcohol. The graduation ceremony is a school activity. Remind your student that regular attendance and punctuality are extremely important. Tardiness and truancy negatively impact students' grades. Remind your student that state law requires school staff to recommend for expulsion any student in possession of any knife (even a regular pocket knife) at school.

How am I supposed to behave?

Three Rivers Charter School uses a Discipline Code as a guide to deal with inappropriate student behavior. It is based on provisions governing student conduct found in the California Education Code, the California Administrative Code, Title 5 and the policies and procedures of the Mattole Valley Charter School. It is the responsibility of the student to follow school policies during the following times indicated in Section 48900 of the California Educated Code:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period and all breaks.
4. During, or while going to or coming from, a school sponsored activity.

The school's Discipline code is an extension of Section 300 of the California Administrative Code, Title 5, which states:

“Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his/her teacher and others in authority; observe good order and propriety of deportment; be diligent in study; respectful of his/her teachers and others in authority; kind and courteous to other students; and refrain from the use of profane and vulgar language.”

The following are elements of the school Discipline Code:

STUDENT RESPONSIBILITIES...The Basics

- Be on time to each class; be prepared to work; bring required materials and assignments to class.
- Explain any absences from class or school activity to the teacher.
- Know and obey school rules and follow directions and requests of school personnel.
- Be courteous and respectful to the staff, other students, and the public in general.
- Behave in such a way that it does not disrupt the learning of others.
- Respect public and personal property.

PARENT RESPONSIBILITIES

- If a meeting is required to set disciplinary action and the parents are invited and do not attend, then the meeting will continue and disciplinary action will be set without parent input.

FIGHTING

Fighting is not acceptable behavior either on school grounds, or on the way to and from the campus. If you are involved in an altercation, you will be subject to suspension and students in grades 9-12 will additionally be subject to either a police report or citation. If you have problems getting along with another student, counselors, teachers and other staff are available to help you avoid a fight.

THREATS

Threatening physical assault, or making statements or acts directed at another student that causes that person to be fearful of his/her personal well-being is prohibited. Violations may result in suspension and/or for students in grades 9-12, possible police report or citation.

EXTRACURRICULAR ACTIVITIES

Students involved in extracurricular activities that represent the school, both on and off the campus, must behave in an appropriate manner. Infractions of school rules may result in the temporary or permanent loss of the right to participate in school activities.

DRUGS, ALCOHOL, CONTROLLED SUBSTANCES, DRUG PARAPHERNALIA

The use, possession, or sale of alcohol, drugs, narcotics, drug paraphernalia, and other illegal substances and equipment is prohibited. First violations will include parental notification, suspension, involvement of the police, referral to counseling services, and may include a recommendation for expulsion.

TOBACCO

The possession or use of tobacco in any form is not permitted at any time during school hours. First violations will result in a one-day suspension and parent notification. Subsequent violations will result in additional suspension and a required parent conference.

DISRUPTION OF LEARNING ENVIRONMENT

Disorderly conduct, rude behavior, profanity or obscene gestures will not be tolerated.

HARRASMENT

Students are expected to refrain from conducting themselves in a manner that endangers the welfare, or well-being of others. Sexual or racial comments, threatening statements, intimidation, extortion, coercion and verbal abuse are not allowed and will result in serious disciplinary action.

POSSESSION OF WEAPONS OR DANGEROUS OBJECTS

Students are not allowed to possess weapons or dangerous objects on school property or at school-sponsored events. Possession will result in severe consequences, and may include referral to the police and being expelled from school. State law requires that any student possessing a knife, **even a pocket knife**, must be recommended for expulsion unless a school administrator determines that “expulsion is inappropriate due to the particular circumstances.”

DISPLAY OF AFFECTION

Students are expected to act within the boundaries of good taste while on campus or on school buses. Prolonged embracing or kissing and other forms of personal affection are not acceptable at school. Students will be warned of unacceptable behavior when noticed

by a staff member. Continued demonstration of this type of behavior will be considered defiance of authority and will be referred to an administrator.

CELL PHONES

Cell phones have caused a disruption during class. Cell phones may be used **only** after school outside in front of the school office. This device is to be turned off and not to be taken out or used in any way during class time or passing time between classes. Students using their phone outside of the prescribed time and place will have it confiscated and **only** parents will be asked to pick them up in the front office.

- 1st offense = warning.
- 2nd offense = detention.
- 3rd offense = Friday Afternoon School.
- 4th offense = suspension

CD PLAYERS/IPOD'S & OTHER ELECTRONIC DEVICES

CD players and iPod's and other electronic devices are not allowed on campus at any time unless a student has received special specific permission. Such items will be confiscated if brought to school without specific permission. The devices will only be returned to parents.

PLAGIARISM/CHEATING

Plagiarism and cheating are serious and inappropriate behaviors. They result in "No Credit" for the assignments/exams involved and may adversely affect grades and graduation. Continued plagiarism/cheating will result in an "F" grade for the class.

OFFENSES THAT MAY REQUIRE REFERRAL TO TEAM OF TWO OR MORE TEACHERS

1. Possession and/or use of tobacco products.
2. Repeated acting in a manner that brings embarrassment to the school.
3. Repeated disrespect/defiance of authority/disruption to the learning environment.

Penalties resulting from such offenses

1. First Offense: at team discretion, suspension from all activities participation for a period of 5 consecutive school days for activities. If an Out-of-School suspension occurs, this penalty will begin upon the student's return to school. Depending on the duration of the suspension, followed by the 5 day activity suspension, a student could forfeit graduation should the infraction occur in the last two weeks of school. If less than 5 days of the school year remain, the penalty carries over to the start of the next school year.

2. Second Offense: Same as above, or, in the case of activities, exclusion from all events (except graduation) for 20 consecutive school days.

OFFENSES INVOLVING LAW ENFORCEMENT AND/OR TEAM OF TWO OR MORE TEACHERS

1. Students in possession of alcohol, drugs, or drug paraphernalia, or being under the influence of any drug or alcoholic beverage at any time at school, at a school related activity, or en route to and from either school or a school related activity will be directed to a team of two or more teachers and/or law enforcement.

2. Law enforcement will be notified when a student is suspended from school for any offense serious enough to be referred to a law enforcement agency for prosecution such as, but not limited to, theft, vandalism, assault, battery, or possession of illegal weapons.

Penalties resulting from such offenses:

1. First Offense: Unless expulsion is deemed appropriate or required by law, removal/suspension from participation in any extra-curricular activities, including end-of-year activities (to include special outings/activities, dinners, and graduation ceremony, or any other extra-curricular activities that fall within the specified time period) for a period of 45 consecutive activity days*. If less than 45 days of the school year remains, the penalty carries over to the next school year. Should this be the case, the student is not allowed to participate in school activities until the 45-day suspension is concluded. (see D. below).

*An activity day is considered to be any day on which a contest or school activity can legally be held.

2. Second Offense: or in the event of a suspended expulsion for the first offense, students will be given a choice of consequences. One choice is to elect dismissal from all activities for one calendar year from the date of violation. The other is to choose to comply with the conditions of the alternative plan: maintain at least a 2.0 GPA or “work to potential”, and no “F” grades, good attendance, participation in a counseling program, good citizenship/no behavioral referrals, and satisfactory weekly evaluation by his or her teacher. A file is to be kept and presented for review by the teacher team at the end of 60 days. The team will determine if the one year activity suspension must be re-invoked.

OFFENSES INVOLVING LAW ENFORCEMENT AND/OR TEAM OF TWO OR MORE TEACHERS (COMMITTED OUT OF SCHOOL)

1. Possession of alcohol, drugs, or drug paraphernalia, or being under the influence of any drug or alcoholic beverage at any time.

2. Any extreme offense serious enough that it may be referred to a law enforcement agency for prosecution such as, but not limited to theft, vandalism, assault, battery, possession of illegal weapons.

Penalties resulting from such offenses:

1. First Offense: Unless expulsion is deemed appropriate or required by law, removal/suspension from participation in any extra-curricular activities, including end-of-year activities (to include special outings/activities, dinners, and graduation ceremony, or any other extra-curricular activities that fall within the specified time period) for a period of 45 consecutive activity days*. If less than 45 days of the school year remains, the penalty carries over to the next school year. Should this be the case, the student is not allowed to participate in school activities until the 45-day suspension is concluded. (see D. below).

*An activity day is considered to be any day on which a contest or school activity can legally be held.

2. Second Offense: or in the event of a suspended expulsion for the first offense, students will be given a choice of consequences. One choice is to elect dismissal from all activities for one calendar year from the date of violation. The other is to choose to comply with the conditions of the alternative plan: maintain at least a 2.0 GPA or “work to potential”, and no “F” grades, good attendance, participation in a counseling program, good citizenship/no behavioral referrals, and satisfactory weekly evaluation by his or her teacher. A file is to be kept and presented for review by the teacher team at the end of 60 days. The team will determine if the one year activity suspension must be re-invoked.

IF PARENTS DISAGREE WITH ANY DISCIPLINARY ACTION:

If parents disagree with a particular action then within 3 days a Grievance Form must be filled out and turned into one of the teachers. The matter will be reviewed by the teachers and if two of the three teachers agree with the original teacher then the disciplinary action will be enforced; otherwise, if the two teachers determine a review is needed the action will be suspended until a final resolution is determined.

Truancy Student Policy 5.01

To improve student attendance, the Executive Director or designee shall implement positive steps to identify the reasons for a student's unexcused absences and to help resolve the problems caused by truancy. Such strategies shall focus on early intervention and may include, but not be limited to, communication with parents/guardians and the use of student study teams.

In addition, the Executive Director or designee shall cooperate with other agencies within the community to meet the needs of students who have serious school attendance or behavior problems and to maintain a continuing inventory of community resources, including alternative programs.

Habitually truant students may be referred to a school attendance review board, a truancy mediation program operated by the county's district attorney or probation officer, and/or juvenile court in accordance with law.

For purposes of California's welfare system (CalWORKs), a student shall be determined to be regularly attending school unless s/he has been referred to the county district attorney or probation office pursuant to Education Code 48263.

Legal References:

Education Code

- 1740 Employment of personnel to supervise attendance (county superintendent)
- 37223 Weekend classes
- 41601 Reports of average daily attendance
- 46000 Records (attendance)
- 46010-46014 Absences
- 46110-46119 Attendance in kindergarten and elementary schools
- 46140-46147 Attendance in junior high and high schools
- 48200-48208 Children ages 6-18 (compulsory full-time attendance)
- 48240-48246 Supervisors of attendance
- 48260-48273 Truants

Students

- 48290-48296 Failure to comply; complaints against parents
- 48320-48324 School attendance review boards
- 48340-48341 Improvement of student attendance
- 49067 Unexcused absences as cause of failing grade

Vehicle Code

13202.7 Driving privileges; minors; suspension or delay for habitual truancy

Welfare & Institutions Code

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

Code of Regulations, Title 5


306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

Attorney General Opinions

66 Ops. Cal. Atty. Gen. 245,249 (1983)

Attachment 8: MULTI-YEAR BUDGET PROJECTION

					
		2016-17	2017-18	2018-19	2019-20
Three Rivers Charter School Budget Summary Five Year Budget, 2015-16 to 2019-20					
SACS Code Description					
Revenue					
	State	1,089,093	1,054,431	1,092,773	1,122,605
	Federal	18,837			
	Local	36,953	32,000	37,000	37,000
	Total Revenue	\$ 1,144,883	\$ 1,086,431	\$ 1,129,773	\$ 1,159,605
Expenses					
1000	Certificated Salaries	325,585	319,523	329,019	340,430
		33.9%	31.2%	31.6%	31.9%
2000	Classified Salaries	118,976	131,926	135,884	140,639
		12.4%	12.9%	13.0%	13.2%
3000	Benefits	131,449	158,503	160,341	163,073
		13.7%	15.5%	15.4%	15.3%
	Total Personnel Expense	576,010	609,952	625,244	644,142
		60.0%	59.6%	60.0%	60.3%
4000	Books and Supplies	31,937	42,613	38,678	39,722
		3.3%	4.2%	3.7%	3.7%
5000	Services and Other Operating Expenses	250,821	260,576	267,206	274,430
		26.1%	25.5%	25.7%	25.7%
6000	Capital Outlay	2,824	2,824	2,824	2,824
		0.3%	0.3%	0.3%	0.3%
7000	Other Outgoing	98,312	107,661	107,661	107,661
	Total Expenses	\$ 959,905	\$ 1,023,626	\$ 1,041,613	\$ 1,068,779
	Surplus / (Deficit)	\$ 184,978	\$ 62,804	\$ 88,161	\$ 90,826
	As a % of LCFF Revenue	20%	6%	9%	9%
	Beginning Fund Balance	620,402	805,380	868,185	956,345
	Ending Balance	\$ 805,380	\$ 868,185	\$ 956,345	\$ 1,047,171
	As a % of LCFF Revenue	87%	88%	94%	100%

THREE RIVERS LEARNING CENTER
ADMISSIONS AND ENROLLMENT POLICY
Administrative Policy #: TRCS-P-2.1

I. Introduction

The goal of the admissions policy of Three Rivers Charter School (The School or TRCS) is to attract, enroll and retain at the School the broadest spectrum of students and families representative of the rich diversity existing on the Mendocino Coast. The School will be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School will not charge tuition and the School will not discriminate in admissions against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category.

II. Admission and Requirements for Admission

The School is open to any student who meets the admissions requirements described herein. If the number of pupils who wish to attend the School exceeds the school's capacity, attendance (except for existing pupils of the charter school) shall be determined by a public random drawing, the process for which is described below.

A. Admission Eligibility and Requirements

In order to be eligible for enrollment in the School, students must meet the following eligibility requirements:

- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code or a waiver.
- All students must turn five years old or older prior to December 2 of the current school year for which they are enrolling. If a student will turn five years of age after December 2 during the school year, that student may be eligible for admission on a case by case basis at the discretion of the Principal.
- No student may concurrently attend a private school that charges the student's family for tuition.
- If enrolled in an independent study program, a student shall be documented as a resident of the county in which the charter school reports its apportionment claims or an adjacent county.
- A student who has been previously expelled from the School or another educational institution may be admitted to the school at the discretion of the

TRCS Board of Directors on a case-by-case basis.

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following pre-admission procedures will be enforced. Failure to comply with any of these procedures will result in denial of admission. An admitted student will be removed from the School if failure to comply with these procedures is discovered after admission has been granted. All eligible students must meet the following requirements:

- ❖ Complete enrollment applications for admission must be submitted in a timely fashion to the School no later than the deadline published for that school year.
- ❖ The application for admission shall include, but is not limited to, the following:
 - o Indication of whether the student may require special education or related services, the student's home language and whether the student may be an English language learner;
 - o Authorization for the School to request and receive student records from all schools the student has previously attended or is currently attending;
 - o Proof of full immunization or exception from the requirement;
 - o Proof of health examinations and oral examination required by the Health and Safety Code;
 - o Proof of age;
 - o Emergency Card;
 - o Free/Reduced Lunch Application Survey;
 - o Proof of residency;
- ❖ Parents/guardians/caregivers shall attend a pre-admission Information Open House Meeting or its equivalent.
- ❖ A signed Receipt of Family Handbook and The Parent Agreement shall be returned to the School.

Each application will be reviewed by staff to ensure it is complete before the student will be considered for admission. Any student that has been denied admission for failure to meet the School's Admission Requirements and Process may avail him/herself of the TRCS dispute resolution process for reconsideration.

III. Enrollment Process and Guidelines

There will be an open enrollment period each year, which will be advertised throughout the school community so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting applications will be clearly stated.

The process for enrollment proceeds as follows, (not necessarily in the exact order provided):

- The School will determine class size/configuration for the school year;
- The School will solicit from current students their intention to return the following year;
- The school will solicit from parents/guardians of current students their intention to apply for admission for siblings of current students;
- The School will design program informational materials;
- The School will plan one or more Information Open House Meetings or their equivalent (attendance at which is mandatory for admission);
- The School will issue press releases and/or utilize other communication strategies;
- The School will actively recruit students throughout the community;
- The School will mail, e-mail, or phone information packets to families on the waiting list, including invitations to any Open House;
- The School will host Information Open House Meeting(s) and record attendance;
- The School will establish and hold an open enrollment period so that all interested student may have an equal opportunity to apply for admission;
- The School will determine the number of returning students at each level;
- The School will determine the number of new students at each level;
- The School will hold a random public lottery drawing, if necessary;
- The School will notify the families of the applicants who are accepted and rejected;
- Non-accepted families will be placed on the waiting list in the order in which the students are drawn from the random public drawing. Children who complete the application process after the published deadline will be added to the waiting list if it already exists.

A waiting list is maintained from year to year. Once on the waiting list, a student would remain in that position until he/she is offered a spot in the school or expresses no further interest, or until the commencement of the following year's open enrollment process. If families from the waiting list are offered a position, they must accept that position within five business days or if they decline or fail to respond within five business days they may be removed from the waiting list or placed at the bottom of the waiting list if they desire.

IV. Single Public Random Lottery Drawing & Preferences

TRCS shall admit all students who complete an enrollment application and wish to enroll in the school subject to capacity.

In the event that there are more students applying for admission than capacity, due to a greater number of applicants for a given grade level than space can accommodate, a public random lottery drawing will be held. The lottery shall be conducted in accordance with the guidelines shown below. Certain groups will be exempt from the lottery system and shall be automatically admitted to the school given there is available space.

Exempt from the lottery system are:

- Returning students
- Siblings of currently enrolled students
- Children of ~~staff~~ and founders (This shall be restricted to no more than 10% of the student population.)

Lottery System:

1. Prior to names being placed on our waiting list an Information Form will be filled out so weights can be applied properly at the time of the lottery. There is no requirement to fill out an Information Form if a candidate chooses to withhold certain information.
2. Preferences: Each year TRCS will review the profile of the school district in town in order to compare our school profile with that of the school district. Based upon comparing our profile to the community profile, one extra entry shall be given to those individuals who are in the weighted groups below and ~~underrepresented~~. In addition, all students residing in the Fort Bragg Unified School District will be given an additional entry.

Using the "Appendix J: Matrix of Exemptions and Preferences in the Public Random Drawing" from the *Charter Schools Program Title V, Part B Non-Regulatory Guidance* as a guide, weighted groups are:

- Children who qualify as low income per ESEA Title I;
- Children with disabilities per Section 504;
- Children in disadvantaged groups as per Title VI.

One additional entry will be given also to those applicants residing within the school district.

Example: A child who is identified with a disability would receive an entry for the lottery, an entry for being part of the weighted groups, and an entry for residing in the school district.

3. Students who are on the waiting list and not part of the weighted groups, will be entered into the random drawing with the above groups, but without extra entries.
4. The selection of names will be done either by program or actual drawing. It will be public and open to anyone wanting to attend. Either by electronic mail or by telephone all individuals on the waiting list will be invited to attend the drawing.
5. The waiting list names will be numbered by grade level for future use during the school year in case openings become available. Applicants will be accepted in order of their lottery draw.
6. If there is no interested or available applicant on the waiting list, and there is available capacity within a grade level, then students will be accepted on a "first come, first served" basis.