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Marin County Board of Education
Charter School Ad Hoc Committee
Recommendation

Marin County Board of Education

Charter Ad Hoc Committee Recommendation – Ross Valley Charter School Petition on Appeal October 8, 2015

Ross Valley Charter Appeal

The Marin County Board of Education Charter Ad Hoc Committee (Committee) has completed its review of the Ross Valley Charter School Petition (Petition) on appeal. First and foremost, the Committee expresses thanks to the Marin County Office of Education (MCOE) staff, the Ross Valley Charter School Petitioners (Petitioners), and the Ross Valley School District (District). Since August, the Committee has met on six separate occasions, and a dozen MCOE staff have spent hundreds of hours reviewing and assessing the Petition. The Committee has met with all parties, and all parties have been forthcoming and responsive with requested information. All documents and information gathered in making the Committee's decision are provided with this report.

The Committee recognizes and appreciates the Petitioner's passion and commitment to the children of the Multi Age Program (MAP) at Manor School. Moreover, the Committee recognizes and appreciates the Petitioner's responsiveness and collaborative approach in working with the Marin County Office of Education staff and Committee. Key areas identified during the Committee's review, however, could not be addressed to the satisfaction of the Committee.

Committee Recommendation

The Committee recommends a denial of the Ross Valley Charter School Petition on appeal. The Petition did not demonstrate an appropriate level of staffing necessary to ensure the successful day-to-day financial operations of a charter school. The success of any school and classroom is dependent upon the behind-the-scenes infrastructure in place to support it. Moreover, the Petition did not satisfactorily demonstrate the manner in which administrative services of the school are to be provided, nor did the Petition fully demonstrate plausible and sustainable financial projections for the first three years of operation.

Marin County Office of Education as a Fiscal Oversight Agency

The Marin County Office of Education (MCOE) has a long history of high standards of fiscal stewardship for its nineteen school districts. Under its AB1200 roles and responsibilities, the MCOE conducts financial reviews of school district budgets four times each year. Moreover, three members of the business office staff have a combined 50 plus years of school district and charter school fiscal oversight and chief business official experience in California schools. It is from this experience, and the fiscal oversight standards of the MCOE, that the MCOE staff provided its analysis of the fiscal health of the Ross Valley Charter School Petition.

The Committee Process

The Committee directed the MCOE staff to conduct their review of the Petition by using the Marin County Board of Education Charter Review Matrix (Matrix). The completed Matrix can be found on (Appendix A). Once the staff completed their review, a series of questions were forwarded to the Petitioners.

Using the experience gleaned from the MCOE staff's school district finance, charter school finance, and fiscal oversight experience, staff then provided a series of financial modeling using alternative expenditure and revenue assumptions in order to assess the Petitioner's ability to successfully operate a charter school. These models can be found in Scenario A (Appendix B), Scenario B (Appendix C), and Scenario C (Appendix D).

Committee Meets with Petitioners

The Committee then met separately with the Petitioners and the RVSD. The Petitioners provided the Committee with requested information, first through responses to three series of questions (Appendix E); and second, following the September 29th meeting with the Committee (Appendix F). The Committee and the Petitioners also discussed the possibility and conditions of a conditional, operational approval (Appendix G).

Committee Meets with Ross Valley School District (RVSD)

Following the Committee's meeting with the RVSD on September 30th, and upon request from the Committee, the RVSD provided information on instructional materials per student; number of support staff provided districtwide and by school; and, the enrollment wait list for the Multi-Age Program at Manor School (Appendix H).

Committee Findings

The Committee then requested additional financial scenarios from staff that included adjustments identified as under budget. Scenario D includes these adjustments. Under Scenario D, (Appendix I and Exhibits), the Petitioner's charter school budget is not solvent and would not be able to successfully support and implement the educational program described in the Petition. The conclusion of the Committee therefore, is that even if granted a conditional, operational approval under the items described in Appendix G, the Ross Valley Charter School Petition does not demonstrate the ability to successfully implement the program as described in the Petition.

The Committee appreciates and recognizes the desire of both the Petitioners and the District in working towards the betterment of education for students. In moving forward, it is the desire of the Committee that all parties find a way of achieving this through cooperation and consideration.

Appendix A

MARIN COUNTY SCHOOL DISTRICT CHARTER SCHOOL PETITION/MOU REVIEW MATRIX
Ross Valley Charter School Petition Appeal

PART ONE: Initial Charter Petition to MCOE....E.C. 47605.5 **Charter Petition Review on Appeal...E.C. 47605 (j)(1)**
Annual Performance Audit **Charter Renewal**

REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL (Education Code 47605(a))			
• 50% of permanent status teachers of school to be converted, in the form required by law			N/A
REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL (Education Code 47605(a))			
• 50% of parents/guardians of the number of age appropriate students expected to enroll for 1st year of operation, in the form required by law	Yes X		
Appendix B: Parent Support Signatures page 3-44 - Indicates that there at least 50% of parents/guardians of the number of age appropriate students expected to enroll for 1st year of operation, in the form required by law.			
OR			
• 50% of the number of appropriately credentialed teachers expected to be employed during 1st year of operation, in the form required by law.	Yes		
Appendix A: Teacher Approval Sign-Off page 2 - All current district MAP Program credentialed classroom teachers indicate that they are meaningfully interested in teaching at RVC.			
REQUIRED AFFIRMATIONS (Education Code 47605(d)(1))			
Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability	Yes X		
On page 9-10 of the petition under Assurances and Affirmations, it states that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability.			
REQUIRED ELEMENTS (Education Code 47605(A)-(P))/ADDITIONAL REQUIRED INFORMATION			
A. Educational Program	Yes	No	N/A
1. Targeted School Populations			

<p>Age, grade levels and number of students</p> <p>Targeted populations were identified with grade spans and number of students p. 21-22 – identified grade span, not “age”</p>	<p>X</p>		
<p>Describe students whom the charter will attempt to educate; describe how the charter will improve learning for the targeted population</p> <p>RVC petition noted in various sections the types of students they will be attempting to educate and descriptions of how RVC will improve learning for the targeted population. Appendix D – p. 53-54 p. 16, 19 & 25</p>	<p>X</p>		
<p>Clear and concise Mission Statement that defines the purposes and nature of the charter school</p> <p>The RVC petition provided a clear and concise Mission Statement that defined the purpose and nature and was further supported by their Educational Philosophy. p. 16 -18</p>	<p>X</p>		
<p>2. Attendance</p>	<p>Yes</p>		<p>N/A</p>
<p>Includes school year/day, academic calendar, number of school days and instructional minutes</p> <ul style="list-style-type: none"> • Attendance portions of the application noted dates of attendance and a projected 2016-17 school calendar. It was noted that the Charter school intends to follow the existing Ross Valley School District master calendar as closely as possible. Instructional minutes were noted with the weekly bell schedule and showed TK minutes to be less than Kindergarten. The Education Code requires Transitional Kindergarten minutes to be equal to Kindergarten instructional minutes. (page 68-70, 71 Appendix G) p. 68-70, 71 Appendix G • Petitioner Response: Satisfied; Charter Schools are not subject to this requirement 	<p>X</p>		

<p>Includes attendance expectations and requirements</p> <p>A general description of attendance was provided, but there was not detailed information about expectation and requirements with regular attendance, tardies, and independent study.</p> <p>p. 68, p. 115</p> <ul style="list-style-type: none">• Petitioner Response: Not Satisfied; response did not provide an adequate level of detail needed to satisfy an awareness of the importance of attendance procedures and accounting. This issue is connected to the amount and expertise of staffing included in the RVC's budget, even after considering the additional .80 FTE the RVC added in their October 1st email, as noted below: <p><i>From Jason Morrison:</i></p> <p>Office Manager</p> <p><i>After Tuesday's meeting, Chris, Conn, and I talked about your concern that our Office Manager's responsibilities are too great for one person. We talked with Bryce and Kate, and Bryce suggested that we add a lower-level classified position to perform the receptionist-type duties of interfacing with parents, answering the phone, helping children needing special attention, tracking truancy and absenteeism, and other administrative tasks.</i></p> <p><i>One way we could manage it is this: we currently have in our budget two \$15/hour classified positions working two hours each during lunch. We could likely extend one of these positions to add four hours in the morning (7:30 a.m.-1:30 p.m.), and extend the other position to add two hours in the afternoon (noon-4:00), so they total ten hours a day for 180 days. Together this equates to a .8 FTE in additional office support over the course of the school year for a total additional cost of around \$17,500.</i></p> <p><i>This is an amount our budget can absorb and will make the Office Manager position a more manageable job for one person.</i></p>		X	
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3. What it Means to be an Educated Person in the 21st Century	Yes	No	N/A
<p>Objective of enabling pupils to become self-motivated, competent, lifelong learners</p> <p>The application supported the framework for instructional design aligned with needs of target population focused on enabling pupils to become self-motivated, competent and lifelong learners.</p> <p>The petition described the approaches used to enable students to achieve objectives specified in the charter. Connections were made from these approaches to addressing the Common Core State Standards.</p> <p>p. 6, p. 19, & p. 21</p>	X		
<p>Clear list of general academic skills and qualities important for an educated person</p> <p>Petition outlines the RVC graduate profile which clearly delineates the academic skills and qualities important for an educated person.</p> <p>p. 19-20, p. 111</p>	X		
<p>Clear list of general non-academic skills and qualities important for an educated person</p> <p>Petition outlines the RVC graduate profile which clearly delineates the non-academic skills and qualities important for an educated person. The petition also outlined the components of the learning environment to support success of all students.</p> <p>p. 19-20, 25-41</p>	X		
4. Description of How Learning Best Occurs	Yes	No	N/A
<p>Framework for instructional design aligned with needs of target population and based upon successful practice and research</p> <p>This description for how learning best occurs identified a clear framework for instructional design aligned with the needs of the population. The RVC included ample description of their total program across many pages of the application.</p> <p>p. 16-19 and supported by 25-41 & 45-63</p>	X		

<p>Description of instructional approaches and strategies including curriculum, teaching methods, materials and technology</p> <p>Descriptions of instructional approaches were noted as well as the use of teaching methods, curriculum, materials and technology.</p> <p>p. 25-41, 64-68</p>	<p>X</p>		
<p>Description of basic learning environment (e.g., site-based, independent study, etc.)</p> <p>The description of the basic learning environment was noted as being cursory and limited but present.</p> <p>p. 25-27</p>	<p>X</p>		
<p>Discussion of how chosen instructional approach will enable students to achieve objectives specified in the charter and master academic content standards in core curriculum areas</p> <p>Throughout the application descriptions were provided as to how the chosen instructional approach will enable students to achieve objectives specified in the charter.</p> <p>p. 17-18, 25-41</p>	<p>X</p>		
<p>Proposed program strongly aligned to school's mission.</p> <p>The proposed program outlined throughout the petition is aligned to the identified mission of the program proposed by RVC.</p> <p>p.16-21, 25-41</p>	<p>X</p>		
<p>Proposal includes, at a minimum, full curriculum for one course or grade level; Proposal also provides that a full curriculum will be submitted prior to the opening of school</p> <p>Full curriculum was noted for all grade levels in the area of Science with the intent to provide a full curriculum submitted before the opening of school.</p> <p>p. 55-58 Science</p>	<p>X</p>		

<p>Describes how charter school will identify and respond to needs of students not achieving at or above expected levels</p> <p>The RVC petition noted how they will identify and respond to the needs of students not achieving at or above expected levels, although the levels that this would include were not completely articulated.</p> <p>p. 36-37, 74-78</p> <ul style="list-style-type: none"> Satisfied; written response, dated September 28th, provided a comprehensive list of student achievement levels 	X		
<p>Describes how the charter school will identify and respond to needs of students who are academically high achieving</p> <p>There was language devoted to the identification of academically high achieving students as well as descriptions of additional supports that could be provided to augment the classroom learning.</p> <p>74-75, 78-80</p>	X		
<p>Describes how charter school will identify and respond to needs of English Learners</p> <p>Ample evidence existed for the method RVC will use to identify and respond to the needs of EL Learners. This was also noted in the RVC Admission Requirements and Racial and Ethnic balance sections as they pertain to assurance regarding non-discriminatory procedures.</p> <p>p. 24, p. 80-87</p>	X		
<p>Describes how charter school will identify and respond to needs of students with disabilities</p> <p>The charter petition dedicated an entire section to address the needs of students with disabilities through identification and responding to needs of Special Educations students.</p> <p>(See Special Education section starting on page 13 of this matrix) p. 87-98</p>	X		
<p>5. Additional Requirements for Charter Schools Serving High School Students</p>	Yes	No	N/A
<p>How Charter School will inform parents about the transferability of courses to other public high schools</p>			X
<p>How Charter School will inform parents about the eligibility of courses to meet college entrance requirements</p>			X

Comments:

B. Measurable Student Outcomes and Other Uses of Data	Yes	No	N/A
<p>Describes clearly measurable outcomes to be used by charter school, e.g., attainment of skills, knowledge and attitudes listed in goals in school educational program</p> <p>Clear measurable outcomes to be used by the RVC were listed in the application. RVC included both a portion that includes how their work will align with the 8 State Priorities and how that work will be supported by measureable data to address student needs and outcomes.</p> <p>p. 111-114, 120-124</p>	X		
<p>How pupil outcomes will address state content and performance standards in core academics</p> <p>Exit outcomes were noted in the RVC Graduate Profile as well as in their additional goals section. It was noted that these descriptions are broadly stated and do not clearly articulate actual grade equivalent or standard score data in content and performance standards.</p> <p>p. 111-114, 120-125</p> <ul style="list-style-type: none"> Satisfied; written response, dated September 28th, provided a comprehensive list of grade level performance standards. 	X		
<p>Clearly stated exit outcomes including acquisition of academic and non-academic skills</p> <p>Exit outcomes can be found in the RVC Graduate Profile as well as in their additional goals section. This profile provides a broadly stated description of acquisition of academic and non-academic skills.</p> <p>p. 19-20, 125</p>	X		

<p>Affirmation that "benchmark" skills and specific classroom-level skills will be developed</p> <p>The petition had a lack of specific benchmark skills and specific classroom level skills that will be developed.</p> <p>p. 125, 128-129 (not specific enough)</p> <ul style="list-style-type: none"> Satisfied; written response, dated September 28th, provided additional classroom level skills 	X		
<p>Affirmation/description: exit outcomes will align to mission, curriculum and assessments</p> <p>Description of exit outcomes that align with the mission were reiterated throughout the application. Descriptions of types of assessments and broad curriculum accompanied the exit outcomes.</p> <p>p. 19-20, 99-100, 125</p>	X		
<p>Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A-G" requirements</p>			X
<p>Lists school-wide student performance goals students will achieve over a given period of time: Projected attendance levels, dropout percentage, graduation rate goals, etc.</p> <p>RVC application included reference to student performance goals on a year to year basis, as well as projected attendance and absenteeism levels. No reference to dropout and/or graduation rates were noted and may not be germane to this elementary application. The goals for these are written for annual review.</p> <p>p.115-116</p>	X		
<p>Acknowledges that exit outcomes and performance goals may need to be modified over time</p> <p>The petition suggests that there will be adjustments to exit outcomes and performance goals as needed.</p> <p>p. 100</p>	X		
<p>If high school, graduation requirements defined and WASC accreditation addressed</p>			X

Comments:			
C. The Method by Which Pupil Progress in Meeting the Pupil Outcomes Will be Measured	Yes	No	N/A
<p>At least one assessment method or tool listed for each of the exit outcomes</p> <p>Pupil progress was noted as having evidence for at least one assessment method for exit outcomes. p. 111-114, 130-132</p>	X		
<p>Assessments include multiple, valid and reliable measures using traditional/alternative tools</p> <p>These assessments included multiple, valid and reliable measures using standardized, state mandated assessments as well as those tied to curriculum which are described as formative in nature. p. 130-132</p>	X		
<p>Assessment tools include all required state and federal assessments (Including STAR, API, AYP, CAHSEE, CELDT and physical performance test)</p> <p>Assessment tools identified included all required state and federal assessments. p. 111-114</p>	X		
<p>Chosen assessments are appropriate for standards and skills they seek to measure</p> <p>The assessment tools RVC identified are “appropriate” for the standards and skills they intend to measure. Skills and standards identified to measure align with RVC exit outcomes and curriculum. p. 111-114, 130-132</p>	X		
<p>Description of how assessments align to mission, exit outcomes, and curriculum</p> <p>The assessments lacked specificity and direct alignment with stated mission, although the reader could imply the connections using the descriptions across the curriculum portion of the application. p. 128-132 – concern with specificity and lack of direct alignment stated with mission</p> <ul style="list-style-type: none"> Satisfied; written response, dated September 28th, provided additional information that aligned with stated mission. 	X		

<p>Describes minimal required performance level necessary to attain each standard</p> <p>There was no identified required performance level necessary to attain each standard noted in the application.</p>	X		
<p>Outlines plan for collecting, analyzing/utilizing and reporting student/school performance data to school staff, parents/guardians and MCOE</p> <p>The RVC petition outlines the manner in which they will use and report data gathered to monitor student performance. The data gathered will be reported to school staff, parents/guardians and appropriate authorities as required by state reporting determinations.</p> <p>p. 132-135</p>	X		
Comments			

D. Governance Structure of School Including, But Not Limited to, Parental Involvement	Yes	No	N/A
Describes what role parents have in the governance and operation of the school	X		
Describes key features of governing structure (usually a board of directors) such as:	X		
• Compliance with Brown Act, Public Records Act and Conflict of Interest Policy	X		
• Size/composition of board, board committees and/or advisory councils	X		
• Board's scope of authority/responsibility along with role of school administration	X		
• Method for selecting initial board members along with Board election/appointment and replacement procedure	X		
• Describes how Board will be developed in terms of supplementing necessary skills and providing training in effective board practices	X		
Includes proposed bylaws, basic policies for Board functions, as well as those necessary for opening and operating a school, and/or similar documents	X		
Initial governing board members identified by name or the process to be used to select them	X		
Clear description of the legal organization of the charter school including evidence of non profit public benefit status, if applicable	X		
Outlines other important legal or operational relationships between school and granting agency in accordance with the general contents of an MOU or Operating Agreement	X		

Describes structure for providing business/administrative services including personnel, accounting, payroll, etc.	X		
<p>Comments: Element 4 of the proposed petition shows strong compliance with the Charter Schools Act, CBE policy, and good practices, except as noted below:</p> <p>*The CBE policy provides that the petition should "specify that the charter school will be subject to the Brown Act, the Public Records Act, as well as the Conflict of Interest provisions which also apply to members of a Board of Education."(see Part One of Policy 2301(A)(3))</p> <p>* Although the petition (see Appendix E) does demonstrate a commitment to comply with the Brown Act it does not contain any commitment to comply with the Public Records Act. The failure to contain such a commitment supports a finding that the petition should be denied based on reasons 2 and 4 of the 5 bases for denying a petition as set forth in Part One of BP 2301(C).</p> <ul style="list-style-type: none"> • Satisfied; the Petitioners directed the reviewers to the Assurances on page 11 of the Petition, which included an assurance the Charter School will comply with the Public Records Act. <p>*With respect to conflict of interests the petition shows a good understanding of and compliance with the "Political Reform Act of 1974" but it does not contain a commitment to comply with Government Code sections 1090 et seq, which do constitute conflict of interest provisions applicable to a Board of Education. The petition does contain a commitment that if the "chartering authority" strongly believes that Government Code section 1090 ought to apply---the Charter School is willing to revise its governance structure-----."</p> <p>Based on this commitment it appears that the proposed By-Laws could be revised or provisions could be included in the MOU to show compliance with this provision of CBE policy. In this regard it may well be that a commitment to comply with all of the provisions of GC 1090 et seq, with the exception of allowing an employee to serve on the governing board of the charter school, may substantially comply with CBE policy.</p> <p>* In addition to the issues noted above Element 4 of the proposed petition also contains a few areas of some concern, which probably could be addressed by further discussions with the petitioners.</p> <ol style="list-style-type: none"> 1. By way of example, the second paragraph on page 136 of the petition provides, in part, that "The RVC will operate autonomously from its authorizer, with the exception of the supervisory oversight required by statute----." This is too restrictive. The chartering authority has discretionary as well as mandated levels of oversight and this discretion needs to be recognized. 2. In addition, and although it would not constitute a basis for denial of the petition, page 144 of the petition provides that "Any decision of the Council can be appealed to the Board by anyone." For practical reasons this should be narrowed to require that a challenge has to be made by a party with an interest in the decision. Otherwise, the reference to "anyone" might actually be invoked by "anyone." <ul style="list-style-type: none"> • Satisfied; the Petitioners demonstrated a willingness to address issues such as these through an MOU. 			

E. Qualifications to be Met by Individuals to be Employed by The School	Yes	No	N/A
Describes qualifications to be met by those to be employed by school, including standards to be used in hiring teachers, administrators and other school staff	X		
Includes general qualifications for various categories of employees and desired professional backgrounds, depth of experience and other qualities to be sought in their selection	X		
Specifies key positions in each category, along with additional qualifications expected of individuals to be selected for these positions	X		
Defines core academic teachers & affirms they will hold appropriate Commission on Teacher Credentialing certificate, permit or other equivalent document; provides specific credentials to be required along with discussion of how this will satisfy requirements for “highly qualified teachers” under the No Child Left Behind Act	X		
Identifies teaching positions which are not considered core academic, along with required qualifications	X		

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Comments:

The charter petition defines the general qualifications of potential employees, including characteristics and pre-employment requirements, and identifies a screening process.

The petition outlines the qualifications and experience required or preferred of various positions, identifies core academic subjects (English language arts, mathematics, science and social studies), affirms the credentialing requirements for core, intervention and ELD teachers, and mandates that teachers be highly qualified (HQT).

Specific job descriptions are identified in Appendix I (p127).

Other Observations:

- The charter does not mention proof of immunization from Measles as staff requirement. Recommend review of a measles policy.
- The charter references completion of a Department of Justice (DOJ) fingerprinting background check. Recommend that the statement be restated so as not to exclude FBI checks. Wording could read: “All prospective employees are required to successfully complete a fingerprinting background check through the DOJ and FBI as appropriate.”
- There is no discussion of classified personnel in the classroom (i.e. classroom aide). If used, they should similarly identify the need to highly qualified status.
- In review of the job descriptions, we note the following:
 - Classroom Teacher (appendix page 128)- under minimum qualifications, the job description currently reads: “Possession of a valid California Elementary School Teaching Credential (or out-of-state equivalent)”. An out of state credential would not meet the credentialing standards set forth on page 150. Recommend that the job description be updated to remove reference to the out-of-state equivalent or identify an out-of-state credential in the process of being converted by California Commission on Teacher Credentialing (CTC).

<ul style="list-style-type: none"> ▪ the development of sensory- and perceptual motor skills, language, cognition, and memory.” To clarify the role of a special education teacher, we recommend that it read “...sensory- and perceptual- motor skills as they relate to common core standards (as they relate to a suspected area of need they should be assessed by an Occupational Therapists), ...” ▪ The Special Education Teacher minimum qualifications: <ul style="list-style-type: none"> • Lists “Special Education certification”, which is inconsistent with verbiage specific to California. We recommend it read “Special Education credential, including any necessary added authorizations, authorizing instruction for the disabilities served”. • Lists “at least 3 years of experience as a Special Education Teacher”; recommend listing this as “preferred” to avoid limiting options. ○ English Language Development Teacher (appendix page 130-131): <ul style="list-style-type: none"> ▪ The English Language Development Teacher minimum qualifications: <ul style="list-style-type: none"> • Lists “ELD certification”, which is inconsistent with verbiage specific to California. We recommend it read “Credential authorizing instruction to English Language Learners”. • Lists “at least 3 years of experience”; recommend listing this as “preferred” to avoid limiting options. ○ Spanish Teacher (appendix page 132-133): <ul style="list-style-type: none"> ▪ The Spanish Teacher minimum qualifications: <ul style="list-style-type: none"> • Lists “Must have preliminary credential in Spanish”, painting the requirements into a very narrow window of preliminary credential status. Should consider stating “must have at least a preliminary credential in Spanish” or “a credential authorizing instruction in Spanish” (e.g. a multiple subject credential with BCLAD authorization or single subject Spanish). ○ Physical Education Teacher (appendix page 133): <ul style="list-style-type: none"> ▪ Consider listing “credential authorizing instruction of Physical Education is highly preferred”. ○ Counselor (appendix page 134): <ul style="list-style-type: none"> ▪ Under minimum qualifications, consider listing “Pupil Personnel Services credential preferred”. ○ School Director (section E/Element 5, page 149; appendix pages 135-137) <ul style="list-style-type: none"> ▪ Consider listing “Administrative credential preferred”. 			
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F. Health and Safety Procedures	Yes	No	N/A
Affirms that each employee will furnish the school with a criminal record summary, as well as proof of freedom from tuberculosis	X		
Outlines specific health and safety practices addressing such key areas as:			
• Seismic safety (structural integrity and earthquake preparedness)		X	
• Natural disasters and emergencies	X		
• Immunizations, health screenings, administration of medications	X		
• Zero tolerance for use of drugs and tobacco	X		
• Staff training on emergency and first aid response	X		
References accompanied by a detailed set of health and safety related policies/procedures or the date by which they will be adopted and submitted to the MCOE	X		

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Comments:

Petitioners recognize twelve pertinent sections of California Education Code addressing compliance with Governing Law regarding procedures that the school will follow to ensure the health and safety of pupils and staff. It is noted that a full draft of health and safety procedures will be provided at least 30 days prior to operation.

The petition provides a reasonably comprehensive description addressing requirements that each school employee will furnish the school with criminal record summaries and submission of fingerprints to the California Department of Justice, with a description of how the process and compliance will be monitored at the school, and includes fingerprint screening requirements for volunteers outside of the direct supervision of credentialed employees.

Tuberculosis testing is addressed with reference to appropriate Education Code, without any description outlining specific practices (such as providing for background checks).

The petition does not contain reasonably comprehensive descriptions outlining specific health and safety practices and procedures (California Education Code 47605(b)(5)(F)) in key areas noted above - earthquake preparedness; natural disasters and emergencies; immunizations / screenings / administration of medications; zero tolerance for use of drugs, alcohol and tobacco; and staff training on emergency and first aid response.

- Satisfied; written response, dated September 28th, included assurances that the Petitioners were aware of the need to develop policies once approved.

The petition does not address Seismic safety (structural integrity) as the petition does not specify where the school intends to locate.

- Not satisfied; until the RVC secures a facility this remains an outstanding issue

Element 6 – Health and Safety, Pages 152-154

G. Means to Achieve a Racial and Ethnic Balance	Yes	No	N/A
Lists specific practices/policies designed to attract a diverse applicant pool/enrollment:	X		
Practices and policies appear likely to achieve targeted racial and ethnic balance	X		

<p>Comments: p. 9 – Assurances and Affirmations (evidence): lists all federal, state and local laws that apply to Charter; (bullet 3) – admission policies; no tuition policies; admission based (bullet 5); Non-discrimination (bullet 6); adherence to federal law for students with disabilities (bullet 7). p. 23-24 – Broad Statement; Chart of demographics; intent to attract students from subgroups; Hiring ELD teacher and outreach coordinator; (support) p. 39 – Selection of curriculum that reflects diverse perspectives p. 80-82 – Adherence to federal laws for EL learners; professional development for teachers in the area of cultural proficiency and ELD practices. p. 85 – Outreach coordinator (support) p. 155 – Element 7: Racial and Ethnic Balance – striving to enroll. Major motivation to have control over outreach to have more diverse school community (support) p. 156 – Translate materials; online media (support)</p>			
H. Admissions Requirements	Yes	No	N/A
<p>Mandatory assurances regarding non-discriminatory admission procedures</p> <p>The RVC provided documentation in Element 8 – Admissions Requirement that reflected a clear outline of requirements for non-discriminatory admissions.</p> <p>p. 9 Assurances & Affirmations, p. 159, and Appendix H p. 2 of 8</p>	X		
<p>Admission preferences which are required for conversion charter schools, if applicable</p> <p>This is not a conversion Charter.</p> <p>p. 9 not a conversion Charter</p>	Not a conversion		X
<p>Clearly describes admissions requirements, including any admission preferences</p> <p>The admissions requirements clearly describe the admission process and per education code 47605(d)(2)(B) outlined admission preferences in the case of a lottery.</p> <p>p. 159-161, Appendix H p.1</p>	X		
<p>Proposed admissions and enrollment process and timeline, as well as procedures for public random drawings, if necessary</p> <p>The RVC petition also included language outlining a process for Public Random Drawing in accordance with Ed Code 47605(d)(2)(B)</p> <p>p. 159-161 and Appendix H p. 3-7</p>	X		

Comments:			
<p>p. 9 – Assurances and Affirmations – indicates that this is not a “conversion of a private school to the status of a public charter”</p> <p>p. 21-23 – Students to Serve and Target Population (support)</p> <p>p. 155 – Element 7: Racial and Ethnic Balance – striving to enroll. Major motivation to have control over outreach to have more diverse school community (support)</p> <p>p. 159 – Element 8: Admissions Requirement – (evidence). Clear outline of requirements that does not include assessment; establishes minimum and maximum age for public school; shall not be determined by the place of residence; includes list of 1-6 steps. Timeline included on p. 161; described as broad but will be more detailed as dates become clearer.</p> <p>p. 160 – Public Random Drawing: Includes process in accordance with Ed Code 47605(d)(2)(B).</p>			
	Yes	No	N/A
I. Financial Audit			
<p>Describes manner in which annual, independent financial audit will be completed by December 15 following the close of each fiscal year</p> <p>Element 9 – Independent Financial Audit (page 163, paragraph 4 of the petition) describes manner in which annual, independent financial audit will be completed by December 15 following the close of each fiscal year.</p>	X		
<p>Describe who will be responsible for contracting and overseeing the independent audit</p> <p>Element 9 – Independent Financial Audit (page 163, paragraph 3 of the petition) states:</p> <ul style="list-style-type: none"> • “The charter school will select an independent auditor through a request proposal process. • “The governing board will contract for the audit” • “The School Director and designees will provide support to the Auditor.” 	X		
<p>Specifies that the auditor will have experience in education finance</p> <p>Element 9 – Independent Financial Audit (page 163, paragraph 3 of the petition) states:</p> <ul style="list-style-type: none"> • “The auditor will have, at a minimum, a CPA and educational experience and will be approved by the State Controller.” 	X		

<p>Describes the scope of the audit including a review of average daily attendance</p> <p>Element 9 – Independent Financial Audit (page 163 of the petition) describes the scope of the audit but not a daily review of average daily attendance</p> <ul style="list-style-type: none">• The petition states compliance with California Code Regulations governing audits of charter schools.• Satisfied; while the Petitioners cited the audit guide and satisfies 47605(b)(5)(I), the response did not include an awareness for the monitoring (audit) procedures necessary for accurate attendance accounting. On a separate note, the level and expertise of office staffing does not demonstrate adequate staffing to monitor attendance. While the Petitioners submitted a response that demonstrated a recognition for additional staff, the hourly rate appears to be too low for the level of skill and expertise necessary to perform or monitor these duties.• This issue is connected to the amount and expertise of staffing included in the RVC’s budget, even after considering the additional .80 FTE the RVC added in their October 1st email, as noted below: <p><i>From Jason Morrison:</i></p> <p>Office Manager</p> <p><i>After Tuesday’s meeting, Chris, Conn, and I talked about your concern that our Office Manager’s responsibilities are too great for one person. We talked with Bryce and Kate, and Bryce suggested that we add a lower-level classified position to perform the receptionist-type duties of interfacing with parents, answering the phone, helping children needing special attention, tracking truancy and absenteeism, and other administrative tasks.</i></p> <p><i>One way we could manage it is this: we currently have in our budget two \$15/hour classified positions working two hours each during lunch. We could likely extend one of these positions to add four hours in the morning (7:30 a.m.-1:30 p.m.), and extend the other position to add two hours in the afternoon (noon-4:00), so they total ten hours a day for 180 days. Together this equates to a .8 FTE in additional office support over the course of the school year for a total additional cost of around \$17,500.</i></p> <p><i>This is an amount our budget can absorb and will make the Office Manager position a more</i></p>	X		
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<p>Provides scope and timing of audit, as well as required distribution of completed audit to the Marin County Office of Education, State Controller’s Office and California Department of Education</p> <p>Element 9 – Independent Financial Audit (page 163, paragraph 3 and 4 of the petition) states:</p> <ul style="list-style-type: none"> • “The governing board will receive the audit report” • “The audit will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the California Department of Education.” 	X		
<p>Process and timeline for resolving audit exceptions and deficiencies to the satisfaction of the Marin County Office of Education</p> <p>Element 9 – Independent Financial Audit (page 163, paragraph 4 of the petition) states:</p> <ul style="list-style-type: none"> • “The School Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the authorizer along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.” 	X		
Comments:			
J. Pupil Suspension and Expulsion	Yes	No	N/A
<p>Detailed, step-by-step process by which student may be suspended or expelled</p> <p>A detailed step-by-step process was outlined by which a student may be suspended or expelled.</p>	X		
<p>Reference to a comprehensive set of student disciplinary policies</p> <p>The RVC petition outlined a comprehensive set of student disciplinary policies aligned with education code 470605 (b) (5) (J). See pages 164, and p. 165-173</p>	X		
<p>Outlines or describes strong understanding of relevant laws protecting constitutional rights of students, generally, and of disabled and other protected classes of students, in particular.</p> <p>The RVC petition outlined on pages 164-165 their understanding of relevant laws protecting the rights of all students including disabled and other protected classes of students.</p>	X		

<p>Policies balance students' rights to due process with responsibility to maintain a safe learning environment</p> <p>The policy developed by RVC provided an outline of due process rights for all students to ensure a safe learning environment. The petition offers opportunities for a conference, notice to parents/guardians and outlines the authority of expulsion for students with disabilities. See pages 173-178, and p. 180.</p>	X		
<p>Explains how policies and procedures regarding suspension and expulsion will be periodically reviewed and modified</p> <p>On page 163 of the charter petition the RVC committed to administering an annual review of policy and procedures to the suspension and expulsions policies adopted by the petitioners.</p>	X		
<p>Explains how the MCOE may be involved in disciplinary matters</p> <p>The RVC petition stated that no pupil had the right to appeal and determined that the Charter School Board's decision of disciplinary section is final.</p> <p>There is no reference to MCOE being involved in disciplinary matters.</p> <p>For charter schools there is no right to appeal to the CBE or otherwise unless the charter so specifies. Conclusion: this is OK as to legal form as written.</p> <p>Page 178</p>	X		
Comments:			
K. Staff Retirement System	Yes	No	N/A
<p>Describes manner by which staff members will be covered by STRS, PERS and/or federal social security; or how the charter school will create a system to address employees' retirement funding</p>	X		
<p>Specifies specific positions to be covered by each system and staff designated to ensure that arrangements for coverage are made</p>	X		

Comments:

- The Charter Petition describes the manner in which staff members will be covered by a retirement system. Certificated staff members will be covered by STRS; non-certificated staff will be covered by federal social security. The petition designates the School Director to ensure that arrangements for retirement coverage have been made.

Other Observations:

- The petition indicated that the Charter School will forward all contributions to the STRS fund, however, the Marin County Office of Education is responsible for submitting all CalSTRS contributions on behalf of all school districts and participating charter schools in Marin County. The Charter will need to coordinate STRS reporting and contributions with MCOE.
- Satisfied; written response dated September 28th, stated an intention to coordinate with the COE.
- CalPERS has recently issued a circular letter and school questionnaire for Charters wishing to participate in PERS that clarifies recent uncertainty regarding charter school participation in governmental retirement plans including PERS.

Page 182

L. Attendance Alternatives	Yes	No	N/A
<p>States that students may attend other schools or pursue an inter-district transfer in accordance with existing district or county enrollment and transfer policies and/or description of other attendance alternatives</p> <p>Petition states students may attend other schools and/or pursue inter-district transfers in accordance with the district or county enrollment policy.</p>	X		
<p>Provides that parents/guardians will be informed that students have no right to admission in a particular school in any district as a consequence of enrollment in the charter school</p> <p>Petition provides description that students have no right to admissions in a particular school in any district as a result of enrollment in the Charter School.</p>	X		

Comments: Element 12, Public School Attendance alternatives, page 183 fulfills the requirements as outlined in the Education Code section 47605 (b)(5)(L)			
M. Description of Employee Rights	Yes	No	N/A
States that collective bargaining contracts of MCOE will be controlling as to whether and how charter school staff may carry over Sick/vacation leave if allowed to resume former employment within MCOE, if applicable			X
States that collective bargaining contracts of MCOE will be controlling as to whether and how charter school staff may continue to earn service credit (tenure) with MCOE while at charter school, if applicable			X
Comments: The charter petition identifies the charter school as the employer, but does not identify collectively bargaining agreements as controlling employment factors. The charter petition limits the transfer of sick leave to 6 weeks for the six (6) current RVSD employees.			
N. Dispute Resolution Process	Yes	No	N/A
Outlines a simple process for the charter school and the Marin County Office of Education to settle disputes relating to the provisions of the charter	X		
Outlines process by charter school will resolve internal complaints and disputes	X		
Comments: The charter petition outlines the process for resolution of a dispute with the “authorizer”, starting with identification of the issue in a dispute statement, meet and confer within five business days, hold a meeting with two Board Members from respective boards and the Superintendent and School Director within 15 days, mutually select a mediator, hold mediation within 60 days with costs shared equally (pages 185-186). The charter does not outline a process by which the charter school will resolve internal complaints and disputes, but does reference that the Board will develop policies on internal dispute resolution (page 186). Ed Code section 47605 (b)(5)(N) requires a charter school to describe "procedures to be followed by a charter school and the entity granting the charter to resolve disputes" relating to the charter. On this basis the charter is not required to have an internal dispute resolution process.			
O. Labor Relations	Yes	No	N/A
States whether charter or MCOE will be employer for EERA purposes	X		
If Marin County Office of Education is to be the employer, includes provisions clarifying charter's role in collective bargaining process			X

Comments: The charter petition identifies that Ross Valley Charter shall be the exclusive public school employer (page 9).			
P. Closure of Charter School	Yes	No	N/A
Outlines a detailed description of the process to be used if the charter school closes	X		
Process includes a final audit of the charter school, specific plans for disposition of all net assets and liabilities, as well as for the maintenance and transfer of pupil records	X		
Comments: Element 16 – Closure Procedures Public, Pages 188-190 describes in detail the requirements as outlined in Education Code 47605(b)(5)(L).			
OTHER CONSIDERATIONS			
Likelihood that the Petitioners Will be Able to Successfully Implement the Program of the Proposed Charter	Yes	No	N/A
The Petition includes a thorough description of the education, work experience, credentials, degrees and certifications of the individuals comprising, or proposed to comprise, the directors, administrators and managers of the proposed charter school. The petition identifies the credentials and work experience of teachers but does not include a thorough description of administrators and managers. <ul style="list-style-type: none"> Not satisfied; this is primarily because the CFO is a volunteer position. The CFO or Business Manager position is critical to the day-to-day operations of the charter school. 		X	

<p>The Petition includes a list of consultants whom the charter school has engaged, or proposes to engage, for the purpose of developing, operating and evaluating the charter school, together with a thorough description of the qualifications of such consultants.</p> <p>The petition lists consultants and their experience and credentials who contributed to the development of the charter but the petition does not indicate whether they will be performing services for the charter once it is operational. The petition includes budgeted expenditures for consultants but does not identify who these consultants are. If we credit these expenditures for special education consultants, there is not enough budgeted to cover business services consultants. The petition identifies, and the Petitioners confirmed, EdTech software will be utilized but they did not identify additional business services consultant(s). The CFO is a volunteer position with no business services support other than through vendor-provided financial software. Due to the level of identified office and management staffing, business services consultants is insufficient.</p>		X	
<p>Does the information provided in the proposal confirm that the school will have the services of individuals who have the necessary background in curriculum, instruction, assessment, finance, facilities, business management, organization, governance and administration?</p> <p>The petition describes individuals with curriculum, instruction and assessment but does not provide a list of individuals with finance, facilities or business management.</p>		X	
<p>Comments: The above questions await responses from questions.</p>			
<p>Geographic and Site Limitations</p>	Yes	No	N/A
<p>Does the Petition propose to operate a single charter school within the county, or in the case of a charter proposal initially denied by a local governing board, within the geographic jurisdiction of the school district to which the charter was originally submitted?</p>	X		
<p>If not, does the Petition demonstrate any basis for an exception permitted by law? In this case, does the Petition provide for the notification steps required by law?</p>			X
<p>Does the Petition identify the precise location where the school will operate?</p> <ul style="list-style-type: none"> • No secured facilities 		X	
<p>Does the Petition include a description of the facilities in which the charter school will operate?</p>	X		
<p>Does the facility comply with applicable building standards?</p>			X
<p>Comments: California Education Code 47605(g) requires that the description of the facilities to be used by the charter school "shall specify where the school intends to locate". While petitioners</p>			

describe an intent to rent facilities within the District's boundaries, and provide a description of the size and type of space they are seeking, with examples of school district and private rental facilities that may be available with budgeted annual costs, they do not specify where the school intends to locate. Petitioners state that they will explore both private and public school facilities (page 196).			
Grade Level Limitations (For Petitions Being Reviewed on Appeal)	Yes	No	N/A
In the event an Initial Charter Petition proposes to serve one or more grade levels not served by the district which initially denied the Petition, does it propose to serve all of the grade levels which are served by the district?	X		
EFFECTIVE DATE	Yes	No	N/A
Does the Petition demonstrate that the charter school will commence operation by September 30 of its first year of operation? The petition includes an effective date of July 1, 2016 – June 30, 2021 contingent upon approval by the authorizing agency for the term of the Charter on page 13 of the petition. Additionally, a proposed sample school calendar is included in Appendix G page 110 of the petition indicating a start date of August 25, 2016.	X		
FINANCIAL & ORGANIZATIONAL ACCOUNTABILITY	Yes	No	N/A
A detailed review of the annual budget development, implementation and review process including the process by which the charter school leadership and governance team will monitor and report regarding the continuing financial solvency of the school. Comments: <ul style="list-style-type: none"> The petition describes the requirement and timelines for completion and distribution of all necessary fiscal reports such as the annual budget (page 191). The petition does not describe <u>a detailed review</u> of the annual budget development, implementation and review process including the process by which the charter school leadership and governance team will monitor and report regarding the continuing financial solvency of the school. Not satisfied; the response did not include a detailed review of the annual budget development. The petitioners repeatedly state that EdTec financial software will perform the financial reporting. The response does not provide information about how data will be inputted, monitored and verified within the financial software. 		X	
Detailed description of the manner, format and content by which the charter school will regularly report its current and projected financial viability	X		

<p>Comments:</p> <ul style="list-style-type: none"> The petition does not describe <i>in detail</i> the manner, format and content by which the charter school will regularly report its current and projected financial viability. Satisfied; The petitioners satisfied the process of how leadership and the governance team will monitor and report on the continuing financial solvency of the school 			
<p>Detailed description of the organization, scope and preparation of the following financial documents and reports:</p> <ol style="list-style-type: none"> A preliminary budget on or before July 1 each year. An interim financial report, reflecting changes through October 31, on or before December 15 each year. A second interim financial report, reflecting changes through January 31, on or before March 15 each year. A final unaudited, financial report for the full prior year on or before September 15 each year. <p>Comments:</p> <ul style="list-style-type: none"> The petition notes compliance of all required fiscal reports and submission of those reports to the authorizing agency and other applicable agencies (Ed Code 47604.33). The petitions does not provide <i>a detailed description</i> of the organization, scope and preparation of the financial documents and reports. Not satisfied; as stated above, the petitioners repeatedly state that EdTec financial software will perform the financial reporting. The response does not provide information about how data will be inputted, monitored and verified within the financial software. <p>In the section “Element 4 – Governance” the petition speaks to who will participate in budget development and oversight (pages 136-148):</p> <ul style="list-style-type: none"> RVC Board fiscal responsibilities page 140: 1. Act as a fiscal agent; 2. Contract with external auditor; 3. Approve and monitor annual budget and fiscal and performance audits; 4. Participate in training events pertinent to budget and finance. Leadership Council fiscal responsibilities page 143: 1. Along with School Director, allocate financial resources within budget categories that are delegated by the Board. 2. Make budget recommendations to the Board. 		X	

<ul style="list-style-type: none"> School Director fiscal responsibilities page 145: Manage charter school revenues and expenses to stay within approved budget. 			
<p>Description of the process by which the school will comply with all reports required for charter schools by law; includes copy of each required report to MCOE</p> <p>Comment:</p> <ul style="list-style-type: none"> The petition describes the timelines and types of fiscal reports required for submission to the authorizer, County Superintendent, and State, but not always describe the process <i>in detail</i> (page 191). Not satisfied; as stated above, the petitioners repeatedly state that EdTec financial software will perform the financial reporting. The response does not provide information about how data will be inputted, monitored and verified within the financial software. 		<p>X</p>	
<p>Comments:</p>			
<p>REQUIRED SUPPLEMENTAL INFORMATION (Education Code 47605(g))</p>			
<p>Financial Plan</p>	<p>Yes</p>	<p>No</p>	<p>N/A</p>
<p>First year operational budget</p>			
<p>• Start-up costs</p> <p>Comment:</p> <ul style="list-style-type: none"> A description of the start-up costs is in Appendix D, page 58 and budgeted in the petition’s Multi Year Budget. 	<p>X</p>		

<p style="text-align: center;">• Cash flow for first three years</p> <p>Comments:</p> <p>Start Up in 2015-2016</p> <ul style="list-style-type: none"> • In the 2015-2016 startup budget, positive cash flow is reliant on RVC to successfully fundraise \$220,000 and obtain an unsecured loan of \$85,000. Subsequent documents submitted to MCOE indicate a total of \$60,000 in unsecured loans have been received as of August 31, 2015. • RVC intends to apply for the PCSGP Planning and Implementation Grant. This is a one-time grant to plan and implement new charter schools. It serves California’s public charter schools by providing startup and initial operating capital. The anticipated receipt of these funds has not been included in the budget or cash flow projections. • The cash flow reflects \$30,500 to be received each month September 2015 through June 2016 for the anticipated local donations. • Expenses are projected to commence December 2015 in the amount of \$30,969 and each month thereafter in equal amounts through June 2016. • The petition does not provide any backup documentation to show that donations from parents and local foundations have been solidified. <p>Cash Flow 2016-2017 through 2020-2021</p> <ul style="list-style-type: none"> • In the subsequent years of the cash flow protection provided in the petition, the monthly projection of revenue receipts are in line with State and Federal funding disbursements. • The petition assumes receipt of a Charter School Finance Authority School Revolving Loan Fund at the beginning of the 2016-2017 in the amount of \$250,000. • There is conflicting information regarding the repayment of this loan. In Appendix D page 59, the petition assumes the CSFA Revolving Loan in July 2016 with a four year payback schedule of \$62,500 each year (total payback of \$250,000). The cash flow spreadsheet on pages 69-72 of Appendix D reflects repayment of this loan of \$49,998 each year for four years (total payback of \$199,992). It appears that the cash flow projection may assume a five year payback schedule. • Satisfied; Petitioners stated they recognize a fifth year of repayment is needed. • In Appendix D page 59, the petition states: “in the unlikely case that the Charter School does not receive the Revolving Loan, the Charter School could sell receivables to finance operations”. Borrowing against receivables is a relatively common practice within the charter community. However, interest rates for these loans are very high and can be as much as 20%. • The petition also states not anticipating the need to borrow funds from the County Superintendent of Schools of the County Board of Education per Ed Code Section 47603. <p>Appendix D pages 59 and 68-72</p>	X		
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	Yes	No	N/A
<ul style="list-style-type: none"> • Financial projections for first three years 	X		
Planning Assumptions			
<ul style="list-style-type: none"> • Number/types of students <p>Comments:</p> <ul style="list-style-type: none"> • The petition states that the current district MAP program has 133 students enrolled. • The petition states that on average there are 100 students on the waiting list for the district MAP Program. But in the RVC presentation to the Marin County Board of Trustees on September 9, 2015, it was stated in the power point presentation that there on average there are 50-85 students on the waiting list for the district MAP program, although the presenter stated 100. • The petitioners obtained 222 signatures of parents who are meaningfully interested in enrolling their children in RVC. This is not an indication of actual enrollment. • The petition assumes that enrollment each year remains constant with 36 students enrolling in Kindergarten each year. • Enrollment may be overstated for budget and planning purposes. • A difference of enrollment affecting the Average Daily Attendance (ADA) affects local, State, and Federal funding that RVC would receive. Most notably LCFE funding, which would be the largest source of funding for RVC (approximately \$7,400 per ADA). • Satisfied; Petitioners have demonstrated the likelihood of projected enrollment 	X		
<ul style="list-style-type: none"> • Number of staff <p>Comments:</p> <ul style="list-style-type: none"> • The RVC petition assumes the following staff: <ul style="list-style-type: none"> ▪ 9.0 FTE Classroom Teachers ▪ 1.0 FTE Special Education Teacher ▪ Part-time ELD Teacher, RTI Specialist, and Spanish Language Teacher ▪ 1.0 FTE School Director ▪ 1.05 FTE Office Manager ▪ Part-time PE Instructor, counselor, Family Support Coordinator, Lunch Supervisors ▪ No expense for Music or Art instruction budgeted • Total staffing for school office and business functions is understated. • Starting salary of \$51,808 for the Office Manager position not competitive. 		X	

<p>• Facilities needs</p> <p>Comments:</p> <ul style="list-style-type: none">In the petition, facility needs stated appear adequate although much will be determined once the facility is secured. <p>Pages 196 in the petition, Appendix D pages 58 and in the Multi Year Budget page 67</p> <ul style="list-style-type: none">Not satisfied; many unknowns associated with where the Charter School will reside. Conversations with the district indicate an inability to lease Red Hill or other non-field act supported facilities. The district has taken the position that they will only provide field act facilities.		X	
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DRAFT

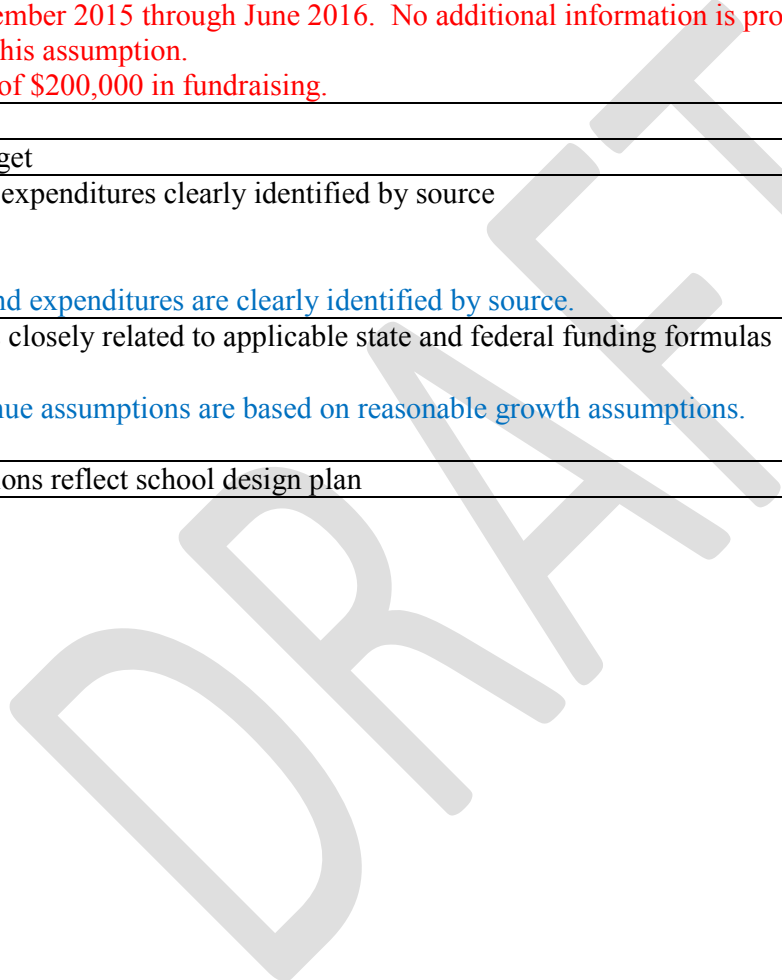
<p>• Costs of all major items are identified and within reasonable market ranges</p> <p>Comments: Costs of all major items are identified but there are questions as to the reasonability of the market ranges:</p> <ul style="list-style-type: none"> • Office staffing FTE may be understated due to the extensive work load required for front office services, human resources, business services, student records management, parent, student, and public interaction, etc. • Not satisfied; this issue is connected to the amount and expertise of staffing included in the RVC's budget, even after considering the additional .80 FTE the RVC added in their October 1st email, as noted below: <p><i>From Jason Morrison:</i></p> <p>Office Manager</p> <p><i>After Tuesday's meeting, Chris, Conn, and I talked about your concern that our Office Manager's responsibilities are too great for one person. We talked with Bryce and Kate, and Bryce suggested that we add a lower-level classified position to perform the receptionist-type duties of interfacing with parents, answering the phone, helping children needing special attention, tracking truancy and absenteeism, and other administrative tasks.</i></p> <p><i>One way we could manage it is this: we currently have in our budget two \$15/hour classified positions working two hours each during lunch. We could likely extend one of these positions to add four hours in the morning (7:30 a.m.-1:30 p.m.), and extend the other position to add two hours in the afternoon (noon-4:00), so they total ten hours a day for 180 days. Together this equates to a .8 FTE in additional office support over the course of the school year for a total additional cost of around \$17,500.</i></p> <p><i>This is an amount our budget can absorb and will make the Office Manager position a more manageable job for one person.</i></p> <ul style="list-style-type: none"> • The Office Manger starting salary not competitive. • Is \$100 per pupil budgeted for textbooks and instructional materials not adequate 		X	
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<ul style="list-style-type: none"> • Revenue assumptions in line with state and federal funding guidelines <p>Comments: State and Federal revenue assumptions are based on reasonable growth assumptions.</p>	X		
<ul style="list-style-type: none"> • Revenue from “soft” sources less than 10% of ongoing operational costs <p>Comments:</p> <ul style="list-style-type: none"> • Revenues in the startup year 2015-2016 are mostly “soft” sources - • Revenue from “soft” sources are approximately 4.5% of ongoing operational costs 2016-2017 through 2020-2021. • “Soft sources” referring to local donations assumed in the petition. • Satisfied; while startup dollars are budgeted (and credited) in year one, ongoing “soft” sources are less than 10% 	X		
<ul style="list-style-type: none"> • Timeline allows window for referenced grant applications to be submitted and funded 			
<p>Start-Up Costs</p>	Yes	No	N/A
<ul style="list-style-type: none"> • Clearly identifies all major start-up costs <p>Comment: The RVC petition clearly identifies all major start-up costs. Many assumptions for supplies, equipment, and services are calculated by using a per pupil allocation.</p>	X		
<p>Staffing</p> <p>Comment: In May and June of the startup year 2015-2016, RVC budgets expenses for the School Director and Office Manager (or contract services at the same cost may be utilized).</p>	X		
<p>Facilities</p> <p>Comment:</p> <ul style="list-style-type: none"> • The petition assumes that temporary office space will be needed in the startup year 2015-2016 and has budgeted \$5,000 for this expense. • \$9,000 has been budgeted for site preparation/ tenant improvement and \$25,000 has been budgeted for network wiring. 	X		

<p>Equipment and Supplies</p> <p>Comment:</p> <p>Supplies:</p> <ul style="list-style-type: none"> • The startup budget in 2015-2016 assumes \$100/student for the initial textbook and core curricula materials needs in 2016-2017. Absent the rationale for the \$100/student for these expenses appears to be low. • Not satisfied; based upon historical data from district for this program, instructional materials budget is too low. District data shows approximately 2.5 times higher. <p>Equipment:</p> <ul style="list-style-type: none"> • \$30,700 (\$3,070) per regular classroom including Special Education) has been budgeted for furniture, printers, video display projection equipment, file cabinets, wall boards, and shelves. Absent additional rationale for this expenses appears to be low. • \$32,500 has been budgeted for ten teacher laptops and 100 Chromebooks. Absent additional rationale for this expenses appears to be low. • Satisfied; based upon the nature of this program, this amount may be reasonable. 		X	
<p>Professional Services</p> <p>Comment:</p> <p>Operating Expenses for Start-Up Costs:</p> <ul style="list-style-type: none"> • \$59,738 has been budgeted in year 2015-2016 (which includes the \$5,000 budgeted for temporary office space noted above) in the following areas: Trainings for business services and student information system, technology, legal services for setting up governance, human resources, risk management, IT policies and procedures, student information system, software and licensing, and communications expenses. Budgeted amount appears to be sufficient. 	X		
<ul style="list-style-type: none"> • Assumptions in line with overall school design plan 	X		

<p>• Identifies potential funding source</p> <p>Comment:</p> <ul style="list-style-type: none"> • In 2015-2016, the startup budget assumes total local revenue of \$305,000 <ul style="list-style-type: none"> ▪ Parent donations in the amount of \$20,000 has been budgeted in the startup year 2015-2016. The petition assumes it will raise an average of \$125 per each year based on historical district fundraising efforts, but no verification has been provided that shows secured commitments for these donations. ▪ The petition assumes it will also raise an additional \$200,000 in the startup year 2015-2016 “from some combination of foundation fundraising and state start-up grant” (Appendix D, page 56). The petition references the fundraising efforts of the District’s Education Foundation YES, but does not provide any backup document that YES has made a commitment to assist in fundraising efforts for RVC. <p>The petition states also states in reference to the donations noted above: “The budget assumes that RVC can raise \$200,000 from local foundations” but gives no backup information as to which foundations and verified commitments from these entities to jointly raise startup funds for RVC.</p> <p>In addition, the petition indicates that RVC intends to apply for the Public Charter School Grant Program through the California Department of Education, but does not budget dollars specific to the grant. The petition does reference this grant when justifying the anticipated receipt of \$200,000 in local donation noted above.</p> <ul style="list-style-type: none"> ▪ Unsecured loans have been budgeted at \$85,000 in the startup year 2015-2016. Subsequent documents submitted to MCOE indicate a total of \$60,000 in unsecured loans have been received as of August 31, 2015. <p>Appendix D pages 56, Multi Year Budget 61-64</p> <ul style="list-style-type: none"> • Satisfied; while fundraising of \$200,000 not reasonable or verified, the RVC appears to be positioned well to receive the grant money through the Charter School Program, funded by the USDE. 	<p>X</p>		
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<ul style="list-style-type: none"> • Timeline allows for grant and fundraising <p>Comment: The petition assumes cash received from the budgeted local donations and unsecured loans will begin to flow into RVC beginning in September 2015. It anticipates receipt of \$30,500 each month beginning in September 2015 through June 2016. No additional information is provided that explains the rationale for this assumption. Not satisfied; assumes receipt of \$200,000 in fundraising.</p>		X	
Annual Operating Budget	Yes	No	N/A
<ul style="list-style-type: none"> • Annual revenues and expenditures clearly identified by source <p>Comment:</p> <ul style="list-style-type: none"> • The annual revenues and expenditures are clearly identified by source. 	X		
<ul style="list-style-type: none"> • Revenue assumptions closely related to applicable state and federal funding formulas <p>Comments:</p> <ul style="list-style-type: none"> • State and Federal revenue assumptions are based on reasonable growth assumptions. 	X		
<ul style="list-style-type: none"> • Expenditure assumptions reflect school design plan 	X		



<ul style="list-style-type: none"> • Expenditure assumptions reflect market costs <p>Comments: Costs of all major items are identified but there are questions as to the reasonability of the market ranges:</p> <ul style="list-style-type: none"> • Office staffing FTE may be understated due to the extensive work load required for front office services, human resources, business services, student records management, parent, student, and public communication, etc. • The Office Manger starting salary not competitive. • Is \$100 per pupil budgeted for textbooks and instructional materials adequate? • Not satisfied; based upon historical data from district for this program, instructional materials budget is too low. District data shows approximately 2.5 times higher for startup year, and 3 times higher for ongoing costs. • Startup costs for technology are projected for teacher and students in the startup year 2015-2016 and then beginning in 2017-2018, approximately \$2,300 per year is budgeted for technology purchases. Ongoing technology costs may be understated. • With the information provided in the petition, it was unclear if Special Education was adequately budgeted. <p>May not be satisfied; conditional on acceptance into a Charter SELPA</p> <ul style="list-style-type: none"> • With the information provided in the petition, it was unclear if Food Service was adequately budgeted. • Satisfied; Petitioners provided data that may support an adequate budget. 		X	
<ul style="list-style-type: none"> • “Soft” revenues not critical to solvency <p>Comments:</p> <ul style="list-style-type: none"> • In startup year 2015-2016, “soft” revenues are critical to solvency. The assumed expenditures are mostly reliant to local donations that the petition assumes to be received. • Satisfied; while fundraising is not verified, the RVC appears to be positioned to receive Charter School Program Startup funding from the USDE, and administered by the CDE. • In years 2016-2017 through 2020-2021, “soft” revenues not critical to solvency. 	X		

<ul style="list-style-type: none"> • Strong reserve or projected ending balance (the larger of 3% of expenditures or \$25,000) <p>Comment:</p> <ul style="list-style-type: none"> • Projected reserves are driven and dependent upon Petition’s expenditure assumptions. MCOE has prepared an alternative scenarios and reserves are not adequate with these assumptions. 		X	
<ul style="list-style-type: none"> • If first year is not in balance, identifies solvency in future years and sources of capital sufficient to cover deficits until the school year when the budget is projected to balance <p>Comments:</p> <ul style="list-style-type: none"> • First year is not in balance with adjusted assumptions. Startup grant money is available but not to be used for ongoing operational costs. 		X	
<ul style="list-style-type: none"> • Expenditure for general liability, workers compensation & other types of insurance with evidence that petitioners have researched cost and availability: policies to name the MCOE as also insured and provide hold harmless agreement <p>Comment:</p> <ul style="list-style-type: none"> • Budget includes the above costs although no documentation was verified. 	X		
<ul style="list-style-type: none"> • Expenditure sufficient for reasonably expected legal services <p>Comments:</p> <ul style="list-style-type: none"> • Budgeted expenses for legal services 2016-2017 through 2020-2021 understated. • It is unclear if legal services for Special Education are included in the budget. 		X	
<ul style="list-style-type: none"> • Expenditure for Special Education excess costs consistent with current experience in the school district/county <p>Comments:</p> <ul style="list-style-type: none"> • A specific expenditure for Special Education excess costs consistent with current experience in the school district/county has not been clarified in the petition. • It may be that this item would be clarified through the MOU development process for Special Education. • May be satisfied; contingent upon acceptance in Charter SELPA 	X		
<p>Cash Flow Analysis</p>	Yes	No	N/A

<p>Comments:</p> <p>Cash Flow 2016-2017 through 2020-2021</p> <ul style="list-style-type: none"> In the subsequent years of the cash flow protection provided in the petition, the monthly projection of revenue receipts are in line with State and Federal funding disbursements. The petition assumes receipt of a Charter School Finance Authority School Revolving Loan Fund at the beginning of the 2016-2017 in the amount of \$250,000. There is conflicting information regarding the repayment of this loan. In Appendix D page 59, the petition assumes the CSFA Revolving Loan in July 2016 with a four year payback schedule totaling \$62,500 each year (total payback of \$250,000). The cash flow spreadsheet on pages 69-72 of Appendix D reflects repayment of this loan of only \$49,998 each year for four years (total payback of \$199,992). It appears that the cash flow projection may assume a five year payback schedule. Satisfied In Appendix D page 59, the petition states: “in the unlikely case that the Charter School does not receive the Revolving Loan, the Charter School could sell receivables to finance operations”. Borrowing against receivables is a relatively common practice within the charter community. However, interest rates for these loans are very high and can be as much as 20%. The petition also states not anticipating the need to borrow funds from the County Superintendent of Schools of the County Board of Education per Ed Code Section 47603. Monthly projection of revenue receipts are in line with State and Federal funding 	<p>X</p>		
<ul style="list-style-type: none"> Expenditures projected by month and correspond with typical/reasonable schedules 	<p>X</p>		
<p>Comments:</p> <ul style="list-style-type: none"> Show positive fund balance each month and/or identify sources of working capital The cash flow as presented in the RVC petition in Appendix D pages 68-72 shows positive fund balances each month. The fund balance using alternative scenarios developed by MCOE do not show positive fund balances. 		<p>X</p>	
<p>Long-term Plan</p>	<p>Yes</p>	<p>No</p>	<p>N/A</p>
<ul style="list-style-type: none"> Projects revenues and expenditures for at least two additional years <p>Comment: A six year multiyear projection has been included in the petition.</p>	<p>X</p>		

<p>• Revenue assumptions based on reasonable potential growth in local, state and federal</p> <p>Revenues Comment:</p> <p>Local revenue assumptions in the startup year 2015-2016 are reliant on significant fundraising efforts by RVC.</p> <ul style="list-style-type: none"> • The petition assumes \$20,000 will be raised in parent donations. • The petition assumes an additional \$200,000 will be raised in other donations in the startup year 2015-2016 “from some combination of foundation fundraising and state start-up grant” (Appendix D, page 56). The petition refers to the fundraising efforts of the District’s Education Foundation YES, but does not provide verification that YES has made a commitment to assist in fundraising efforts for RVC. <p>In reference to the other donations stated above, the petition states “The budget assumes that RVC can raise \$200,000 from local foundations” but gives no backup information as to which foundations and verified commitments from these entities to jointly raise startup funds for RVC.</p> <p>Satisfied; while fundraising of \$200,000 not reasonable or verified, the RVC appears to be positioned well to receive the grant money through the Charter School Program, funded by the USDE.</p> <ul style="list-style-type: none"> • In years 2016-2017 through 2020-2021, the petition assumes it will raise an average of \$125 per each year based on historical district fundraising efforts. • State and Federal revenue assumptions are based on reasonable growth assumptions 	<p>X</p>		
<p>• Revenue assumptions based on reasonable student growth projections</p> <p>Comments:</p> <ul style="list-style-type: none"> • If the starting enrollment is 220 as assumed by the petitioners, revenue assumptions are reasonable. • If not, a difference of enrollment affecting the Average Daily Attendance (ADA) affects the local, State, and Federal funding that RVC would receive. Most notably LCFF funding, which would be the largest source of funding for RVC at approximately \$7,400 per ADA in 2016-2017. 	<p>X</p>		

<ul style="list-style-type: none"> • Reasonable cost-of-living and inflation assumptions <p>Comments:</p> <ul style="list-style-type: none"> • Some expenses are estimated to increase each year by 1-2%. The COLA increase projected by School Services of California 2015-2016 to 2020-2021 is 1.02-2.50%. • Other methods used to project expenses in the Multi Year Budget include per pupil rates, per square foot rate, per teacher rates, and payroll step increases. 	X		
<ul style="list-style-type: none"> • Annual fund balances are positive or sources of supplemental working capital are <p>Identified</p> <p>Comments:</p> <ul style="list-style-type: none"> • If the starting enrollment is 220 as assumed by the petitioners which drives the assumed revenue in the petition, annual fund balances are positive. • MCOE staff has prepared different scenarios to test the solvency under alternate expenditure projections. These scenarios do not show positive fund balances. 		X	
If the charter school intends to enter a contract with an educational management organization (EMO), does the proposal include the following:	Yes	No	N/A
Description of the proposed contract including roles, responsibilities, payment structure, conditions for renewal/termination and investment disclosure?			N/A
Description of EMO's role in the financial management of the charter school and the internal controls which will guide this relationship?			N/A
List of other schools managed by EMO including contract information?			N/A
Summary of EMO history and philosophy, past results of school management efforts and background on its corporate leaders?			N/A
Comments:			
Impact Statement	Yes	No	N/A

<p>Provides estimated numbers of students anticipated to enroll</p> <p>Comments:</p> <ul style="list-style-type: none"> The petition states that the current district MAP program has 133 students enrolled. The petition states that on average there are 100 students on the waiting list for the district MAP Program. In the RVC presentation to the Marin County Board of Trustees on September 8, 2015, it was stated that, on average, there are 50-85 students on the waiting list for the district MAP program. The petitioners obtained 222 signatures of parents who state they are meaningfully interested in enrolling their children in RVC. This is not enough of an indicator of actual enrollment. Satisfied; Petitioners have satisfied their anticipated enrollment The petition assumes that enrollment each year remains constant with 36 students enrolling in Kindergarten each year. 	X		
<p>Identifies whether charter will request to purchase support services from MCOE or District</p> <p>Comments: Language in the petition leaves flexibility to request to purchase support services from MCOE and/or the District (i.e. Special Education services, food services).</p>	X		
<p>Describes suggested processes and policies between charter and MCOE</p>			X
<p>Includes:</p> <ul style="list-style-type: none"> Process, activities and associated fees for oversight of charter <p>Comments: The petition discusses the 1% fees associated for oversight of the charter and has budgeted accordingly in the Multi Year Budget.</p>	X		
<ul style="list-style-type: none"> Content, processes, timelines, and evaluation criteria for annual review and site visits 			
<ul style="list-style-type: none"> Regular, ongoing fiscal and programmatic performance monitoring and reporting 			
<ul style="list-style-type: none"> Content, process, timelines and evaluation criteria for charter renewal 	X		
<p>Proposed support service needs and suggested payments to MCOE or district for services</p>			

<ul style="list-style-type: none"> Clearly drafted contract/agreement or reference to MOU <p>Comment:</p> <ul style="list-style-type: none"> There does not appear to be a reference specific to an MOU. The petition references potential coordination for food service, Special Education services, etc. with District and MCOE. <p>Satisfied; Petitioners have shown a willingness to work with MCOE's MOU.</p>	X		
<p>Identify whether a request will be made for use of MCOE or District-owned facilities</p> <p>Comments:</p> <ul style="list-style-type: none"> Petition notes <i>potential</i> space at Red Hill School in the Ross Valley School District, but does not request the space specifically. Page 196. The petitioners stated during the presentation given the Marin County Board of Education meeting held on September 9, 2015 that the Red Hill School is the preferred site. 	X		
<p>Reasonably detailed lease or occupation agreement for privately obtained facilities</p> <p>Comment:</p> <ul style="list-style-type: none"> RVC has not yet secured facilities, therefore no detailed lease or occupation agreement is provided. The petition describes examples of potential privately obtained facilities within the RVSD boundaries with assistance from a local commercial real estate firm. The petitions describes the building space desired and has budgeted approximately \$185,000 (a rate of \$1.10 per square foot) each year 2016-2017 through 2020-2021 It is unverified if the rate of \$1.10 per square foot is an adequate budget assumption to lease property with the boundaries of RVSD. Not satisfied; District has provided \$1.85 per square foot as an amount they would charge for leased facilities, if they had field-act approved facilities. Independently researched commercial space yielded approximately \$1.76 per square foot. 		X	
<p>Proposed legal status of school is identified</p> <p>Comment: The petition seeks authorization to create a new charter school.</p>	X		

<p>Describes the manner in which administrative services of the charter school are to be provided</p> <p>Comment:</p> <ul style="list-style-type: none"> The School Director and Office Manager will provide administrative services. The RVC CFO to provide fiscal oversight and assistance. Business Service contracted services are budgeted, but no description is provided detailing those services. Payroll contracted services are budgeted, but the expenses assumed are understated. A clear delineation of duties for administrative services does not appear to be provided. Business services are not described beyond use of third party financial software. 		X	
<p>Identify whether school intends to manage risk independently or will seek to secure coverage through the Marin County Office of Education or other public agency</p> <p>Comments:</p> <ul style="list-style-type: none"> The petition describes on page 192 that RVC shall acquire necessary types of insurance coverage in detail (which ties to risk management). The petition does not state it intends to seek coverage through MCOE or other public agency. 	X		
<p>Addresses potential civil liability effects, if any, upon the school and the MCOE</p> <p>Comment:</p> <ul style="list-style-type: none"> The petition adequately addresses the potential civil liability effects, if any, upon the school and MCOE per Education Code section 47605(g) on page 197 of the petition. 	X		
<p>Comments:</p>			
<p>Special Education/SELPA (Marin County SELPA Charter School Policy)</p>	<p>Yes</p>	<p>No</p>	<p>N/A</p>

<p>Identifies whether the charter will be an independent LEA for special education purposes</p> <p>The petition indicated on page 87 that the RVC may initially be a public school of the authorizer, but may pursue becoming their own LEA for the purposes of special education. It appears as though the provision of special education identified in the petition is written under the understanding that RVC shall operate as a school under the authorizer. However, the budgetary information included in Appendix D is presented as though the RVC intends to operate as their own LEA for the purposes of special education. Therefore, it remains unclear as to how the RVC intends to operate regarding the provision of special education services. The information provided regarding the following five (5) questions assumes that the RVC intends to operate as their own LEA.</p> <p>p. 87 RVC may initially be a public school of the authorizer, but may pursue becoming their own.</p> <p>Therefore the next 5 questions may not be applicable</p> <p>Note: An email received from Conn Hickey on September 15, 2015, asked the following:</p> <p><i>When are going to have the special education discussion about how it might work if the County authorizes and we elect to be a school of the district, both in terms of cost and our ability to hire our own credentialed special ed teacher? Absences this conversation, our default position will be to become our own LEA for special ed purposes joining either the El Dorado or Sonoma Charter SELPAs. Do you even want to have this discussion?</i></p> <p><i>We replied: No, we are reviewing the petition as though you are an LEA for special education purposes through one of the Charter SELPAs.</i></p>	<p>X</p>		
<p>Has consulted with the Marin County SELPA Director</p> <p>The petitioner met with the Marin County SELPA Director on April 20, 2015 to discuss the charter petition and the provision of special education services.</p> <p>Met April 20 – email correspondence 4-27 responding to questions</p>	<p>X</p>		

<p>Discussed special education responsibilities of charter</p> <p>The petitioner met with the SELPA Director on April 20, 2015 to discuss the charter petition and the provision of special education services.</p> <p>Discussion at meeting on April 20</p>	<p>X</p>		
<p>Discussed application of SELPA policies</p> <p>The Marin County SELPA Director provided the petitioner with a copy of the Marin County SELPA Charter School Policy via electronic mail correspondence on April 27, 2015.</p> <p>April 27 forwarded SELPA policies – policies were not discussed, but provided</p>	<p>X</p>		
<p>Describes how special education services will be provided consistent with Marin SELPA Plan and/or policies and procedures</p> <p>The petition indicated on pages 87-98 how the special education support and services shall be provided within the charter. The petition does not provide specific details regarding the application of services; however, the information provided is consistent with Marin County SELPA policies. The petition provides assurances that identify all teachers will be appropriately credentialed; however, it does not provide the specific/expected credentialing/authorization of the one (1) special education provider. The lack of information regarding credentialing authorizations is discussed in greater detail in the Credentialing section of this analysis.</p> <p>p. 87-98 – specific information to model p. 96 – specific/expected credentialing/authorization of special education provider is not identified ref. p. 10 re: assurances that identify all teachers will be appropriately credentialed</p>	<p>X</p>		
<p>Includes fiscal allocation plan</p> <p>No specific fiscal allocation plan (FAP) is provided. The RVC is not a member of a SELPA therefore a FAP would be difficult to determine at this time. Page 55 of Appendix D provides budgetary information concerning special education. Fiscal matters related to special education are discussed in greater detail in the Budget section of this analysis.</p> <p>p. 87 Not necessary or known. Petition identifies that fiscal matters related to special education will be identified within the MOU between the authorizer and RVC or the SELPA's FAP See Appendix D p. 55 regarding fiscal impact if operating as an independent LEA</p>	<p>X</p>		

<p>If charter not an independent LEA:</p> <p>Again, it remains unclear as to how the RVC intends to operate regarding the provision of special education services. The information provided regarding the following seven (7) questions assumes that the RVC intends to operate as a school under the authorizer.</p> <p>p. 93 RVC shall provide a special education teacher – all other special education services shall be the responsibility of the authorizer</p>	<p>X</p>		
<p>Clarifies in charter or an MOU the responsibilities of each party for service delivery</p> <p>The petition states on page 93 that the RVC shall provide a special education teacher. All other special education services shall be the responsibility of the authorizer.</p> <p>p. 93 RVC shall provide a special education teacher – all other special education services shall be the responsibility of the authorizer</p>	<p>X</p>		
<p>Referral</p> <p>The petition states on pages 88-90 that the RVC will engage in a traditional Student Study Team (SST) process consistent with the “search and serve” requirements related to special education. All practices identified are consistent with CA Education Code and Marin County SELPA policies.</p> <p>p. 88-90 Traditional Student Study Team Process and procedures consistent with CA Education Code and SELPA policies</p>			<p>X</p>
<p>Assessment</p> <p>The petition indicates on pages 90-91 that special education assessments will be conducted in a manner consistent with CA education code and Marin County SELPA policies. The responsibility to conduct the assessment with qualified staff and hold the IEP meeting rests with the authorizer.</p> <p>p. 90-91 Consistent with CA education code and SELPA policies. Responsibility to conduct the assessment with qualified staff and hold the IEP meeting rests with the authorizer</p>			<p>X</p>

<p>Instruction</p> <p>The petition states on page 96 that the RVC shall comply with the federal mandate to serve students in special education in the least restrictive learning environment. The petition identifies an “inclusion program” where individualized tutoring shall be provided within the general education setting and general education and special education students work collaboratively to meet the individual learning needs of students with IEPs. The petition indicates that qualified personnel shall deliver the instruction outlined in each student’s IEP. All IEP services outside of the one (1) special education teacher shall be provided by the authorizer. All information regarding special education instruction in the petition is consistent with CA education code and Marin County SELPA policies.</p> <p>p. 96 IEP shall be implemented consistent with CA education code and SELPA policies.</p>			X
<p>Due Process</p> <p>The petition indicates on pages 95-96 that the responsibility to “defend” rests with the authorizer. Additionally, the authorizer shall provide counsel for all due process proceedings related to special education. All information related to due process is consistent with CA Education Code and Marin County SELPA policies.</p> <p>p. 95-96 Consistent with CA Education Code and SELPA policies. Responsibility to “defend” rests with the authorizer. Authorizer shall provide counsel for all due process proceedings Should RVC become their own LEA they request the right to hire and utilize their own counsel for matters related to special education due process</p>			X
<p>Agreements describing allocation of actual and excess costs</p> <p>The petition does not identify any agreements regarding the allocation of actual and excess costs concerning special education. Typically, these matters are addressed and delineated in the MOU between the charter school and the authorizer. At the time of this writing an MOU between the RVC and the authorizer does not exist.</p> <p>If LEA under authorizer to be determined in MOU. If independent LEA, information presented in Appendix D p. 55 – making the assumption that they will be operating independently</p> <p>May be Satisfied; provided acceptance into a Charter SELPA</p>	X		

<p>Charter fiscally responsible for fair share of any encroachment on general funds</p> <p>The petition does not identify excess costs related to the provision of special education beyond the 15% associated with Charter SELPA members. Again, these matters are typically addressed and delineated in the MOU between the charter school and the authorizer. At the time of this writing an MOU between the RVC and the authorizer does not exist.</p> <p>To be determined in the MOU – depends on how the Charter stands – note Appendix D p. 55</p> <p>May be Satisfied; provided acceptance into a Charter SELPA</p>	X		
<p>If charter is LEA within SELPA*</p> <p>*As it remains unclear as to how the RVC intends to operate regarding the provision of special education services, the information provided regarding the following nine (9) questions assumes that the RVC intends to operate as an independent LEA within the Marin County SELPA.</p>	Yes	No	N/A
<p>Notifies SELPA Director of intent prior to February 1st of the preceding school year</p> <p>The Marin County SELPA Director has not been notified of the RVC’s intent to act as an independent LEA within the SELPA; however, per the Marin County SELPA policy the notification does not need to occur until on or before February 1, 2016.</p> <p>Expected by 2.1.16 if approved</p>			X
<p>Located within Marin County SELPA geographical boundaries</p> <p>The petition states on page 7 that the RVC intends to rent a location within the Ross Valley School District boundaries. This location is within the Marin County SELPA’s geographic boundaries.</p> <p>p. 7 To rent location within current School District boundaries</p>	X		
<p>Provides current operating budget in accordance with Ed Code 42130 and 42131</p> <p>The petitioner’s budgetary information related to special education is identified on page 55 of Appendix D. Please see the Budget section of this report for an analysis of the operating budget related to the provision of special education.</p> <p>Appendix D</p>	X		

<p>Provides assurances that all be instructed in safe environment</p> <p>The petition provides assurances of a safe learning environment for students on pages 18 and 152.</p> <p>p. 18 and 152</p>	<p>X</p>		
<p>Provides copy of original charter petition and any amendments</p> <p>The petition under review is the original charter petition. The petition in question has never been authorized and therefore no amendments have been made.</p> <p>p. 1-198 & Appendix A-K</p>	<p>X</p>		
<p>Responsible for any legal fees relating to application and assurances process</p> <p>The petition is silent regarding the responsibility for legal fees related to the application and assurances process.</p>	<p>X</p>		
<p>Meets the terms of the “Agreement Regarding the Organization, Implementation, Administration and Operation of the Marin SELPA”</p> <p>Organization, Implementation, Administration and Operation of the Marin SELPA”</p> <p>The petition provides information on pages 87-98 that is consistent with the Agreement Regarding the Organization, Implementation, Administration and Operation of the Marin SELPA.</p> <p>p. 87-98</p>	<p>X</p>		
<p>Meets the terms of all Marin SELPA policies and procedures</p> <p>The information on pages 87-98 of the petition is consistent with the Marin County SELPA policies and procedures.</p> <p>p. 87-98 – p. 90 refer to authorizer if there are complications with meeting the terms of the SELPA policy and procedures</p>	<p>X</p>		

<p>Charter fiscally responsible for fair share of any encroachment on general funds</p> <p>The petition’s budgetary information related to special education is identified on page 55 of Appendix D. Please see the Budget section of this report for an analysis of the operating budget related to the provision of special education.</p> <p>Appendix D – p. 55</p> <p>May be Satisfied; provided acceptance into a Charter SELPA</p>	<p>X</p>		
<p>Petition includes the following assurances:</p>			
<p>The charter will comply with all provisions of IDEA</p> <p>The petition identifies an assurance to adhere to all provision of IDEA on page 10.</p> <p>p. 10</p>	<p>X</p>		
<p>No student will be denied admission based on disability or lack of available services</p> <p>The petition states on pages 9-10 that all students that wish to attend the RVC shall be admitted. However, the petitioner should provide more information regarding what is meant by “...enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment” on page 87 of the petition. The language seems to contradict the information on page 9 that indicates that all students shall be admitted regardless of “benefit”. Further clarification regarding this matter is warranted.</p> <p>p. 9-10 p. 87 question re: student to benefit from program</p> <p>Satisfied; Petitioners have clearly stated they will not discriminate when enrolling special education students. This is an area where the RVC needs to invest time into developing clearer procedures that are consistent with their pledge to not discriminate or discourage students from enrolling in RVC.</p>	<p>X</p>		
<p>Will implement a Student Study Team process</p> <p>The petition identifies on page 89 that a Student Study Team process shall be utilized by the RVC.</p> <p>p. 89</p>	<p>X</p>		

<p>Any student potentially in need of Section 504 services will be the responsibility of the charter school*</p> <p>The petition states on pages 9-10 and page 96 that the RVC shall comply with Section 504 of the Rehabilitation Act*.</p> <p>*Please note that Section 504 is not a function/aspect of special education.</p> <p>p. 9-10, 96 – Please note Section 504 is not a special education function</p>	<p>X</p>		
<p>Petition/MOU describes the process for notifying district of residence and authorizing school district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school*</p> <p>The petition was silent on this matter. However, this requirement is identified in the Marin County SELPAS Charter School Policy*.</p> <p>*This policy does not appear to be grounded in any statute and therefore may serve as an unnecessary and requirement of the RVC.</p> <p>Did not see this outlined, and unsure if it is necessary to notify the DOR/authorizing LEA</p>	<p>X</p>		
<p>Overview of how special education funding and services will be provided by:</p>			

<p>Charter School</p> <p>According to the petition, if the RVC operates as a school under the authorizer the special education funding and services shall be delineated through an MOU. All special education and related services with the exception of one (1) special education teacher shall be the responsibility of the authorizer. Special education funding shall be consistent with the Marin County SELPA’s FAP and a fully executed MOU.</p> <p>According to the petition, if the RVC operates as an independent LEA the special education funding and services will be the responsibility of the RVC. The RVC shall provide all special education and related services through direct hire or agency contract. Special education funding shall be determined by the SELPA’s FAP.</p> <p>Authorizer - Funding through MOU & Services one special education teacher all other related services provided by authorizer Independent – Funding SELPA FAP & Services one special education teacher and contracts with private or public personnel</p>	<p>X</p>		
<p>Marin County Office of Education</p> <p>According to the petition, if the RVC operates as a school under the authorizer the special education funding and services shall be delineated through an MOU. All special education and related services with the exception of one (1) special education teacher shall be the responsibility of the MCOE (authorizer). Special education funding shall be consistent with the Marin County SELPA’s FAP and a fully executed MOU.</p> <p>According to the petition, if the RVC operates as an independent LEA the special education funding and services will be the responsibility of the RVC. The RVC may access regionalized special education services consistent with the Marin County Local Plan for special education.</p> <p>Authorizer - Funding through MOU & Services all services outside of one special education teacher designated from RVC</p>			<p>X</p>

<p>SELPA</p> <p>According to the petition, if the RVC operates as a school under the authorizer the special education funding and services shall be provided by the SELPA via the FAP. The RVC shall access SELPA services consistent with the policies and procedures in place for all of the SELPA’s member LEAs.</p> <p>According to the petition, if the RVC operates as an independent LEA the special education funding and services shall be provided by the SELPA via the FAP. The RVC shall access SELPA services consistent with the policies and procedures in place for all of the SELPA’s member LEAs.</p> <p>Independent – Funding SELPA FAP & Services one special education teacher and contracts with private or public personnel</p>			<p>X</p>
<p>Petition/MOU describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school</p> <p>The petition states on page 89 the procedures for notification when a student transfers into the RVC. The petition is silent on procedures for transfers out of the RVC.</p> <p>p. 89 – Clear identification of notifying when a student transfers into the Charter, but no description of notification when a student transfers out.</p> <p>Ed Code section 47605(d)(3) provides that when a pupil leaves a charter school for any reason the charter school is required to notify the superintendent of the district of residence within 30 days and shall when requested forward pupil records to that district. Thus, the petition needs to address this issue.</p> <p>Satisfied; This is listed in the Assurances on page 10.</p>	<p>X</p>		
<p>Comments</p> <p>The plan for students with disabilities appears vague in order to afford the authorizer flexibility when drafting an MOU or having the RVC pursue LEA membership within a SELPA. Although the flexibility is appreciated, it makes for a difficult analysis when it is truly unknown as to what “lens” to review the petition (school under the authorizer or independent LEA) - as each “status” carries very different responsibilities and implications to the authorizer and the SELPA’s member LEAs.</p>			

ANNUAL PERFORMANCE AUDITS

Petition/MOU describes what will be included as part of performance audits, including:	Yes	No	N/A
Review of each component of Initial/Renewal Charter Petition for compliance The Petition states the charter will approve and monitor annual budget and fiscal and performance audits Page 140	X		
Analysis of whether goals are being met; review of all state and federal student assessment data and reports The petition provided a description of analyzing whether goals are being met on page 140 and pages 111-114. The petition also provided a description of how student achievement would be reviewed through state and federal assessment data and reports, reference pages 132-135.	X		
Summary of major decisions made/policies established by the board in each year Petition provided a summary of policies established by the board on annual bases, but there was not specific information describing a summary of decisions made and policies. Reference page 140.	X		
Data on level of parent involvement in governance and operation of the school In various sections, the charter petition outlined parent involvement in governance and operation in the school environments. Please reference pages 108-110; 136-137 and 147-148.	X		
Summary data from annual student/parent satisfaction survey In the Charter School's table describing annual goals to be achieved there is a reference to obtaining summary data from student/parent annual satisfaction survey. Reference page 108.	X		
Data regarding number of staff, their qualifications and verification of credentials The Charter petition clearly outlines the various job descriptions in Appendix I and on pages 149-151 the petition provides an overview of the number of staff, their qualifications and credentials.	X		
Copy of health/safety procedures and summary of any major changes On pages 152-154 the petition provide an overview of health and safety procedures and how changes would be implemented if necessary.	X		

<p>Review of the suitability of the facility in terms of health and safety</p> <p>On pages 102 and 154 the petition provides an outline of how a review of the facility will be completed to ensure health and safety for the school environment.</p>	<p>X</p>		
<p>Review of the suitability of the facility in terms of educational utility</p> <p>The petition clearly outlines how the facility anticipated to be used will be suitable to support the educational utility for students served. Reference page 196.</p>	<p>X</p>		
<p>Review copies of all required documentation (e.g. budget reports, financial projections, leases, insurance, etc.)</p> <p>Not reviewed – due to review occurring in fiscal review.</p>			
<p>Overview of admission practices</p> <p>Number of students actually enrolled</p> <p>The petition referenced the number of student to be served on pages 21-24. Enrollment assumptions are questioned under the fiscal review section.</p> <p>p. 21-24</p> <p>Satisfied; enrollment projections are satisfied</p>	<p>X</p>		
<p>Waiting lists</p> <p>The petition provided an overview of how a wait list would be managed if necessary, reference pages 159-162.</p>	<p>X</p>		
<p>Expulsions and suspensions</p> <p>On pages 164-178 the petition provided an overview of the expulsion and suspension procedures to serve students within RVC.</p>	<p>X</p>		

<p>Review of any internal/external dispute resolutions</p> <p>On pages 185-186 the petition provides reference to an external dispute resolution process, the petition also states its intention to develop an internal dispute resolution, but one is not developed at this time.</p> <p>Ed Code section 47605 (b)(5)(N) requires a charter school to describe "procedures to be followed by a charter school and the entity granting the charter to resolve disputes" relating to the charter. On this basis the charter is not required to have an internal dispute resolution process.</p>	X		
<p>Site visit by granting agency including observation of the instructional program.</p> <p>On page 193 the petition references the opportunity of a site visit by the granting agency (district or authorized overseer) which may include observation of the instructional program.</p>	X		

Comments:

DRAFT

CHARTER RENEWAL
Did the Charter School Do What It Said It Would Do?

NOTE: The renewal process follows all of the same steps and requires all of the same information as a new charter proposal

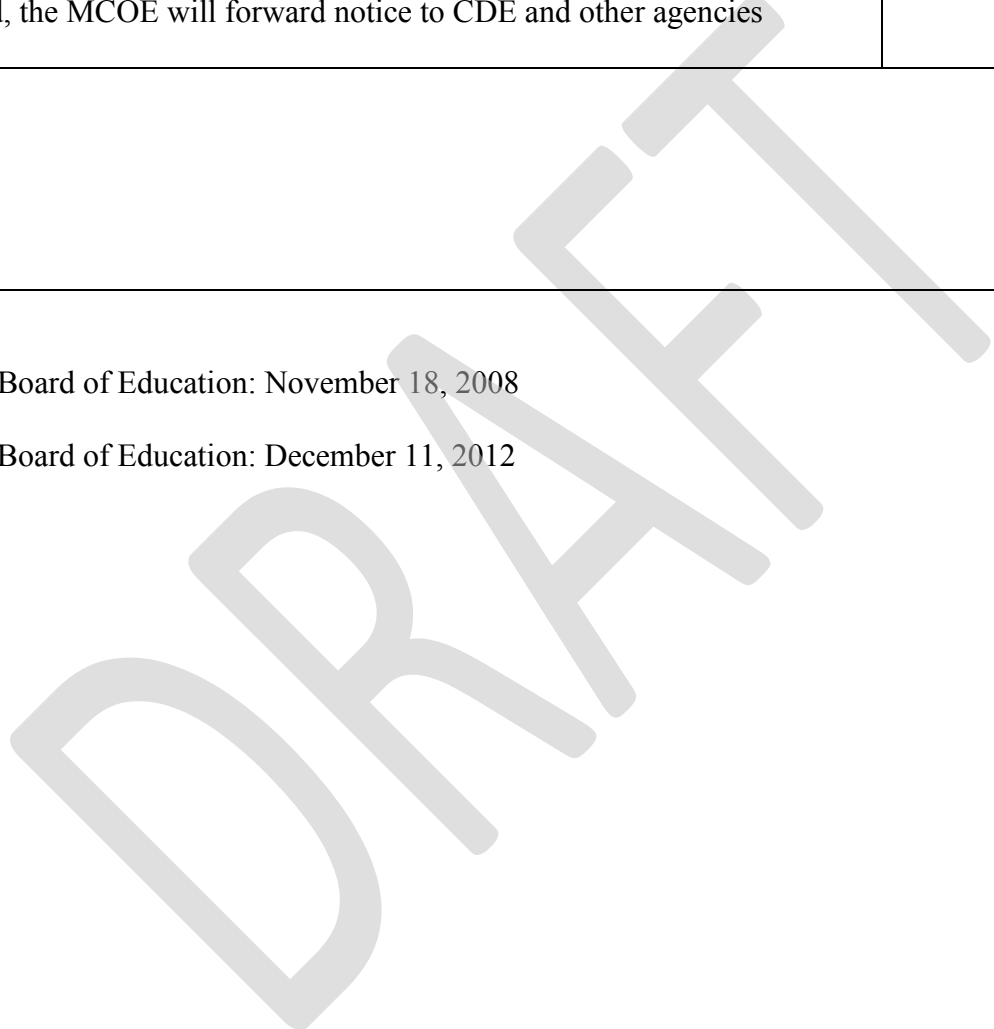
Questions to Address	Yes	No	N/A
Terms of the Charter			
Are all the required terms of the charter in place, including changes in Charter School Law and Regulations?			
Are all the terms of the original/amended charter fully implemented?			
Are the implemented programs consistent with the terms of the charter?			
Are the operations consistent with the terms of the charter?			
Academic Program			
Has the school made reasonable progress in meeting internally established goals?			

Is student performance significantly improved and/or consistently strong as indicated by test results, API and AYP? Effective January 1, 2005, or after the charter school has been in operation four years, whichever is later, does the charter school meet the renewal requirements contained in the Charter Schools Act?			
Viability of School			
Financially solvent?			
Enrollment stable and near capacity?			
School governance sound?			
Professional staff competent?			

DRAFT

Submission of charter renewal proposal in accordance with timelines and process outlined in Marin County Board of Education Policy	Yes	No	N/A
When approved or denied, the MCOE will forward notice to CDE and other agencies as required by law			
Comments:			

March 2004 Revision
 November 18, 2008 Revision
 Approved by the Marin County Board of Education: November 18, 2008
 Revised December 11, 2012
 Approved by the Marin County Board of Education: December 11, 2012



Appendix B

RVC Petition Review
Multi Year Projection – Scenario A
Detail of Assumptions – Page 1

STRUCTURAL BUDGET: Solvent Insolvent

Alternative Elements for the Multi Year Budget Projections:

- Historical Waiting List
- Enrollment Trend Each Year
- Unverified Donations

Enrollment

1. The RVC petition assumes 100 students on the waiting list to enter the district MAP Program. The RVC power point presentation at the Marin County Board of Education meeting held on September 9, 2015, reported that the student on the waiting list to enter the district MA Program is actually 50-85, although the presenter referred to 100 students.
2. In 2016-2017 Scenario A assumes enrollment of 195 students based on:
 - a. 127 students from the district MAP Program enroll in RVC (97.6% retention rate)
 - b. 68 new students will enroll in RVC
3. In years 2017-2018 through 2020-2021 Scenario A based on:
 - a. 31 Kindergarten students enroll each year
 - b. Enrollment is projected to remain stable in grades 1st-5th
 - c. No retention rate factored in

Revenue

1. In 2015-2016 Scenario A assumes no parent donations
2. In 2015-2016 Scenario A assumes no other local donations
3. In 2015-2016 Scenario A assumes \$60,000 of unsecured loans based on the amount received by RVC as August 31, 2015
4. In 2016-2017 through 2020-2021 Scenario A assumes parent donations at \$125 per student

Expenses

1. Expenses are reduced due a projected reduction of a 1.0 FTE certificated teacher.
2. Expenses are adjusted down based Scenario A's lower enrollment/average daily attendance projections.

Other than the alternative assumptions above, Scenario A stays consistent with the Ross Valley Charter petition assumptions.

The petition states "RVC's response to negative financial events will be to cut expenses and/or increase revenues, just as school districts have to do".

Additional information regarding RVC budget assumptions:

1. Staffing for front office management and business services may be understaffed
2. Beginning Salary for the Office Manager position may not be competitive
3. Startup expense of \$100 per student for textbooks and instructional materials appears to be under budgeted
4. Expenses for Special Education may be understated
5. Expenses for Food Service may be understated
6. Special Education contracts for instructional services in 2016-2017 may be under budgeted

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

RVC Multi-Year Projection - Scenario A
 2015-2016 through 2020-2021

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	RVC Estimates	Scenario A	Difference	RVC Estimates	Scenario A	Difference	RVC Estimates	Scenario A	Difference	RVC Estimates	Scenario A	Difference	RVC Estimates	Scenario A	Difference	RVC Estimates	Scenario A	Difference
Revenue																		
1 General Block Grant/Local Control	\$ -	\$ -	\$ -	\$ 1,579,776	\$ 1,397,198	\$ (182,578)	\$ 1,700,602	\$ 1,411,250	\$ (289,352)	\$ 1,714,268	\$ 1,417,527	\$ (296,741)	\$ 1,660,819	\$ 1,417,528	\$ (243,291)	\$ 1,660,819	\$ 1,417,528	\$ (243,291)
2 Federal Revenue	\$ -	\$ -	\$ -	\$ 12,666	\$ 9,758	\$ (2,908)	\$ 37,589	\$ 31,426	\$ (6,163)	\$ 38,680	\$ 31,470	\$ (7,210)	\$ 37,995	\$ 30,736	\$ (7,259)	\$ 37,341	\$ 30,736	\$ (6,605)
3 Other State Revenue	\$ -	\$ -	\$ -	\$ 130,401	\$ 115,388	\$ (15,013)	\$ 136,353	\$ 113,165	\$ (23,188)	\$ 135,176	\$ 111,738	\$ (23,438)	\$ 131,610	\$ 111,699	\$ (19,911)	\$ 131,610	\$ 111,699	\$ (19,911)
4 Local Revenues	\$ -	\$ -	\$ -	\$ 54,317	\$ 49,772	\$ (4,545)	\$ 56,411	\$ 48,034	\$ (8,377)	\$ 55,793	\$ 46,914	\$ (8,879)	\$ 54,442	\$ 47,415	\$ (7,027)	\$ 54,442	\$ 47,415	\$ (7,027)
5 Fundraising And Grants	\$ 305,000	\$ 60,000	\$ (245,000)	\$ 27,500	\$ 24,420	\$ (3,081)	\$ 28,750	\$ 23,622	\$ (5,128)	\$ 28,500	\$ 23,622	\$ (4,878)	\$ 27,750	\$ 23,622	\$ (4,128)	\$ 27,750	\$ 23,622	\$ (4,128)
6 Total Revenue	\$ 305,000	\$ 60,000	\$ (245,000)	\$ 1,804,660	\$ 1,596,535	\$ (208,125)	\$ 1,959,704	\$ 1,627,497	\$ (332,207)	\$ 1,972,417	\$ 1,631,271	\$ (341,146)	\$ 1,912,617	\$ 1,630,999	\$ (281,618)	\$ 1,911,962	\$ 1,630,999	\$ (280,963)
Expenses																		
7 Compensation and Benefits	\$ 30,024	\$ 30,024	\$ -	\$ 1,244,500	\$ 1,172,908	\$ (71,592)	\$ 1,270,484	\$ 1,197,877	\$ (72,607)	\$ 1,318,203	\$ 1,244,577	\$ (73,626)	\$ 1,359,408	\$ 1,284,755	\$ (74,653)	\$ 1,379,495	\$ 1,303,815	\$ (75,680)
8 Books and Supplies	\$ 93,460	\$ 83,990	\$ (9,470)	\$ 95,852	\$ 86,076	\$ (9,776)	\$ 103,068	\$ 87,786	\$ (15,282)	\$ 102,787	\$ 87,034	\$ (15,753)	\$ 101,284	\$ 87,623	\$ (13,661)	\$ 102,338	\$ 88,351	\$ (13,987)
9 Services & Other Operating Expenditures	\$ 59,738	\$ 59,738	\$ -	\$ 346,909	\$ 330,571	\$ (16,338)	\$ 395,897	\$ 369,206	\$ (26,691)	\$ 484,542	\$ 456,730	\$ (27,812)	\$ 390,626	\$ 367,259	\$ (23,367)	\$ 390,628	\$ 368,364	\$ (22,264)
10 Capital Outlay	\$ 34,000	\$ 34,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11 Total Expense	\$ 217,222	\$ 207,752	\$ (9,470)	\$ 1,687,261	\$ 1,589,554	\$ (97,707)	\$ 1,769,449	\$ 1,654,870	\$ (114,579)	\$ 1,905,532	\$ 1,788,341	\$ (117,191)	\$ 1,851,318	\$ 1,739,638	\$ (111,680)	\$ 1,872,461	\$ 1,760,531	\$ (111,930)
12 Operating Income (excluding Depreciation)	\$ 87,778	\$ (147,752)	\$ (235,530)	\$ 117,399	\$ 6,981	\$ (110,418)	\$ 190,255	\$ (27,373)	\$ (217,628)	\$ 66,885	\$ (157,070)	\$ (223,955)	\$ 61,299	\$ (108,638)	\$ (169,937)	\$ 39,501	\$ (129,531)	\$ (169,032)
13 Operating Income (including Depreciation)	\$ 114,978	\$ (120,552)	\$ (235,530)	\$ 110,599	\$ 181	\$ (110,418)	\$ 183,455	\$ (34,173)	\$ (217,628)	\$ 60,085	\$ (163,870)	\$ (223,955)	\$ 54,499	\$ (115,438)	\$ (169,937)	\$ 39,501	\$ (129,531)	\$ (169,032)
Fund Balance																		
14 Beginning Balance	\$ -	\$ -	\$ -	\$ 114,978	\$ (120,552)	\$ (235,530)	\$ 225,578	\$ (120,370)	\$ (345,948)	\$ 409,032	\$ (154,544)	\$ (563,576)	\$ 469,117	\$ (318,414)	\$ (787,531)	\$ 523,616	\$ (433,853)	\$ (957,469)
15 Operating Income (including Depreciation)	\$ 114,978	\$ (120,552)	\$ (235,530)	\$ 110,599	\$ 181	\$ (110,418)	\$ 183,455	\$ (34,173)	\$ (217,628)	\$ 60,085	\$ (163,870)	\$ (223,955)	\$ 54,499	\$ (115,438)	\$ (169,937)	\$ 39,501	\$ (129,531)	\$ (169,032)
16 Ending Fund Balance (including Depreciation)	\$ 114,978	\$ (120,552)	\$ (235,530)	\$ 225,578	\$ (120,370)	\$ (345,948)	\$ 409,032	\$ (154,544)	\$ (563,576)	\$ 469,117	\$ (318,414)	\$ (787,531)	\$ 523,616	\$ (433,853)	\$ (957,469)	\$ 563,117	\$ (563,384)	\$ (1,126,501)
17 Ending Fund Balance as a % of Expenses	53%	-58%	-111%	13%	-8%	-21%	23%	-9%	-32%	25%	-18%	-42%	28%	-25%	-53%	30%	-32%	-62%

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

Multi-Year Projection - Scenario A
 2015-2016 through 2020-2021
 Detail of Assumptions - Page 3

Assumption Factors 2015-2016:	Assumption Factors 2016-2017	Assumption Factors 2017-2018	Assumption Factors 2018-2019
<p>Enrollment to Calculate Startup Expenses -Based pm 2016-2017 projections</p> <p>Line</p> <p>Revenue</p> <p>4 No parent donations - (\$20,000) 4 No local donations - (\$200,000) 5 Unsecured loan, cash received - (\$25,000)</p> <p>Expense</p> <p>7 Certificated - Reduce by 1.0 FTE Classroom Teacher 7 Classified - No Change 8 Books and Supplies - Reduced expenses where per pupil expense calculation assumed - Reduced technology expenses due to 1 less classroom 9 Services and Other Operating Expenses - No Change</p>	<p>Enrollment Reduce Starting Enrollment by 25 Students -Based on alternate MAP program waiting list data -Based on retention rate of 97.6% Enrollment: 195 Average Daily Attendance 96% - 187.5 ADA (23.7) less than RVC projection</p> <p>Line</p> <p>Revenue</p> <p>1 LCFF - Based on 187.5 ADA 2,3 State and Federal Revenue based on 187.5 ADA 4 Parent donation based on \$125 per student</p> <p>Expense</p> <p>7 Certificated - Reduce by 1.0 FTE Classroom Teacher 7 Classified - No Change 8 Books and Supplies - Reduced expenses where per pupil expense calculation assumed 9 Services and Other Operating Expenses - Reduced expenses where per pupil calculation assumed 10 Capital Outlay - No Change Special Education Adjusted Down - Expenses exceed revenues by 15% Food Service Adjusted Down- Expenses exceed revenues by 5%</p>	<p>Enrollment Kindergarten enrollment same as prior year No student retention rate factored in</p> <p>Enrollment: 191 Average Daily Attendance 96% - 183.8 ADA (37.0) less than RVC projection</p> <p>Line</p> <p>Revenue</p> <p>1 LCFF - Based on 183.8 ADA 2,3 State and Federal Revenue based on 183.8 ADA 4 Parent donation based on \$125 per student</p> <p>Expense</p> <p>7 Certificated - Reduce by 1.0 FTE Classroom Teacher 7 Classified - No Change 8 Books and Supplies - Reduced expenses where per pupil expense calculation assumed 9 Services and Other Operating Expenses - Reduced expenses where per pupil calculation assumed 10 Capital Outlay - No Change Special Education Adjusted Down - Expenses exceed revenues by 15% Food Service Adjusted Down- Expenses exceed revenues by 5%</p>	<p>Enrollment Kindergarten enrollment same as prior year No student retention rate factored in</p> <p>Enrollment: 189 Average Daily Attendance 96% - 181.4 ADA (37.5) less than RVC projection</p> <p>Line</p> <p>Revenue</p> <p>1 LCFF - Based on 181.4 ADA 2,3 State and Federal Revenue based on 181.4 ADA 4 Parent donation - No change</p> <p>Expense</p> <p>7 Certificated - Reduce by 1.0 FTE Classroom Teacher 7 Classified - No Change 8 Books and Supplies - Reduced expenses where per pupil expense calculation assumed 9 Services and Other Operating Expenses - Reduced expenses where per pupil calculation assumed 10 Capital Outlay - No Change Special Education Adjusted Down - Expenses exceed revenues by 15% Food Service Adjusted Down- Expenses exceed revenues by 5%</p>
<p>Assumption Factors 2019-2020</p> <p>Enrollment Kindergarten enrollment same as prior year No student retention rate factored in</p> <p>Enrollment: 1189 Average Daily Attendance 96% - 181.4 ADA (31.7) less than RVC projection</p> <p>Line</p> <p>Revenue</p> <p>1 LCFF - Based on 181.4 ADA 2,3 State and Federal Revenue based on 181.4 ADA 4 Parent donation based on \$125 per student</p> <p>Expense</p> <p>7 Certificated - Reduce by 1.0 FTE Classroom Teacher 7 Classified - No Change 8 Books and Supplies - Reduced expenses where per pupil expense calculation assumed 9 Services and Other Operating Expenses - Reduced expenses where per pupil calculation assumed 10 Capital Outlay - No Change Special Education Adjusted Down - Expenses exceed revenues by 15% Food Service Adjusted Down- Expenses exceed revenues by 5%</p>	<p>Assumption Factors 2020-2021</p> <p>Enrollment Kindergarten enrollment same as prior year No student retention rate factored in</p> <p>Enrollment: 189 Average Daily Attendance 96% - 181.4 ADA (31.7) less than RVC projection</p> <p>Line</p> <p>Revenue</p> <p>1 LCFF - Based on 181.4 ADA 2,3 State and Federal Revenue based on 181.4 ADA 4 Parent donation based on \$125 per student</p> <p>Expense</p> <p>7 Certificated - Reduce by 1.0 FTE Classroom Teacher 7 Classified - No Change 8 Books and Supplies - Reduced expenses where per pupil expense calculation assumed 9 Services and Other Operating Expenses - Reduced expenses where per pupil calculation assumed 10 Capital Outlay - No Change Special Education Adjusted Down - Expenses exceed revenues by 15% Food Service Adjusted Down- Expenses exceed revenues by 5%</p>		

Appendix C

Appendix C

RVC Petition Review
Multi Year Projection – Scenario B
Detail of Assumptions – Page 1

STRUCTURAL BUDGET: Solvent Insolvent

Alternative Elements for the Multi Year Budget Projections:

- Historical Waiting List
- Enrollment Trend Each Year
- Unverified Donations
- One-Time Planning and Implementation Grant

Enrollment

1. The RVC petition assumes 100 students on the waiting list to enter the district MAP Program. The RVC power point presentation at the Marin County Board of Education meeting held on September 9, 2015, reported that the student on the waiting list to enter the district MA Program is actually 50-85, although the presenter referred to 100 students.
2. In 2016-2017 Scenario B assumes enrollment of 195 students based on:
 - a. 127 students from the district MAP Program enroll in RVC (97.6% retention rate)
 - b. 68 new students will enroll in RVC
3. In years 2017-2018 through 2020-2021 Scenario B based on:
 - a. 31 Kindergarten students enroll each year
 - b. Enrollment is projected to remain stable in grades 1st-5th
 - c. No retention rate factored in

Revenue

1. In 2015-2016 Scenario B assumes no parent donations
2. In 2015-2016 Scenario B assumes no other local donations
3. In 2015-2016 Scenario B assumes \$60,000 of unsecured loans based on the amount received by RVC as August 31, 2015
4. In 2016-2017 through 2020-2021 Scenario B assumes parent donations at \$125 per student
5. 40% of the one-time Planning and Implementation Grant Included in 2015-2016 (total estimated grant \$375,000)

Expenses

1. Expenses are reduced due a projected reduction of a 1.0 FTE certificated teacher.
2. Expenses are adjusted down based Scenario B's lower enrollment/average daily attendance projections.

Other than the alternative assumptions above, Scenario B stays consistent with the Ross Valley Charter petition assumptions.

The petition states "RVC's response to negative financial events will be to cut expenses and/or increase revenues, just as school districts have to do".

Additional information regarding RVC budget assumptions:

1. Staffing for front office management and business services may be understaffed.
2. Beginning Salary for the Office Manager position may not be competitive.
3. Startup expense of \$100 per student for textbooks and instructional materials appears to be under budgeted.
4. Expenses for Special Education may be understated.
5. Expenses for Food Service may be understated.
6. Special Education contracts for instructional services in 2016-2017 may be under budgeted.

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

Multi-Year Projection - Scenario B
 2015-2016 through 2020-2021
 Page 2

Revenue	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	RVC Estimates	Scenario B	Difference	RVC Estimates	Scenario B	Difference	RVC Estimates	Scenario B	Difference	RVC Estimates	Scenario B	Difference	RVC Estimates	Scenario B	Difference	RVC Estimates	Scenario B	Difference
1 General Block Grant/Local Control	\$ -	\$ -	\$ -	\$ 1,579,776	\$ 1,397,198	\$ (182,578)	\$ 1,700,602	\$ 1,411,250	\$ (289,352)	\$ 1,714,268	\$ 1,417,527	\$ (296,741)	\$ 1,660,819	\$ 1,417,528	\$ (243,291)	\$ 1,660,819	\$ 1,417,528	\$ (243,291)
2 Federal Revenue	\$ -	\$ -	\$ -	\$ 12,666	\$ 9,758	\$ (2,908)	\$ 37,589	\$ 31,426	\$ (6,163)	\$ 38,680	\$ 31,470	\$ (7,210)	\$ 37,995	\$ 30,736	\$ (7,259)	\$ 37,341	\$ 30,736	\$ (6,605)
3 Other State Revenue	\$ -	\$ -	\$ -	\$ 130,401	\$ 115,388	\$ (15,013)	\$ 136,353	\$ 113,165	\$ (23,188)	\$ 135,176	\$ 111,738	\$ (23,438)	\$ 131,610	\$ 111,699	\$ (19,911)	\$ 131,610	\$ 111,699	\$ (19,911)
4 One-Time Planning & Implementation Grant*	\$ -	\$ 150,000	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5 Local Revenues	\$ -	\$ -	\$ -	\$ 54,317	\$ 49,772	\$ (4,545)	\$ 56,411	\$ 48,034	\$ (8,377)	\$ 55,793	\$ 46,914	\$ (8,879)	\$ 54,442	\$ 47,415	\$ (7,027)	\$ 54,442	\$ 47,415	\$ (7,027)
6 Fundraising And Grants	\$ 305,000	\$ 60,000	\$ (245,000)	\$ 27,500	\$ 24,420	\$ (3,081)	\$ 28,750	\$ 23,622	\$ (5,128)	\$ 28,500	\$ 23,622	\$ (4,878)	\$ 27,750	\$ 23,622	\$ (4,128)	\$ 27,750	\$ 23,622	\$ (4,128)
7 Total Revenue	\$ 305,000	\$ 210,000	\$ (95,000)	\$ 1,804,660	\$ 1,596,535	\$ (208,125)	\$ 1,959,704	\$ 1,627,497	\$ (332,207)	\$ 1,972,417	\$ 1,631,271	\$ (341,146)	\$ 1,912,617	\$ 1,630,999	\$ (281,618)	\$ 1,911,962	\$ 1,630,999	\$ (280,963)
Expenses																		
8 Compensation and Benefits	\$ 30,024	\$ 30,024	\$ -	\$ 1,244,500	\$ 1,172,908	\$ (71,592)	\$ 1,270,484	\$ 1,197,877	\$ (72,607)	\$ 1,318,203	\$ 1,244,577	\$ (73,626)	\$ 1,359,408	\$ 1,284,755	\$ (74,653)	\$ 1,379,495	\$ 1,303,815	\$ (75,680)
9 Books and Supplies	\$ 93,460	\$ 83,990	\$ (9,470)	\$ 95,852	\$ 86,076	\$ (9,776)	\$ 103,068	\$ 87,786	\$ (15,282)	\$ 102,787	\$ 87,034	\$ (15,753)	\$ 101,284	\$ 87,623	\$ (13,661)	\$ 102,338	\$ 88,351	\$ (13,987)
10 Services & Other Operating Expenditures	\$ 59,738	\$ 59,738	\$ -	\$ 346,909	\$ 330,571	\$ (16,338)	\$ 395,897	\$ 369,206	\$ (26,691)	\$ 484,542	\$ 456,730	\$ (27,812)	\$ 390,626	\$ 367,259	\$ (23,367)	\$ 390,628	\$ 368,364	\$ (22,264)
11 Capital Outlay	\$ 34,000	\$ 34,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12 Total Expense	\$ 217,222	\$ 207,752	\$ (9,470)	\$ 1,687,261	\$ 1,589,554	\$ (97,707)	\$ 1,769,449	\$ 1,654,870	\$ (114,579)	\$ 1,905,532	\$ 1,788,341	\$ (117,191)	\$ 1,851,318	\$ 1,739,638	\$ (111,680)	\$ 1,872,461	\$ 1,760,531	\$ (111,930)
13 Operating Income (excluding Depreciation)	\$ 87,778	\$ 2,248	\$ (85,530)	\$ 117,399	\$ 6,981	\$ (110,418)	\$ 190,255	\$ (27,373)	\$ (217,628)	\$ 66,885	\$ (157,070)	\$ (223,955)	\$ 61,299	\$ (108,638)	\$ (169,937)	\$ 39,501	\$ (129,531)	\$ (169,032)
14 Operating Income (including Depreciation)	\$ 114,978	\$ 29,448	\$ (85,530)	\$ 110,599	\$ 181	\$ (110,418)	\$ 183,455	\$ (34,173)	\$ (217,628)	\$ 60,085	\$ (163,870)	\$ (223,955)	\$ 54,499	\$ (115,438)	\$ (169,937)	\$ 39,501	\$ (129,531)	\$ (169,032)
Fund Balance																		
15 Beginning Balance	\$ -	\$ -	\$ -	\$ 114,978	\$ 29,448	\$ (85,530)	\$ 225,578	\$ 29,630	\$ (195,948)	\$ 409,032	\$ (4,544)	\$ (413,576)	\$ 469,117	\$ (168,414)	\$ (637,531)	\$ 523,616	\$ (283,853)	\$ (807,469)
16 Operating Income (including Depreciation)	\$ 114,978	\$ 29,448	\$ (85,530)	\$ 110,599	\$ 181	\$ (110,418)	\$ 183,455	\$ (34,173)	\$ (217,628)	\$ 60,085	\$ (163,870)	\$ (223,955)	\$ 54,499	\$ (115,438)	\$ (169,937)	\$ 39,501	\$ (129,531)	\$ (169,032)
17 Ending Fund Balance (including Depreciation)	\$ 114,978	\$ 29,448	\$ (85,530)	\$ 225,578	\$ 29,630	\$ (195,948)	\$ 409,032	\$ (4,544)	\$ (413,576)	\$ 469,117	\$ (168,414)	\$ (637,531)	\$ 523,616	\$ (283,853)	\$ (807,469)	\$ 563,117	\$ (413,384)	\$ (976,501)
18 Ending Fund Balance as a % of Expenses	53%	14%	-39%	13%	2%	-12%	23%	0%	-23%	25%	-9%	-34%	28%	-16%	-45%	30%	-23%	-54%

19 *Distribution of the \$375,000 PCSGP Planning and Implementation Grant

Year	Percentage	Amount
2015-2016	40%	\$ 150,000
2016-2017	35%	\$ 131,250
2017-2018	25%	\$ 93,750

Planning and Implementation Grant funds are intended to supplement, not supplant, state or local funds.
 -Supplanting is the use of PCSGP funds to pay for costs that would normally be paid using state or local funds. This primarily includes the operational costs of the school, such as rent and teacher salaries.

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

Multi-Year Projection - Scenario B
 2015-2016 through 2020-2021
 Detail of Assumptions - Page 3

<p>Assumption Factors 2015-2016:</p> <p><u>Enrollment to Calculate Startup Expenses</u> -Based pm 2016-2017 projections</p> <p>Line</p> <p><u>Revenue</u> 4 P & I Grant - 40% of \$375,000 5 No parent donations - (\$20,000) 5 No local donations - (\$200,000) 6 Unsecured loan, cash received - (\$25,000)</p> <p><u>Expense</u> 7 Certificated - Reduce by 1.0 FTE Classroom Teacher 7 Classified - No Change 8 Books and Supplies - Reduced expenses where per pupil expense calculation assumed - Reduced technology expenses due to 1 less classroom 9 Services and Other Operating Expenses - No Change</p>	<p>Assumption Factors 2016-2017</p> <p><u>Enrollment</u> Reduce Starting Enrollment by 25 Students -Based on alternate MAP program waiting list data -Based on retention rate of 97.6% Enrollment: 195 Average Daily Attendance 96% - 187.5 ADA (23.7) less than RVC projection</p> <p>Line</p> <p><u>Revenue</u> 1 LCFF - Based on 187.5 ADA 2,3 State and Federal Revenue based on 187.5 ADA 5 Parent donation based on \$125 per student</p> <p><u>Expense</u> 7 Certificated - Reduce by 1.0 FTE Classroom Teacher 7 Classified - No Change 8 Books and Supplies - Reduced expenses where per pupil expense calculation assumed 9 Services and Other Operating Expenses - Reduced expenses where per pupil calculation assumed 10 Capital Outlay - No Change Special Education Adjusted Down - Expenses exceed revenues by 15% Food Service Adjusted Down- Expenses exceed revenues by 5%</p>	<p>Assumption Factors 2017-2018</p> <p><u>Enrollment</u> Kindergarten enrollment same as prior year No student retention rate factored in</p> <p>Enrollment: 191 Average Daily Attendance 96% - 183.8 ADA (37.0) less than RVC projection</p> <p>Line</p> <p><u>Revenue</u> 1 LCFF - Based on 183.8 ADA 2,3 State and Federal Revenue based on 183.8 ADA 5 Parent donation based on \$125 per student</p> <p><u>Expense</u> 7 Certificated - Reduce by 1.0 FTE Classroom Teacher 7 Classified - No Change 8 Books and Supplies - Reduced expenses where per pupil expense calculation assumed 9 Services and Other Operating Expenses - Reduced expenses where per pupil calculation assumed 10 Capital Outlay - No Change Special Education Adjusted Down - Expenses exceed revenues by 15% Food Service Adjusted Down- Expenses exceed revenues by 5%</p>	<p>Assumption Factors 2018-2019</p> <p><u>Enrollment</u> Kindergarten enrollment same as prior year No student retention rate factored in</p> <p>Enrollment: 189 Average Daily Attendance 96% - 181.4 ADA (37.5) less than RVC projection</p> <p>Line</p> <p><u>Revenue</u> 1 LCFF - Based on 181.4 ADA 2,3 State and Federal Revenue based on 181.4 ADA 5 Parent donation - No change</p> <p><u>Expense</u> 7 Certificated - Reduce by 1.0 FTE Classroom Teacher 7 Classified - No Change 8 Books and Supplies - Reduced expenses where per pupil expense calculation assumed 9 Services and Other Operating Expenses - Reduced expenses where per pupil calculation assumed 10 Capital Outlay - No Change Special Education Adjusted Down - Expenses exceed revenues by 15% Food Service Adjusted Down- Expenses exceed revenues by 5%</p>
<p>Assumption Factors 2019-2020</p> <p><u>Enrollment</u> Kindergarten enrollment same as prior year No student retention rate factored in</p> <p>Enrollment: 1189 Average Daily Attendance 96% - 181.4 ADA (31.7) less than RVC projection</p> <p>Line</p> <p><u>Revenue</u> 1 LCFF - Based on 181.4 ADA 2,3 State and Federal Revenue based on 181.4 ADA 5 Parent donation based on \$125 per student</p> <p><u>Expense</u> 7 Certificated - Reduce by 1.0 FTE Classroom Teacher 7 Classified - No Change 8 Books and Supplies - Reduced expenses where per pupil expense calculation assumed 9 Services and Other Operating Expenses - Reduced expenses where per pupil calculation assumed 10 Capital Outlay - No Change Special Education Adjusted Down - Expenses exceed revenues by 15% Food Service Adjusted Down- Expenses exceed revenues by 5%</p>	<p>Assumption Factors 2020-2021</p> <p><u>Enrollment</u> Kindergarten enrollment same as prior year No student retention rate factored in</p> <p>Enrollment: 189 Average Daily Attendance 96% - 181.4 ADA (31.7) less than RVC projection</p> <p>Line</p> <p><u>Revenue</u> 1 LCFF - Based on 181.4 ADA 2,3 State and Federal Revenue based on 181.4 ADA 5 Parent donation based on \$125 per student</p> <p><u>Expense</u> 7 Certificated - Reduce by 1.0 FTE Classroom Teacher 7 Classified - No Change 8 Books and Supplies - Reduced expenses where per pupil expense calculation assumed 9 Services and Other Operating Expenses - Reduced expenses where per pupil calculation assumed 10 Capital Outlay - No Change Special Education Adjusted Down - Expenses exceed revenues by 15% Food Service Adjusted Down- Expenses exceed revenues by 5%</p>		

Appendix D

RVC Petition Review
Multi Year Projection – Scenario C
Detail of Assumptions – Page 1

Appendix D

STRUCTURAL BUDGET: Solvent Insolvent

Alternative Elements for the Multi Year Budget Projections:

- Historical Waiting List
- Enrollment Trend Each Year
- Unverified Donations
- One-Time Planning and Implementation Grant

Enrollment

1. The Scenario C used the same enrollment projections presented in the RVC petition.

Revenue

1. In 2015-2016 Scenario C assumes no parent donations
2. In 2015-2016 Scenario C assumes no other local donations
3. In 2015-2016 Scenario C assumes \$60,000 of unsecured loans based on the amount received by RVC as August 31, 2015
4. In 2016-2017 through 2020-2021 Scenario C assumes parent donations at \$125 per student
5. 40% of the one-time Planning and Implementation Grant Included in 2015-2016 (total estimated grant \$375,000)

Expenses

2. The Scenario C used the same expense projections presented in the RVC petition.

Additional information regarding RVC budget assumptions:

1. Staffing for front office management and business services may be understaffed.
2. Beginning Salary for the Office Manager position may not be competitive.
3. Startup expense of \$100 per student for textbooks and instructional materials appears to be under budgeted.
4. Expenses for Special Education may be understated.
5. Expenses for Food Service may be understated.
6. Special Education contracts for instructional services in 2016-2017 may be under budgeted.

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

Multi-Year Projection - Scenario C
 2015-2016 through 2020-2021
 Page 2

Revenue	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	RVC Estimates	Scenario C	Difference	RVC Estimates	Scenario C	Difference	RVC Estimates	Scenario C	Difference	RVC Estimates	Scenario C	Difference	RVC Estimates	Scenario C	Difference	RVC Estimates	Scenario C	Difference
1 General Block Grant/Local Control	\$ -	\$ -	\$ -	\$ 1,579,776	\$ 1,579,776	\$ -	\$ 1,700,602	\$ 1,700,602	\$ -	\$ 1,714,268	\$ 1,714,268	\$ -	\$ 1,660,819	\$ 1,660,819	\$ -	\$ 1,660,819	\$ 1,660,819	\$ -
2 Federal Revenue	\$ -	\$ -	\$ -	\$ 12,666	\$ 12,666	\$ -	\$ 37,589	\$ 37,589	\$ -	\$ 38,680	\$ 38,680	\$ -	\$ 37,995	\$ 37,995	\$ -	\$ 37,341	\$ 37,341	\$ -
3 Other State Revenue	\$ -	\$ -	\$ -	\$ 130,401	\$ 130,401	\$ -	\$ 136,353	\$ 136,353	\$ -	\$ 135,176	\$ 135,176	\$ -	\$ 131,610	\$ 131,610	\$ -	\$ 131,610	\$ 131,610	\$ -
4 One-Time Planning & Implementation Grant*	\$ -	\$ 150,000	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5 Local Revenues	\$ -	\$ -	\$ -	\$ 54,317	\$ 54,317	\$ -	\$ 56,411	\$ 56,411	\$ -	\$ 55,793	\$ 55,793	\$ -	\$ 54,442	\$ 54,442	\$ -	\$ 54,442	\$ 54,442	\$ -
6 Fundraising And Grants	\$ 305,000	\$ 60,000	\$ (245,000)	\$ 27,500	\$ 27,500	\$ -	\$ 28,750	\$ 28,750	\$ -	\$ 28,500	\$ 28,500	\$ -	\$ 27,750	\$ 27,750	\$ -	\$ 27,750	\$ 27,750	\$ -
7 Total Revenue	\$ 305,000	\$ 210,000	\$ (95,000)	\$ 1,804,660	\$ 1,804,660	\$ -	\$ 1,959,704	\$ 1,959,705	\$ 1	\$ 1,972,417	\$ 1,972,417	\$ -	\$ 1,912,617	\$ 1,912,616	\$ (1)	\$ 1,911,962	\$ 1,911,962	\$ -
Expenses																		
8 Compensation and Benefits	\$ 30,024	\$ 30,024	\$ -	\$ 1,244,500	\$ 1,244,500	\$ -	\$ 1,270,484	\$ 1,270,484	\$ -	\$ 1,318,203	\$ 1,318,203	\$ -	\$ 1,359,408	\$ 1,359,408	\$ -	\$ 1,379,495	\$ 1,379,495	\$ -
9 Books and Supplies	\$ 93,460	\$ 83,990	\$ (9,470)	\$ 95,852	\$ 95,852	\$ -	\$ 103,068	\$ 103,068	\$ -	\$ 102,787	\$ 102,787	\$ -	\$ 101,284	\$ 101,284	\$ -	\$ 102,338	\$ 102,338	\$ -
10 Services & Other Operating Expenditures	\$ 59,738	\$ 59,738	\$ -	\$ 346,909	\$ 346,909	\$ -	\$ 395,897	\$ 395,897	\$ -	\$ 484,542	\$ 484,542	\$ -	\$ 390,626	\$ 390,626	\$ -	\$ 390,628	\$ 390,628	\$ -
11 Capital Outlay	\$ 34,000	\$ 34,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12 Total Expense	\$ 217,222	\$ 207,752	\$ (9,470)	\$ 1,687,261	\$ 1,687,261	\$ -	\$ 1,769,449	\$ 1,769,449	\$ -	\$ 1,905,532	\$ 1,905,532	\$ -	\$ 1,851,318	\$ 1,851,318	\$ -	\$ 1,872,461	\$ 1,872,461	\$ -
13 Operating Income (excluding Depreciation)	\$ 87,778	\$ 2,248	\$ (85,530)	\$ 117,399	\$ 117,399	\$ -	\$ 190,255	\$ 190,256	\$ 1	\$ 66,885	\$ 66,885	\$ -	\$ 61,299	\$ 61,298	\$ (1)	\$ 39,501	\$ 39,501	\$ -
14 Operating Income (including Depreciation)	\$ 114,978	\$ 29,448	\$ (85,530)	\$ 110,599	\$ 110,599	\$ -	\$ 183,455	\$ 183,456	\$ 1	\$ 60,085	\$ 60,085	\$ -	\$ 54,499	\$ 54,498	\$ (1)	\$ 39,501	\$ 39,501	\$ -
Fund Balance																		
15 Beginning Balance	\$ -	\$ -	\$ -	\$ 114,978	\$ 29,448	\$ (85,530)	\$ 225,578	\$ 140,048	\$ (85,530)	\$ 409,032	\$ 323,503	\$ (85,529)	\$ 469,117	\$ 383,588	\$ (85,529)	\$ 523,616	\$ 438,086	\$ (85,530)
16 Operating Income (including Depreciation)	\$ 114,978	\$ 29,448	\$ (85,530)	\$ 110,599	\$ 110,599	\$ -	\$ 183,455	\$ 183,456	\$ -	\$ 60,085	\$ 60,085	\$ -	\$ 54,499	\$ 54,498	\$ -	\$ 39,501	\$ 39,501	\$ -
17 Ending Fund Balance (including Depreciation)	\$ 114,978	\$ 29,448	\$ (85,530)	\$ 225,578	\$ 140,048	\$ (85,530)	\$ 409,032	\$ 323,503	\$ (85,529)	\$ 469,117	\$ 383,588	\$ (85,529)	\$ 523,616	\$ 438,086	\$ (85,530)	\$ 563,117	\$ 477,587	\$ (85,530)
18 Ending Fund Balance as a % of Expenses	53%	14%	-39%	13%	8%	-5%	23%	18%	-5%	25%	20%	-4%	28%	24%	-5%	30%	26%	-5%

19 *Distribution of the \$375,000 PCSGP Planning and Implementation Grant

Year	Percentage	Amount
2015-2016	40%	\$ 150,000
2016-2017	35%	\$ 131,250
2017-2018	25%	\$ 93,750

Planning and Implementation Grant funds are intended to supplement, not supplant, state or local funds.
 -Supplanting is the use of PCSGP funds to pay for costs that would normally be paid using state or local funds. This primarily includes the operational costs of the school, such as rent and teacher salaries.

Appendix D

Multi-Year Projection - Scenario C
 2015-2016 through 2020-2021
 Detail of Assumptions - Page 3

<p>Assumption Factors 2015-2016:</p> <p><u>Enrollment to Calculate Startup Expenses</u> -Based on the assumptions presented in the RVC Petition</p> <p>Line</p> <p><u>Revenue</u> 4 P & I Grant - 40% of \$375,000 5 No parent donations - (\$20,000) 5 No local donations - (\$200,000) 6 Unsecured loan, cash received - (\$25,000)</p> <p><u>Expense</u> -Based on the assumptions presented in the RVC Petition</p>	<p>Assumption Factors 2016-2017</p> <p><u>Enrollment</u> -Based on the assumptions presented in the RVC Petition</p> <p>Line</p> <p><u>Revenue</u> -Based on the assumptions presented in the RVC Petition</p> <p><u>Expense</u> -Based on the assumptions presented in the RVC Petition</p>	<p>Assumption Factors 2017-2018</p> <p><u>Enrollment</u> -Based on the assumptions presented in the RVC Petition No student retention rate factored in</p> <p>Line</p> <p><u>Revenue</u> -Based on the assumptions presented in the RVC Petition</p> <p><u>Expense</u> -Based on the assumptions presented in the RVC Petition</p>	<p>Assumption Factors 2018-2019</p> <p><u>Enrollment</u> -Based on the assumptions presented in the RVC Petition No student retention rate factored in</p> <p>Line</p> <p><u>Revenue</u> -Based on the assumptions presented in the RVC Petition</p> <p><u>Expense</u> -Based on the assumptions presented in the RVC Petition</p>
<p>Assumption Factors 2019-2020</p> <p><u>Enrollment</u> -Based on the assumptions presented in the RVC Petition</p> <p>Line</p> <p><u>Revenue</u> -Based on the assumptions presented in the RVC Petition</p> <p><u>Expense</u> -Based on the assumptions presented in the RVC Petition</p>	<p>Assumption Factors 2020-2021</p> <p><u>Enrollment</u> -Based on the assumptions presented in the RVC Petition</p> <p>Line</p> <p><u>Revenue</u> -Based on the assumptions presented in the RVC Petition</p> <p><u>Expense</u> -Based on the assumptions presented in the RVC Petition</p>		

Appendix E

Marin County Charter Ad Hoc Committee
Ross Valley Charter Petition Appeal Review
Staff Review
Clarifying Questions #1
September 15, 2015

QUESTION #1

Section A.2, Attendance

Attendance Expectations and Requirements

- A general description of attendance was provided without detailed information about expectation and requirements with regular attendance, tardies, and independent study. p. 68, p. 115. Please clarify how the charter will monitor and track attendance.



On page 10 of the petition is the following sentence: “The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]” It is in the Charter School’s interest to have strong attendance, as our financial viability is based upon strong attendance percentages. We will expect regular attendance and prompt arrival at the beginning of the school days. We will stress to the parents why regular attendance is important to our financial picture, as well as to their student’s educational success. Families will be encouraged to make appointments outside of school hours, to schedule vacations outside of the school schedule, and to arrive on time for the morning attendance.

We will develop detailed attendance, tardy, and independent study policies before school starts and will include these in our Parent Handbook as well as through regular communication to parents. Attendance will be recorded each morning by teachers and communicated to the Office Manager and recorded using software which will either be purchased or developed using Excel. For example, CalDATT is a free excel program that may be useful in helping us track attendance. <http://www.attendanceworks.org/tools/tools-for-calculating-chronic-absence/>

The RVC office will contact the family of any student who did not come to school. Attendance patterns will be reviewed regularly, and parents will be contacted if students are missing school. We have reviewed the California Attorney General’s report on Truancy and Absenteeism in order to help us develop a strong plan. <http://www.oag.ca.gov/truancy/2015>

QUESTION #2

Section B, Measurable Student Outcomes and Other Uses of Data

The petition lacks specific benchmark skills and specific classroom – level skills for students. p. 125, 128, 129. Please provide specific benchmarks.

ANSWER

Please see the answer to a similar, but more detailed, question in the second set of questions.

QUESTION #3

Section D, Governance

- Did the petitioners intend to not address the County Board of Education policy regarding compliance with the Public Records Act?

ANSWER

RVC explicitly did address the County Charter policy regarding compliance with the Public Records Act. The petition, which we view as one of our governing documents, states on page 11 in the second bullet, that: "The Charter School shall comply with the Public Records Act." This language makes it clear that the Charter School will be subject to the Public Records Act.

The County Policy states: "The By-laws, articles of incorporation and other management documents, as applicable, governing, or proposed to govern, the charter school. The information in this section should specify that the charter school will be subject to the Brown Act, the Public Records Act, as well as the Conflict of Interest provisions which also apply to members of a Board of Education."

QUESTION #4

Section F, Health and Safety Procedures

Tuberculosis testing is addressed with reference to appropriate Education Code, without any description outlining specific practices (such as provided for background checks). Please clarify how the charter will monitor and test for Tuberculosis.

The petition lacks specific health and safety practices addressing key areas as:

- Seismic safety (structural integrity and earthquake preparedness)
- Natural disasters and emergencies
- Immunizations, health screenings, administration of medications
- Zero tolerance for use of drugs and tobacco
- Staff training on emergency and first aid response

It is noted that a full draft of health and safety procedures will be provided at least 30 days prior to operation. While seismic safety information will not be available until a facility is secured, please provide specifics as to how the charter will address the areas above not related to facilities.

ANSWER

Once the petition is authorized, the Governing Board will commence work on developing many specific school policies in the many areas that policies will be needed, such as, human

resources, Parents, Students, Health, School Safety, Internet and resulting handbooks for employee and parents. We will utilize our legal consultants, Young, Minney and Corr, our operational consultant EdTec, and the California Charter Schools Association (CCSA), just as school districts use the California School Boards Association and their legal counsel in developing their policies. We developed, adopted, and placed in the appendix one such policy, the Application and Admission Policy, before submitting the petition because we felt a need to clarify our enrollment application process. Other policies will be similarly developed after we are authorized. If the County would like to look at a beginning template of our Health and Safety Policy, we would be happy to obtain one and forward it to the county as an example of where we plan to start with our Health and Safety Policy Development. We have budgeted \$15,000 in our planning year to work with Young, Minney, and Corr to develop these and other policies before school opens.

QUESTION #5

Likelihood that the Petitioners Will be Able to Successfully Implement the Program of the Proposed Charter

Does the information provided in the proposal confirm that the school will have the services of individuals who have the necessary background in curriculum, instruction, assessment, finance, facilities, business management, organization, governance and administration?

Staffing for Front Office Management

The petition has budgeted 1.05 FTE (9 hours per day) for office staffing beginning in 2016-2017. The petition notes that business services will be completed by the Office Manager with oversight from the Board's CFO.

- Please clarify who will complete other front office processes of necessary charter administration. For example:
 - Preparation and distribution of information documents for families at the beginning of each school year and throughout the year as needed
 - Processing student registration information
 - Greeting parents and public via phone, email, or in person
 - Checking students in/out school
 - Assisting sick or injured students
 - Reporting Student truancy
 - Processing free and reduced lunch applications for the National School Lunch Program
 - Assuring RVC is in compliance with all National School Lunch Program policies and procedures
 - Processing lunch orders and collect/account for lunch cash sales
 - Placing orders for supplies and equipment
 - Receiving and distributing supplies and equipment received
 - Processing incoming/outgoing mail
 - Public records requests

- Maintenance and record keeping of all student records

ANSWER 

All of the above functions will be provided by the Office Manager, except that checking students in and out of school will be done by teachers.

Processing lunch orders will be done using on-line applications over the internet both for ordering lunch and for payment transactions. (Ross Valley School District currently uses Choice Lunch.) There are training resources on the CDE website at <http://www.cde.ca.gov/ls/nu/ed/index.asp> and the USDA Food and Nutrition Service website <http://www.fns.usda.gov/school-meals/professional-standards> that we plan to make use of to ensure that we are in compliance with the National School Lunch Program policies and procedures. We have already downloaded templates of the lunch applications from the CDE website., Many of these structures will be implemented once we are an authorized school, as we cannot set up accounts until that time.


The Office Manager (under the oversight of the School Director and the CFO) will also be responsible for the daily execution of the following tasks that were included in this Question #5:

- Management of Student Information System, CalPADS reporting, daily, monthly and attendance reports for the P-1, P-2, and Annual reporting periods
- Attendance tracking and record retention of employee absences, sick/personnel vacation leave, and other types employee leaves
- Tracking for sick leave for part-time employees under AB 1522 Sick Leave for All
- Management of personnel records
- Front end processing of payroll documents and record keeping for these documents
- Recording keeping for TB testing, fingerprinting, etc.

The following asked-about functions will be the responsibility of the School Director and the Governing Board

- Personnel contract preparation (in consultation with legal counsel)
- Risk Management (in consultation with RVC's insurance provider)
- Policy management
- Safety programs
- Liability and property insurance management
- Board Meeting Preparation

The following asked-about functions will be the responsibility of the School Director

- Safety and health inspection reports
- Workplace accident prevention program
- Workers' Compensation monitoring and management
- Preparation, publishing, and record keeping of board agenda dates, agendas, and backup documentation (along with the Board Secretary 

- Records retention for Board Policies, Contracts, MOUs, and all other RVC documents. There will be a heavy reliance on keeping school records in a secure, cloud based, internally shared, archival system.
- Record keeping for mandatory trainings such as required Mandate Reporting, Mandatory Reporter and Sexual Harassment training, etc.

The following three asked-about functions will likely be contracted to a third party and overseeing execution of the function will be a shared responsibility of the Office Manager and School Director.

- Calling and securing substitutes for employee absences
- Health and Welfare benefits management
- Compliance training and record keeping

Although the Office Manager has many specific duties, it should be noted that this will be a small school, with approximately 222 students and ten full-time teachers, so we anticipate that the job will be manageable for one full-time person.

QUESTION #6

Additionally, contracted Business Services are budgeted at \$14,000 in the startup year 2015-2016 for training, accounting and business services and budgeted at \$8,000 in the subsequent years.

- Please provide a description of the specifics of the business services to be provided under this contract in the subsequent years.
- Payroll services to be processed by an outside vendor are budgeted approximately \$1,000 each year 2016-2017 through 2020-2021. Please provide the rationale for this yearly budgeted amount as well as a description of the payroll services to be provided.

ANSWER

- Accounting functions, including accounts receivable and payable, will be done using EdTec cloud based software. Budgeting will be done using Excel. The \$14,000 that is budgeted for the planning year will be paid to EdTec consultants for setting up the chart of accounts and the accounting procedures. As is explained in the Budget Narrative on page 57 of the Appendix, day to day accounting entries will be performed by the Office Manager and reviewed by the School Director and with the assistance and oversight of the corporation CFO. As can be seen in the Appendix the CFO has 35 years of financial industry and IT experience, and has attended ACSA Academies for Business Service Managers and Superintendents. He was also a school district trustee for 7 years and was the financial expert on his boards and created a user friendly budget decision making and reporting process.
- We anticipate using a cloud based payroll service to pay our 14-19 employees. This is a highly competitive business and believe that \$1,000 per year is a reasonable estimate. The payroll services will likely include tax withholding and payment as well as direct

deposit of employee payments. There will be replicable process set up with internet based time keeping creating feeds to the payroll system. The details of this will be worked out with vendor. \$50 a month is not an uncommon charge for payroll services for 12 employees.

QUESTION #7

Special Education Services

- Please provide additional information regarding the expenses for “Special Education Contract Instructors” in year 2016-2017. In 2016-2017, these services are anticipated to be much lower than in subsequent years of the multiyear projection. Please provide rationale for this assumption.

ANSWER

The contract expenses for Special Education are very difficult to estimate from year to year as needs change depending on the student population. EdTec’s budgeting formula, based on its experience doing business services for over 300 charter schools, is to budget Special Education expenses at 115% of Special Education Revenue. Since Federal Special Education revenue is received in the year after services are provided, the assumed expenses as 115% of revenue are less in the first year since there is no federal revenue in the first year. As explained in the Budget Narrative in the Appendix, RVC will create a Special Ed allocated Reserve Account and will put \$30,000 per year into this Reserve until it reaches \$150,000. This reserve will be set aside for any non-public school placements or other extraordinary Special Ed expenses that might occur.

There is considerable confusion in the Draft Matrix regarding whether the petition should be evaluated as if RVC should be an LEA of a charter SELPA for special education purposes or a school of the County. The Matrix quotes an email from Terena Mares to Conn Hickey stating that the County will be evaluating the petition based on the assumption that RVC will be an LEA for Special Education purposes. It then goes on to evaluate it mostly as a school of the County for Special Education services. RVC does not want to be a school of the County for Special Education purposes and is in the process of applying to one or more Charter SELPAs for membership.

QUESTION #8

Student Food Services

- The assumption in the petition states on the Multiyear Budget: “Assumes that 0.95% of total Food Service Cost is reimbursed”. Please provide additional rationale for assumptions for projected food services expenses. For example, what are the number of students projected to be served, what is the anticipated cost per meal, what is the projected charge per student meal etc.?

ANSWER 


These assumptions are based on EdTec's experience that, on average, revenue collected from Federal and State reimbursement of Free and Reduced Price Lunch combined with the amount charged paying parents, including both Reduced Price and full price parents, will cover 95% of lunch costs. The cost per meal and charge per student meal will be determined in the Spring of 2016, when RVC negotiates with a vendor for lunch services. The petition projects 27 of our students will qualify for free or reduced lunches.

QUESTION #9



Services and Operating Expenses

- Please provide the rationale for utilities expense projections for 10 months rather than 12 months 2016-2017 through 2020-2021.
- Please provide the basis for the amount projected for legal services expense assumption 2016-2017 through 2020-2021.

ANSWER

Utilities - We do not plan to have school operating between June 15 and August 1 o utilities cost for heating, electricity, water, and trash should be very close to zero for these months. EdTec typically assumes some expenses for the summer months, but very minimal and believes that the overall amount for utilities looks very reasonable for the projected size of the school.

Legal Fees- RVC believes that best way to control legal expenses is to:

- Maintain  legal compliance and avoid legal disputes with internal or external parties through education and training of the Governing Board and Staff regarding legal requirements
 - The California Charter Schools Association (CCSA) offers many free workshops and trainings to members regarding all aspects of operating a charter school, including governance. RVC, as a CCSA member, will make maximum use of these trainings.
 - Additionally, our law firm offers free and low-cost trainings to charter schools that RVC will participate in.
 - We have budgeted \$15,000  legal expenses in our planning year to establish exhaustive policies and procedures and corresponding employee and student-parent handbooks so that our community understands the Charter School's requirements and expectations.
- When issues that involve compliance or possible disputes arise, get advice from legal counsel before taking action.
- Start with a collaborative posture towards parents, staff, and other parties who have concerns or complaints, so that these individuals see that RVC is genuinely addressing their concern or problem and will be less inclined to seek legal recourse as addressed means to a solution. This approach is a critical part of the RVC core philosophy.

- Judicious use of legal counsel by doing all the work that can be done prior to starting an attorney's clock running. Various members of the RVC Board have considerable, relevant legal knowledge and experience, including one non-profit attorney. So, once we get counsel's opinion about a solution, our methodology has been, and will continue to be, doing as much of the actual work ourselves using volunteer work (paid employees once the charter is approved). For example, RVC has spent around \$20,000 in legal fees in developing and defending two charter petitions. Ross Valley School District has spent close to \$150,000 in legal fees evaluating these petitions.
- Most of EdTec's clients spend very little on legal fees after the startup period.

QUESTION #10

Facilities

- Please provide the rationale for leasing commercial space rather than accessing space available under Prop 39 provisions.

ANSWER

The petitioners believe it would be very disruptive to the Ross Valley School District, and particularly for Manor School, for RVC to rent reasonably equivalent classroom space from the District under the provisions of Prop 39. Manor School is the most likely space the District would offer and the petitioners are not willing to locate at Manor School for a variety of reasons, including the desire not to displace K-5 teachers and classrooms, the belief that both Manor and RVC will be able to evolve better if they are not on the same campus, the desire to create more space at Manor for Fairfax students so that they don't have to go to school at Brookside and Hidden Valley, the belief that 400+ students is too many students on the small Manor footprint, the belief that smaller schools are better.

QUESTION #11

Cash Flow Projection

- Cash flow projection is described as follows: "The Charter School has forecasted receipt of \$250,000 in principal in July 2016, and assumes a four year payback period. Repayments of this principal consist of \$62.5k per year, in six equal portions in September through February." This is in reference to the California School Finance Authority Charter School Revolving Loan Fund.

It appears that the Three Year Cash Flow spreadsheet assumes a five year payback period of the principal, in six equal portions in September through February of \$8,333 each which totals \$49,999 each year.

Please clarify if the payback period is four or five years.

ANSWER 

The numbers in the cash flow are correct. A five year payback with \$50,000 being repaid each year in six equal installments. A four year payback of \$62.5K per year is possible, but the five year payback is what EdTec would recommend requesting from CSFA when RVC applies for the revolving loan.

QUESTION #12 (from the 3rd List of Questions)

Section K, Staff Retirement System

Other Observations

- The Charter will need to coordinate STRS reporting and contributions with the Marin County Office of Education.
Does the Charter intend to coordinate STRS reporting and contributions with the Marin County Office of Education?

ANSWER 

RVC intends to coordinate STRS reporting and contributions with the MCOE and submit any information to the County that it needs for its oversight role and to receive any STRS services that the MCOE provides to other charter schools in the county.

Marin County Charter Ad Hoc Committee
Ross Valley Charter Petition Appeal Review
Staff Review
Clarifying Questions #2
September 17, 2015

QUESTION # 1

Section B, Measurable Student Outcomes and Other Uses of Data

How pupil outcomes will address state content and performance standards in core academics

- Exit outcomes were noted in the RVC Graduate Profile as well as in their additional goals section. It was noted that these description are broadly stated and do not clearly articulate actual grade equivalent or standard score data in content and performance standards. p. 111-114, 120-125

Please provide specific on how students will move from grade to grade. What measures will be used? What measure will the RVC use to gage and measure mastery?

Affirmation that "benchmark" skills and specific classroom-level skills will be developed

- The petition had a lack of specific benchmark skills and specific classroom – level skills that will be developed. p. 125, 128-129

Please provide more detail about the benchmarks that will be used to show how RVC will know what a student knows and understands, and what they do not know.

ANSWER

Pages 128-129 in the petition contain a detailed mapping of the different elements making up the Graduate Profile. As can be seen by looking at the sample 4th/5th Class Progress Report in the appendix, many of the elements of the Graduate Profile are not strictly academic in nature and are therefore subjective assessments based on the professional judgment of the very experienced teachers who are petitioning.

The academic assessments in ELA and Math subject matter, which make up about 75% of the Progress Report contents, are based on very clear and articulable benchmarks.

RVC teachers will specifically teach the Common Core State Standards for English-Language Arts and Math, so benchmark skills will be taken directly from the standards. There are many standards for each grade level in the core subjects (reading, writing, listening & speaking, and math), so not all of them are listed on the progress report, but they will all be taught. The following are our benchmarks for third grade; we can provide detailed benchmarks for all grades if you would like.

In third grade, students will be expected to have mastered the following skills by the end of the year:

LANGUAGE ARTS

READING--FOUNDATIONAL SKILLS

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multi-syllable words.
- Read grade appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read grade level text with purpose and understanding.
- Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LITERATURE

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

INFORMATIONAL TEXT

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.

- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

WRITING

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - Provide a concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - Provide a concluding statement or section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING & LISTENING

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.
- Recognize and observe differences between the conventions of spoken and written standard English.
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Use sentence level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

MATH

OPERATIONS & ALGEBRAIC THINKING

- Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
- Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$
- Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

- Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.
- Represent and solve problems involving multiplication and division. Understand properties of multiplication and the relationship between multiplication and division.
- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.
- By the end of Grade 3, know from memory all products of two one-digit numbers.
- Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

NUMBER & OPERATIONS IN BASE TEN

- Use place value understanding to round whole numbers to the nearest 10 or 100.
- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

NUMBER & OPERATIONS IN FRACTIONS

- Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
- Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
- Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.
- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$ and justify the conclusions, e.g., by using a visual fraction model.

MEASUREMENT & DATA

- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).
- Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
- Recognize area as an attribute of plane figures and understand concepts of area measurement.
- A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
- A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). Represent and interpret data.
- Solve problems involving measurement and estimation. Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.
- Relate area to the operations of multiplication and addition.
- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
- Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

GEOMETRY

- Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger

category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

The specific assessments for these skills, and measures used to gauge and measure mastery are addressed in the next question.

QUESTION #2

Section C, The Method by Which Pupil Progress in Meeting the Pupil Outcomes Will be Measured

Description of how assessments align to mission, exit outcomes, and curriculum

- The assessments lacked specificity and direct alignment with stated mission, although the reader could imply the connections using the descriptions across the curriculum portion of the application. p. 128-132

Please provide more detail about the specific measurements that will be used that are in direct alignment with the mission. What measurements will be used to move students from grade to grade? How will learning be measured?

Describes minimal required performance level necessary to attain each standard

- There was no identified required performance level necessary to attain each standard noted in the application. This is an area that is not met.

Please provide more detail on how students will move from grade to grade. What will grade to grade mastery look like and how will it be measured? Rubric; Assessment.

ANSWER

In terms of how RVC assessments align with the Mission, the Mission can be understood as a brief summary of the elements of the Graduate Profile. As mentioned in the answer to the previous question, the Progress Report is designed to show progress towards the Graduate Profile. The non-academic portions of the Graduate Profile make up about 25% of the Progress Report and the assessments made are based on the teachers' judgment as educational professionals with many, many years of experience. Newer teachers will be guided by the experienced founding teachers.

In terms of the 75% of the Progress Report that is academic in nature, RVC will use multiple measures to assess student progress throughout each school year. The most crucial are in these core subjects:

Reading—Students will be individually assessed using the Teachers College (Lucy Calkins)

Running Records assessment, which measures decoding, fluency, and comprehension. These assessments, which are used by schools throughout the country, will happen at the beginning of each year and at least every trimester (more often for students who are below grade level). Each student’s reading level, along with the level that is considered “at grade level,” will be noted on each trimester’s Progress Report. A sample reading assessment that is “at grade level” for November of 4th grade is attached as Exhibit A.

Benchmark reading levels are as follows:

**Teachers College Reading and Writing Project
 Benchmark Reading Levels and Marking Period Assessments**

Updated December 2012

SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
<u>Kindergarten</u> Emergent Story Books Shared Reading	<u>Kindergarten</u> Emergent Story Books Shared Reading A/B (with book intro)	<u>Kindergarten</u> B/C (with book intro)	<u>Kindergarten</u> 1=Early Emergent 2=A/B (with book intro) 3=C (with book intro) 4=D/E	<u>Kindergarten</u> 1=B or below 2=C (with book intro) 3=D/E 4=F or above
<u>Grade 1:</u> 1=B or below 2=C 3=D/E 4=F or above	<u>Grade 1:</u> 1=C or below 2=D/E 3=F/G 4=H or above	<u>Grade 1:</u> 1=D or below 2=E/F 3=G/H 4=I or above	<u>Grade 1:</u> 1=E or below 2=F/G 3=H/I/J 4=K or above	<u>Grade 1:</u> 1=G or below 2=H 3=I/J/K 4=L or above
<u>Grade 2:</u> 1=F or below 2=G/H 3=I/J/K 4=L or above	<u>Grade 2:</u> 1=G or below 2=H/I 3=J/K/L 4=M or above	<u>Grade 2:</u> 1=H or below 2=I/J 3=K/L 4=M or above	<u>Grade 2:</u> 1=I or below 2=J/K 3=L/M 4=N or above	<u>Grade 2:</u> 1=J or below 2=K/L 3=M 4=N or above
<u>Grade 3:</u> 1=K or below (avg. H) 2=L 3=M 4=N or above	<u>Grade 3:</u> 1=K or below (avg. I) 2=L/M (avg. L) 3=N 4=O or above	<u>Grade 3:</u> 1=L or below 2=M/N 3=O 4=P or above	<u>Grade 3:</u> 1=M or below (avg. J) 2=N 3=O 4=P or above	<u>Grade 3:</u> 1=N or below (avg. K) 2=O 3=P 4=Q or above
<u>Grade 4:</u> 1=M or below (avg. J) 2=N/O (avg. N) 3=P/Q (avg. P) 4=R or above	<u>Grade 4:</u> 1=N or below (avg. L) 2=O/P (avg. P) 3=Q/R (avg. Q) 4=S or above	<u>Grade 4:</u> 1=O or below 2=P/Q 3=R/S 4=T or above	<u>Grade 4:</u> 1=O or below (avg. K) 2=P/Q (avg. P) 3=R/S (avg. R) 4=T or above	<u>Grade 4:</u> 1=P or below (avg. L) 2=Q/R (avg. Q) 3=S/T (avg. S) 4=U or above
<u>Grade 5:</u> 1=P or below (avg. M) 2=Q/R (avg. Q) 3=S 4=T or above	<u>Grade 5:</u> 1=P or below (avg. N) 2=Q/R/S (avg. Q) 3=T 4=U or above	<u>Grade 5:</u> 1=Q or below 2=R/S/T 3=U 4=V or above	<u>Grade 5:</u> 1=Q or below (avg. O) 2=R/S/T (avg. R/S)) 3=U 4=V or above	<u>Grade 5:</u> 1=R or below (avg. P) 2=S/T/U (avg. S/T) 3=V 4=W or above

Scale:

1 = below grade level

2 = approaching grade level

3= at grade level

4= above grade level

Writing—For each writing unit, students will do an on-demand writing sample before the unit and after the unit. These writing samples will be assessed using rubrics from Lucy Calkins' Units of Study, described in *Writing Pathways, Grades K-5; Performance Assessments and Learning Progressions* by Lucy Calkins. The rubrics allow teachers to score a piece of writing based on the corresponding grade level expectations. Rubric scoring is done by adding up scores from components of a student's writing to find a raw score, then converting that raw score into a scaled score. Student writing will be assessed in informational, narrative, and opinion genres each year, 2nd-5th grade. Sample 4th grade writing rubrics are attached as Exhibit B.

Math—For each math unit, teachers will assess students' progress toward the standards using assessments, either created or found by teachers, based on specific CCSS skills. A sample 4th grade place value unit assessment is attached as Exhibit C. In addition, students will take Smarter Balanced Interim Assessments (described below).

For Language Arts and Math, RVC will also use Smarter Balanced Interim Assessments. These Interim Assessment Blocks are standards-based and focus on a particular area or set of standards, with a limited number of questions or problems. Students will take these assessments throughout the year to assess progress toward particular skills. The data from the interim assessments will be used to improve teaching and learning. Students who score below standard on these assessments will be re-taught skills and re-tested to ensure mastery. The Interim Assessments can be re-administered any number of times. They will be administered online and use the same delivery software as the Smarter Balanced summative assessments (end of year state mandated standardized tests), which all 3rd through 5th grade students will also take. More information on the interim assessments can be found here:

<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/06/Interim-Assessment-Statement-Purpose-FINALmerged.pdf>

Promotion to Next Grade

RVC will focus on individual student progress, with the understanding that each student will develop differently. At least each trimester, RVC teachers will assess their students in reading, writing, and math, and, with the help of the School Director, will create a visual assessment data collection sheet. [See example as Exhibit D] Students will be identified as below grade level, at grade level, or above grade level in each core subject. Based on their needs, students who are below grade level may receive support from the Intervention Teacher and additional classroom support from the teacher; have a Student Success Team meeting convened with the Intervention Teacher, Special Education Teacher, and classroom teacher to articulate the

students’ strengths and needs; and if needed, will receive assessment to determine if the student qualifies for Special Education services.

Rarely will a student be retained. Rather, students will be closely monitored, starting at the early grades, and given extra support or different types of instruction as needed. Retention will be considered when a student is found to be consistently below grade level despite intervention and support efforts, and the student doesn’t qualify for Special Education services, and when the parents, teachers, and other professionals decide it would be the best course of action for that individual student, taking into account the student’s age and social and emotional factors.

The founding teachers have many years of experience teaching and assessing students, and will help to guide the less experienced teachers that RVC hires. Part of the beauty of a multi-age classroom is that students don’t have to be pushed to meet grade level standards each year before they are ready. The founding teachers have found that their students in the Multi-Age Program (MAP) often make much more progress in the second year with the same teacher. The ultimate goal is that by the end of fifth grade, ***as summarized in our Mission Statement and outlined in more detail in our Graduate Profile***, students will have mastered the academic standards, developed RVC’s articulated 21st Century Skills, and be ready to confidently move on to middle school.

Using the one commonly normed 5th grade assessment benchmarked to the Common Core State Standards that is currently available for California public school students (the Smarter Balanced Assessment Consortium “SBAC”), the 2014-2015 MAP 5th graders performed well in both assessed academic areas of Math and English-Language Arts. The table below contains the percentage of MAP 5th grade students that met or exceeded standards in Math and ELA compared to **the total RVSD 5th grade**.

Percentage of 5th Graders who Met or Exceeded Standards 2015

	English-Language Arts	Math	Average of ELA and MATH
Ross Valley School District	81%	71%	76%
Multi-Age Program	87%	82%	84%

These scores were the result of students working for six years with the six petitioning teachers using the educational philosophy, materials, instructional approaches, and assessments outlined in the Petition, as well as outlined in the above clarifying answers to the County’s questions. During the course of these six years, keep in mind that the teachers shifted from teaching using the old state standards to the new Common Core State Standards, so as the CDE is pointing out, these scores should be viewed as initial benchmarks. The founding teachers will continue to use assessment data to improve and refine teaching practices as RVC teachers, just as they have as MAP teachers.

Exhibit A – Reading Assessment

Set 1 Teacher Copy: Assessment for Independent Reading Levels Level Q
 Levels L-Z (Fiction/Narrative)

Reader's Name _____ Grade _____ Date _____ Excerpt from <i>The Cuckoo Child</i> , by Dick King-Smith, pp. 25-26 Set 1, Level Q 292 words	Independent Level: Yes No Accuracy Rate: _____ Oral Reading Rate _____
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Book Introduction: Say this to the reader before he or she begins the student copy of the text: "Jack loves all kinds of birds. In this scene, Jack and his class are at the zoo, watching the ranger feed the ostriches, which are very large birds. Please read aloud the first section. (Point to the line on the student copy to show the child where the first section ends.) After this part, you may read the rest silently. If you need to, you can reread the first part. When you are finished reading, I will ask you to retell or summarize what you have just read."

During and after the Running Record, you may make these observations and notes to inform instruction:

- Self-corrects;
- Pauses while reading to think;
- Uses more than one strategy to figure out unfamiliar words;
- Miscues make sense;
- Miscues fit the syntax or structure of the sentence;
- Miscues look similar to words in the text;
- Figures out the meaning of unfamiliar words—if the child mispronounces a word during the running record, ask the child if they know the meaning of the word when they finish reading the excerpt.

Running Record: For the first 100 words, record the reader's miscues (or errors) above the words as he or she reads. Later, you may or may not code them, using miscue analysis (MSV). Stop when the child has made five miscues and go back to the previous level.

When he had gone some way away, the ranger began to throw the fruit and vegetables over the fence. Then, leaving the birds busily feeding, he hurried back, unlocked the gate, and, pushing in the wheelbarrow, reloaded it with the more outlying of the ostrich eggs.

Jack watched all this with mounting excitement. It might take a bird to hatch eggs, but a boy could hatch a *plan!* He unzipped the canvas backpack slung over his shoulder.

The ranger came out again and relocked the gate.

In the wheelbarrow were nine eggs.

He picked one up.

"Now," he said, "where's (100 words) the young man who asked that question?"

**** (Reader may continue silently from this point on) ****

And when Jack raised his hand, the ranger said, "Here, you can go first," and handed him an ostrich egg.

Then, one after another, the ranger took the other spare eggs out of the wheelbarrow and gave them to various children to hold and examine.

Exhibit A – Reading Assessment

Set 1 Teacher Copy: Assessment for Independent Reading Levels Level Q
 Levels L-Z (Fiction/Narrative)

“Let me!” “Let me!” “Give it here!” “Let me go first!” cried the boys and girls as they competed to hold an egg, and in the hubbub and confusion nobody noticed what Jack was doing or heard him zip his backpack shut.

“Now, now, children, that’s enough!” said (200 words) the teacher. “Put all the eggs back in the wheelbarrow now.” She turned to the ranger and said, “What will you do with these?”

“Often we send some to other safari parks or zoos,” said the ranger, “but actually these will be fed to our big snakes, the pythons and the boa constrictors. Now then, have you all put your eggs back?”

“Yes!” chorused the children. Jack said nothing.

“Thank you for your trouble,” said the teacher.

“Bye-bye then,” said the ranger, and off he went. In the wheelbarrow were eight eggs.
 (292 words)

Total miscues including self-corrected: _____ Self-corrections: _____ Miscues reader did not self-correct: _____	<p>Accuracy Rate: Circle the number of miscues the reader did not self-correct.</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>100%</td> <td>99%</td> <td>98%</td> <td>97%</td> <td>96%</td> </tr> <tr> <td>0 miscues</td> <td>1 miscue</td> <td>2 miscues</td> <td>3 miscues</td> <td>4 miscues</td> </tr> </table> <p>96%-100% accuracy is necessary to determine the reader’s independent reading level. Try a lower level text if the reader made 5 or more miscues.</p>	100%	99%	98%	97%	96%	0 miscues	1 miscue	2 miscues	3 miscues	4 miscues
100%	99%	98%	97%	96%							
0 miscues	1 miscue	2 miscues	3 miscues	4 miscues							

Literal and Inferential Retelling or Summary

Say, “Please retell or summarize what you just read.” Write notes regarding the student’s retelling or summary on the back of this page. If the student has trouble getting started, you can prompt him/her. Make a note that you prompted the student.

Use the Retelling Rubric and Sample Student Responses to determine if the child’s retelling and responses to the comprehension questions are acceptable. If a student answers a comprehension question as part of the retelling you do not have to ask him/her that question. If a student is not able to retell but is able to answer the comprehension questions, note that this student will need extra work on how to retell a story.

Exhibit A – Reading Assessment

Set 1 Teacher Copy: Assessment for Independent Reading Levels Level Q
 Levels L-Z (Fiction/Narrative)

Comprehension Questions Section: Analyze the student's retelling/summary to see if it contains information that answers each question below. If a question was not answered in the retelling, ask it and record the student's response.

1. *Literal Question:* What does the ranger say he will do with the spare eggs?
2. *Literal Question:* Did anybody notice that one of the eggs is missing at the end of the passage? How can you tell?
3. *Inferential Question:* The story says, "It might take a bird to hatch eggs, but a boy could hatch a plan!" What was Jack's plan?
4. *Inferential Question:* What do you think Jack did with one of the eggs?

Oral Reading Fluency Scale – Circle the Appropriate Level

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the text. Preservation of the author's syntax is consistent. Most of the text is read with expressive interpretation.
	Level 3	Reads primarily in three or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Some expressive interpretation is present; this may be inconsistent across the reading of the text.
Non fluent	Level 2	Reads primarily in two-word phrases with some three or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage. Beginning a little expressive interpretation, frequently first seen when reading dialogue.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax. No expressive interpretation.

Adapted from: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

Level Q Benchmarks for Oral Reading Rate (Words Per Minute)

Oral reading rate is the number of words per minute the reader reads with accuracy, intonation and meaningful phrasing.

Level 1 Needs Support	Level 2 Approaches Standards	Level 3 Meets Standards	Level 4 Exceeds Standards
74 wpm or less	75-104 wpm	105-140 wpm	141 wpm or more

Please refer to the Benchmarks for Student Progress for details regarding Oral Reading Rate.

Final Score

Yes No Was the reader's accuracy rate at least 96%?

Yes No Did the student read with fluency? (a score of 3 or 4 on the Oral Reading Fluency Scale)

Yes No Did the reader correctly answer at least 3 questions in the Comprehension Questions Section?

Yes No Did the retelling/summary express the important things that happened in the text?

Is this the student's independent reading level?

- If you did **NOT** answer "yes" to all four questions in this Final Score box, try an easier text. Keep moving to easier texts until you find the level at which you are able to answer "yes" to all four questions in the Final Score box.
- If you circled four "yes" answers in this Final Score box, the student is reading strongly at this level. However, it is possible that the student may also read strongly at a higher level. Keep moving to higher passages until you can no longer answer "yes" to all four questions. The highest level that showed strong reading is the independent reading level. For example, you might find that you answered "yes" to all four questions in the Final Score box for level Q, then a "yes" to all four questions for level R, but only three "yes" answers for level S. Level R is the highest passage on which you were able to answer "yes" to all four questions in the Final Score box. Level R is the current independent reading level for the student.

Exhibit B – Writing Assessments

Name: _____ Date: _____

Rubric for Information Writing—Fourth Grade								
	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer taught readers some important points about a subject.	Mid-level	The writer taught readers information about a subject. He put in ideas, observations, and questions.	Mid-level	The writer taught readers different things about a subject. She put facts, details, quotes, and ideas into each part of my writing.	Mid-level	The writer used different kinds of information to teach about the subject. Sometimes he included little essays, stories, or how-to sections in his writing.	
Lead	The writer wrote a beginning in which he named a subject and tried to interest readers.	Mid-level	The writer wrote a beginning in which she got readers ready to learn a lot of information about the subject.	Mid-level	The writer hooked his readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. He let readers know that he would teach them different things about a subject.	Mid-level	The writer wrote an introduction that helped readers get interested in and understand the subject. She let readers know the subtopics she would be developing later as well as the sequence.	
Transitions	The writer used words such as <i>and</i> and <i>also</i> to show she had more to say.	Mid-level	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . He also used words to show what did not fit such as <i>however</i> and <i>but</i> .	Mid-level	The writer used words in each section that helped readers understand how one piece of information connected with others. If she wrote the section in sequence, she used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If she organized the section in kinds or parts, she used words such as <i>another</i> , <i>also</i> , and <i>for example</i> .	Mid-level	When the writer wrote about results, he used words and phrases such as <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . When he compared information, he used phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, he used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> . In the sections that stated an opinion, he used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</i> .	
Ending	The writer wrote some sentences or a section at the end to wrap up his piece.	Mid-level	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	Mid-level	The writer wrote an ending that reminded readers of his subject and may have suggested a follow-up action or left readers with a final insight. He added his thoughts, feelings, and questions about the subject at the end.	Mid-level	The writer wrote a conclusion in which she restated the main points and may have offered a final thought or question for readers to consider.	

Exhibit B – Writing Assessments

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
STRUCTURE (cont.)								
Organization	The writer's writing had different parts. Each part told different information about the topic.	Mid-level	The writer grouped his information into parts. Each part was mostly about one thing that connected to his big topic.	Mid-level	The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. She may have used headings and subheadings.	Mid-level	The writer organized his writing into a sequence of separate sections. He may have used headings and subheadings to highlight the separate sections. The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	
								TOTAL
DEVELOPMENT								
Elaboration*	The writer used different kinds of information in his writing such as facts, definitions, details, steps, and tips.	Mid-level	The writer wrote facts, definitions, details, and observations about her topic and explained some of them.	Mid-level	The writer taught his readers different things about the subject. He chose those subtopics because they were important and interesting. The writer included different kinds of facts and details such as numbers, names, and examples. The writer got his information from talking to people, reading books, and from his own knowledge and observations. The writer made choices about organization. He might have used compare/contrast, cause/effect, or pro/con. He may have used diagrams, charts, headings, bold words, and definition boxes to help teach his readers.	Mid-level	The writer explained different aspects of a subject. She included a variety of information such as examples, details, dates, and quotes. The writer used trusted sources and gave credit when appropriate. She made sure to research any details that would add to her writing. The writer worked to make her information understandable to readers. To do this, she may have referred to earlier parts of her text and summarized background information. She let readers know when she was discussing facts and when she was offering her own thinking.	(x2)

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

Exhibit B – Writing Assessments

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
DEVELOPMENT (cont.)								
Craft*	The writer tried to include the words that showed she was an expert on the subject.	Mid-level	The writer chose expert words to teach readers a lot about the subject. He taught information in a way to interest readers. He may have used drawings, captions, or diagrams.	Mid-level	The writer made deliberate word choices to teach her readers. She may have done this by using and repeating key words about her topic. When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify her points. The writer made choices about which information was best to include or not include. The writer used a teaching tone. To do so, she may have used phrases such as <i>that means . . .</i> , <i>what that really means is . . .</i> , and <i>let me explain . . .</i>	Mid-level	The writer made deliberate word choices to have an effect on his readers. He used the vocabulary of experts and explained key terms. The writer worked to include the exact phrase, comparison, or image that would explain information and concepts. The writer not only made choices about which details and facts to include but also made choices about how to convey his information so it would make sense to readers. He blended storytelling, summary, and other genres as needed and used text features. The writer used a consistent, inviting, teaching tone and varied his sentences to help readers take in and understand the information.	(X2)
								TOTAL
LANGUAGE CONVENTIONS								
Spelling	The writer used what he knew about spelling patterns (<i>tion, er, ly, etc.</i>) to spell a word. The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

Exhibit B – Writing Assessments

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS (cont.)								
Punctuation	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	Mid-level	The writer used commas to set off introductory parts of sentences (for example, <i>As you might know</i>). The writer used a variety of punctuation to fix any run-on sentences. He used punctuation to cite his sources.	
								TOTAL

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Exhibit B – Writing Assessments

Name: _____ Date: _____

Rubric for Narrative Writing—Fourth Grade								
	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer wrote about <i>one time</i> when she did something.	Mid-level	The writer told the story bit by bit.	Mid-level	The writer wrote the important part of an event bit by bit and took out unimportant parts.	Mid-level	The writer wrote a story of an important moment. It read like a story, even though it might be a true account.	
Lead	The writer thought about how to write a good beginning and chose a way to start his story. He chose the action, talk, or setting that would make a good beginning.	Mid-level	The writer wrote a beginning in which she helped readers know who the characters were and what the setting was in her story.	Mid-level	The writer wrote a beginning in which he showed what was happening and where, getting readers into the world of the story.	Mid-level	The writer wrote a beginning in which she not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	
Transitions	The writer told her story in order by using words such as <i>when, then, and after</i> .	Mid-level	The writer told his story in order by using phrases such as <i>a little later and after that</i> .	Mid-level	The writer showed how much time went by with words and phrases that mark time such as <i>just then and suddenly</i> (to show when things happened quickly) or <i>after a while and a little later</i> (to show when a little time passed).	Mid-level	The writer used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (<i>meanwhile, at the same time</i>) or flashback and flash-forward (<i>early that morning, three hours later</i>).	
Ending	The writer chose the action, talk, or feeling that would make a good ending.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.	Mid-level	The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring his story to a close.	Mid-level	The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. The writer gave readers a sense of closure.	

Exhibit B – Writing Assessments

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
STRUCTURE (cont.)								
Organization	The writer wrote a lot of lines on a page and wrote across a lot of pages.	Mid-level	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in his story.	Mid-level	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	Mid-level	The writer used paragraphs to separate different parts or times of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	
								Total
DEVELOPMENT								
Elaboration*	The writer tried to bring his characters to life with details, talk, and actions.	Mid-level	The writer worked to show what was happening to (and in) her characters.	Mid-level	The writer added more to the heart of his story, including not only actions and dialogue but also thoughts and feelings.	Mid-level	The writer developed characters, setting, and plot throughout her story, especially the heart of the story. To do this, she used a blend of description, action, dialogue, and thinking.	(X2)
Craft*	The writer chose strong words that would help readers picture her story.	Mid-level	The writer not only told his story, but also wrote it in ways that got readers to picture what was happening and that brought his story to life.	Mid-level	The writer showed <i>why</i> characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly. The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring her story to life. The writer used a storytelling voice and conveyed the emotion or tone of her story through description, phrases, dialogue, and thoughts.	Mid-level	The writer showed <i>why</i> characters did what they did by including their thinking and their responses to what happened. The writer slowed down the heart of the story. He made less important parts shorter and less detailed and blended storytelling and summary as needed. The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. He used some objects or actions as symbols to bring forth his meaning. The writer varied his sentences to create the pace and tone of his narrative.	(X2)
								Total

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

Exhibit B – Writing Assessments

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS								
Spelling	To spell a word, the writer used what he knew about spelling patterns (<i>tion, er, ly, etc.</i>). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries when needed.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.	
Punctuation	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she used the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	Mid-level	The writer used commas to set off introductory parts of sentences, such as <i>One day at the park, I went on the slide</i> ; he also used commas to show talking directly to someone, such as <i>Are you mad, Mom?</i>	
								Total

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Exhibit B – Writing Assessments

Name: _____ Date: _____

Rubric for Opinion Writing—Fourth Grade								
	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer wrote her opinion or her likes and dislikes and gave reasons for her opinion.	Mid-level	The writer told readers his opinion and ideas on a text or a topic and helped them understand his reasons.	Mid-level	The writer made a claim about a topic or a text and tried to support her reasons.	Mid-level	The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	
Lead	The writer wrote a beginning in which he not only gave his opinion, but also set readers up to expect that his writing would try to convince them of it.	Mid-level	The writer wrote a beginning in which she not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about her opinion.	Mid-level	The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated his claim.	Mid-level	The writer wrote an introduction that led to a claim or thesis and got her readers to care about her opinion. She got readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic. The writer worked to find the precise words to state her claim; she let readers know the reasons she would develop later.	

Exhibit B – Writing Assessments

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
STRUCTURE (cont.)								
Transitions	The writer connected parts of her piece using words such as <i>also, another, and because</i> .	Mid-level	The writer connected his ideas and reasons with his examples using words such as <i>for example and because</i> . He connected one reason or example using words such as <i>also and another</i> .	Mid-level	The writer used words and phrases to glue parts of her piece together. She used phrases such as <i>for example, another example, one time, and for instance</i> to show when she wanted to shift from saying reasons to giving evidence and <i>in addition to, also, and another</i> to show when she wanted to make a new point.	Mid-level	The writer used transition words and phrases to connect evidence back to his reasons using phrases such as <i>this shows that. . .</i> . The writer helped readers follow his thinking with phrases such as <i>another reason and the most important reason</i> . To show what happened he used phrases such as <i>consequently and because of</i> . The writer used words such as <i>specifically and in particular</i> to be more precise.	
Ending	The writer wrote an ending in which he reminded readers of his opinion.	Mid-level	The writer worked on an ending, perhaps a thought or comment related to her opinion.	Mid-level	The writer wrote an ending for his piece in which he restated and reflected on his claim, perhaps suggesting an action or response based on what he had written.	Mid-level	The writer worked on a conclusion in which he connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	
Organization	The writer's piece had different parts; she wrote a lot of lines for each part.	Mid-level	The writer wrote several reasons or examples why readers should agree with his opinion and wrote at least several sentences about each reason. The writer organized his information so that each part of his writing was mostly about one thing.	Mid-level	The writer separated sections of information using paragraphs.	Mid-level	The writer grouped information and related ideas into paragraphs. He put the parts of his writing in the order that most suited his purpose and helped him prove his reasons and claim.	
								TOTAL

Exhibit B – Writing Assessments

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
DEVELOPMENT								
Elaboration*	The writer wrote at least two reasons and wrote at least a few sentences about each one.	Mid-level	The writer not only named her reasons to support her opinion, but also wrote more about each one.	Mid-level	The writer gave reasons to support his opinion. He chose the reasons to convince his readers. The writer included examples and information to support his reasons, perhaps from a text, his knowledge, or his life.	Mid-level	The writer gave reasons to support her opinion that were parallel and did not overlap. She put them in an order that she thought would be most convincing. The writer included evidence such as facts, examples, quotations, micro-stories, and information to support her claim. The writer discussed and unpacked the way that the evidence went with the claim.	(X2)
Craft*	The writer chose words that would make readers agree with her opinion.	Mid-level	The writer not only told readers to believe him, but also wrote in ways that got them thinking or feeling in certain ways.	Mid-level	The writer made deliberate word choices to convince her readers, perhaps by emphasizing or repeating words that made readers feel emotions. If it felt right to do so, the writer chose precise details and facts to help make her points and used figurative language to draw readers into her line of thought. The writer made choices about which evidence was best to include or not include to support her points. The writer used a convincing tone.	Mid-level	The writer made deliberate word choices to have an effect on his readers. The writer reached for the precise phrase, metaphor, or image that would convey his ideas. The writer made choices about how to angle his evidence to support his points. When it seemed right to do so, the writer tried to use a scholarly voice and varied his sentences to create the pace and tone of the different sections of his piece.	(X2)
								TOTAL

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

Exhibit B – Writing Assessments

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS								
Spelling	To spell a word, the writer used what he knew about spelling patterns (<i>tion, er, ly, etc.</i>). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.	Mid-level	The writer used what she knew about word patterns to spell correctly and she used references to help her spell words when needed. She made sure to correctly spell words that were important to her topic.	
Punctuation	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct. The writer used periods to fix her run-on sentences.	Mid-level	The writer used commas to set off introductory parts of sentences, for example, <i>At this time in history, and it was common to . . .</i> The writer used a variety of punctuation to fix any run-on sentences. The writer used punctuation to cite his sources.	
								TOTAL

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Exhibit C – Sample Math Assessment

Subtract these numbers:

$371 - 290 =$

$624 - 416 =$

$7607 - 3519 =$

$7000 - 3758 =$

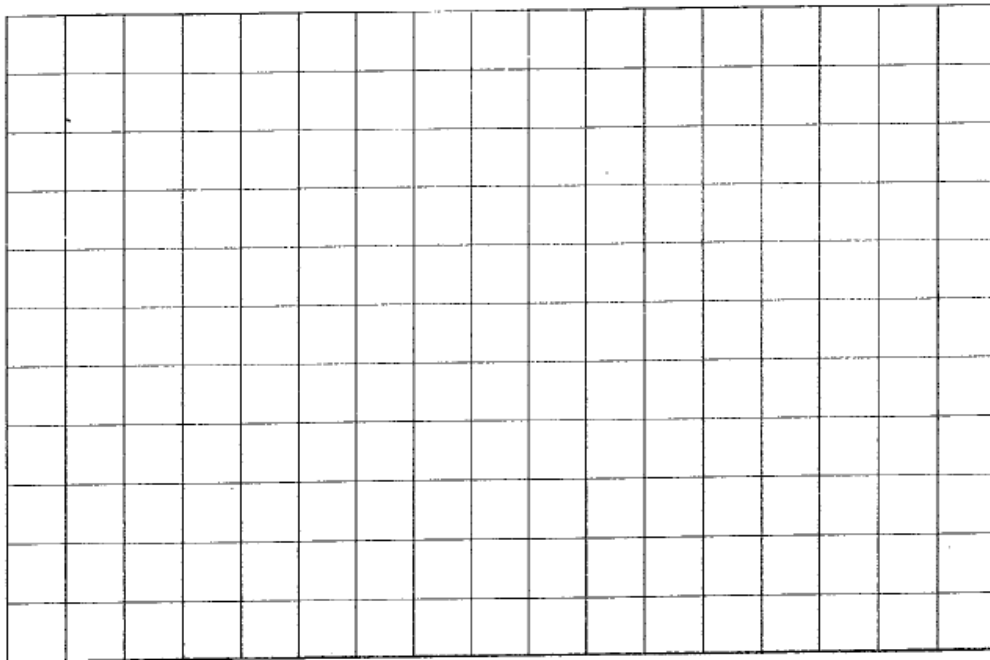


Exhibit C – Sample Math Assessment

Use symbols $<$, $>$, or $=$ to compare these numbers:

724 742

6400 6040

43,270 34,207

279,478 297,278

91,418 91,418

2,717,344 989,478

Round these numbers to the nearest 1,000:

4,621 _____

8,336 _____

263,279 _____

378,598 _____

Round these numbers to the nearest 100,000:

2,841,276 _____

8,366,810 _____

Exhibit C – Sample Math Assessment

Fill in the missing parts of this chart:

Base ten Numerals	Number name	Expanded form
4,326	Four thousand, three hundred twenty-six	$4000 + 300 + 20 + 6$
8,918		
627,005		
		$4,000,000 + 200,000 + 60,000 + 5,000 + 20 + 4$
	Two million, six hundred thousand, five hundred sixty-two	
4,029,316		

Exhibit C – Sample Math Assessment

The bike shop sells bikes (two wheels) and trikes (three wheels). Sarah counted all the wheels of all the cycles in the shop. There were 30 wheels in all. There were the same number of bikes as there were trikes. How many bikes were there, and how many trikes were there?

What strategy (or strategies) did you use?

Exhibit D – Sample Assessment Summary

Ross Valley Charter School Sample Assessment Summary

School Year:

Trimester:

Class:

Student	Reading	Writing	Math
Student Name	at	at	at
Student Name	at	below	at
Student Name	above	above	at
Student Name	below	at	below
etc.			

Question #3 of 2nd List of Questions
(This question is also answered at the end of 1st List of Questions)

QUESTION #3
Section K, Staff Retirement System

Other Observations

- The Charter will need to coordinate STRS reporting and contributions with the Marin County Office of Education.

Does the Charter intend to coordinate STRS reporting and contributions with the Marin County Office of Education?

 ANSWER

RVC intends to coordinate STRS reporting and contributions with the MCOE and submit any information to the County that it needs for its oversight role (if the County Board approves the charter) and to receive any STRS services that the MCOE provides to other charter schools in the county, in accordance with Education Code Section 47611.3.

Marin County Charter Ad Hoc Committee
Ross Valley Charter Petition Appeal Review
Staff Review
Clarifying Questions #3
September 22, 2015

QUESTION #1


Section A.2, Attendance

Includes school year/day, academic calendar, number of school days and instructional minutes

- Attendance portions of the application noted dates of attendance and a projected 2016-17 school calendar. It was noted that the Charter school intends to follow the existing Ross Valley School District master calendar as closely as possible. Instructional minutes were noted with the weekly bell schedule. There was some concern about the number of minutes the TK program was being provided in comparison to the regular K program that may be beyond the purview of this review (page 68-70, 71 Appendix G – TK minutes should be the same as K).

Please verify that instructional minutes for Transitional Kindergarten will be the same as Kindergarten instructional minutes.

ANSWER

Charter schools are required to meet the annual instructional minutes requirements of Education Code Section 47612.5(a). Charter schools do not have to meet minimum length of instruction minutes per school day – that is a requirement only applicable to school districts. On page 71, the RVC charter affirms that it will offer 42,300 annual instructional minutes in TK, which is 6300 minutes in excess of the 36,000 annual minutes required by Education Code Section 47612.5. Any legal requirements regarding TK and Kindergarten programs being of the same length apply to school districts, and not to charter schools. 

QUESTION #2

Section I, Financial Audit

Describes the scope of the audit including a review of average daily attendance

- Element 9 – Independent Financial Audit (page 163 of the petition) does not describe the scope of the audit including a review of average daily attendance
- The petition states compliance with California Code Regulations governing audits of charter schools, but does not specifically address the manner in which average daily attendance will be audited.

Please describe, in the scope of the audit process, including how average daily attendance will be reviewed.

ANSWER 

As the annual, independent audit is a statutorily-required process for all charter schools and school districts, and because the Education Audit Appeals Panel (EAAP) annually publishes an audit guide which all auditors are required to closely follow, RVC is concerned that this question may exceed the requirement that a charter petition contain a “reasonably comprehensive” description of “[t]he manner in which annual, independent financial audits shall be conducted...” which is what is required by

Education Code Section 47605(b)(5)(l). That is, the Charter School has no license, agency, or authority to modify how average daily attendance will be reviewed by the auditor. Indeed, neither does the auditor.

During the annual, independent financial audit, the auditor will review RVC's average daily attendance precisely as specified in the then-current Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting published by EAAP (Audit Guide). The 2015-16 Audit Guide requires the following:

1. Determine whether the P2 and Annual reports of attendance submitted to the CDE are supported by written contemporaneous records that document all pupil attendance included in the charter school's ADA calculations, by tracing the ADA numbers from the P2 and Annual reports of attendance through any documentation used by the charter school to summarize attendance, to written contemporaneous data origination documents.
2. Determine whether the charter school calculated ADA in accordance with Education Code section 47612 and title 5, California Code of Regulations, section 11960.
 - a. Verify that the ADA as reported on the P2 and Annual reports of attendance were computed by dividing the charter school's total number of pupil-days of attendance by the number of calendar days on which school was taught in the charter school through the P2 and Annual apportionment periods.
 - b. Verify that for purposes of determining the charter school's total number of pupil-days of attendance, no pupil generated more than one day of attendance in a calendar day.
 - c. Verify that the number of calendar days of attendance used in the divisor corresponds to the school calendar.
 - d. If the charter school operates a multi-track calendar, verify compliance with Education Code section 47612, by the following steps:
 - 1) Verify that ADA was calculated separately for each track. The divisor in the calculation shall be the calendar days in which school was taught for pupils in each track.
 - 2) Verify that the charter school operated no more than five tracks.
 - 3) Verify that the charter school operated each track for a minimum of 175 days. If the charter school is a conversion school that had operated a multi-track year-round schedule, the charter school was authorized to continue its previous schedule as long as it provided no fewer than 163 days of instruction in each track.

- 4) For each track, verify that the charter school provided the total number of instructional minutes, as specified in Education Code section 47612.5.
 - 5) Verify that no track had less than 55 percent of its schooldays before April 15.
 - 6) Unless otherwise authorized by statute, verify that no pupil generated more than one unit of ADA in a fiscal year.
- e. For any pupil over the age of 19 years that generated attendance for apportionment purposes in the charter school, verify the pupil met both of the following conditions, unless the charter school program is as specified in Education Code section 47612.1:
- 1) The pupil was enrolled in a public school in pursuit of a high school diploma (for a student in special education, an Individualized Education Program (IEP)) while 19 years of age and, without a break in public school enrollment since that time, is enrolled in the charter school and is making satisfactory progress towards award of a high school diploma (for a student in special education, satisfactory progress in keeping with an IEP) consistent with the definition of satisfactory progress set forth in title 5, California Code of Regulations, section 11965(h).
 - 2) The pupil is not older than 22.
3. Trace the number of school days reported on the Annual attendance report to the school calendar to confirm the number of days reported.
 4. Calculate any inappropriately reported units of ADA, by grade span, identified through the foregoing audit procedures. State in a finding the number(s) of units of ADA that were inappropriately reported for apportionment and an estimate of their dollar value. If there are any ungraded units of ADA, then proportionately allocate the disallowance among the grade spans.
 5. If the number of school days reported on the Annual attendance report is incorrectly reported as determined in 3 above, report a finding which includes the correct number of school days taught in the fiscal year. If the charter school operates multiple tracks, report the finding by individual tracks.

QUESTION #3

Financial & Organizational Accountability

A detailed review of the annual budget development, implementation and review process including the process by which the charter school leadership and governance team will monitor and report regarding the continuing financial solvency of the school.

- The petition does not describe a detailed review of the annual budget development, implementation and review process including the process by which the charter school leadership and governance team will monitor and report regarding the continuing financial solvency of the school.

Please provide a detailed description of the process for the annual budget development, and the implementation and review process by which the charter and governance team will monitor and report on the continuing financial solvency of the charter school.

Detailed description of the manner, format and content by which the charter school will regularly report its current and projected financial viability.

- The petition does not describe in detail the manner, format and content by which the charter school will regularly report its current and projected financial viability.

Please provide a detailed description of the manner, format and content by which the charter school will regularly report its current and projected financial viability.

Detailed description of the organization, scope and preparation of the following financial documents and reports.

- The petitions does not provide a detailed description of the organization, scope and preparation of the financial documents and reports.

Please provide a detailed description of the organization, scope and preparation of the required financial documents and reports.

Description of the process by which the school will comply with all reports required for charter schools by law; includes copy of each required report to MCOE

- The petition describes the timelines and types of fiscal reports required for submission to the authorizer, County Superintendent, and State, but does not always describe the process in detail (page 191).

Please describe the process by which the charter school will comply with all reports required for charter schools by law.


ANSW 


The County Draft Matrix contains the following

Does the information provided in the proposal confirm that the school will have the services of individuals who have the necessary background in curriculum, instruction, assessment, finance, facilities, business management, organization, governance and administration?
The petition describes individuals with curriculum, instruction and assessment but does not provide a list of individuals with finance, facilities or business management.


In response, we would ask the County to review pages 95-109 of the Appendix in which the experience of the founders is narrated in considerable detail.

In particular, the Governing Board members for RVC have a great deal of public school and business management experience. The Chair of the Governing Board has 15 years of elected School Board member experience, including several years as chair. Two Board Members are public education professionals with combined decades of experience starting and managing and serving on boards of successful charter schools and charter management organizations. The Treasurer and Chief Financial Officer (CFO) has over 25 years' experience managing a financial services and IT business with \$6 million in annual revenue and 35 employees. He was not only responsible for all the budgeting and financial reporting for his business but for his clients' budgeting and financial reporting, as well. He also has over 6 years of school district trustee experience and is a graduate of the Association of California Students Association Business Managers and Superintendents Academies. Barry Price and Adam Smith have extensive commercial facilities experience.


The School Director and CFO  will produce monthly financial reports that compare actuals to budgeted income and expense. Monthly Cash Flow Reports will also be produced. The Charter School will maintain a rolling three-year budget. These reports will be distributed to Board members monthly and reviewed every other month at board meetings. First and Second Interim Budgets will be approved by the Board and distributed to appropriate oversight agencies. Any additional financial reporting that the County might want RVC to provide can be developed using the EdTec software described below. In fact the Petition clearly states that RVC "shall provide additional fiscal reports as requested by the District."

The level of detail  being asked for in this question is more than required at the petition approval stage. The details that are being sought appear to be very granular in nature and will be developed after authorization.

As stated in the budget narrative, RVC will use EdTec financial software for revenue and expense accounting as well accounts receivable and payable. This software is used by over 300 charter schools and can produce all of the required reports needed for reporting to the County and State as well as the capability to develop RVC-defined reports.

 has budgeted \$14,000 in planning year expenses to pay EdTec to set up this software and to help RVC develop all the detailed accounting and reporting procedures the question appears to be asking be provided now.

Our budgeting process will be grounded in the new LCFF and LCAPP processes. WestEd has developed good resources to help LEA's with this process. (See, for example, <http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/>) The CDE also produces good information, see for example <http://www.cde.ca.gov/fg/aa/lc/lcffffaq.asp> . CCSA also provides free seminars and workshops to charter schools on the most recent budget development requirements and processes.

 budget planning cycle will begin in October of every year. We will start with a review of Mission and Core Beliefs. We will then review the desired outcomes included in the petition and any additional or different outcomes we conclude are important. We will review the metrics that are in the petition and supplement these with additional metrics, where appropriate, as nationally normed assessments truly aligned to the Common Core State Standards become available (as outlined in Elements 2 and 3 in the Petition).

After this needs assessment, we will identify what activities, programs and practices need to be added or changed and what resources this will require. These deliberations and conclusions will guide the budget process for the following year.

Action plans will also be developed to manage implementation of the plans that are developed.

Reporting out to the board, the staff and the parent community will happen 4 times a year following the three progress reposts described in the petition and in the early Fall when California State Testing results are available.

This will begin a new budget cycle in the fall.

All these budget activities will be done with parent, staff, and appropriate subgroup input in formal LCAP meetings as outlined in the WestEd process.

We will budget using an Excel template provided by CCSA which budgets at a very granular level. Revenue will be budgeted, as it has for the petition, using the then-current FCMAT LCFF Calculator Excel template. RVC will develop a user friendly budget reporting process that relates budget expenditures to various programs. The RVC CFO developed a similar user friendly budget process during his tenure on the Ross Valley School Board.

QUESTION #4

Required Supplemental Information

Planning Assumptions

Number/Types of Students

- The petition states that the current district MAP program has 133 students enrolled.
- The petition states that on average there are 100 students on the waiting list for the district MAP Program, however, in the RVC presentation to the Marin County Board of Trustees on September 8, 2015, the power point presentation stated that, on average, there are 50-85 students on the waiting list for the district MAP program; the presenter verbally stated 100.

- The petitioners obtained 222 signatures of parents who are meaningfully interested in enrolling their children in RVC. This is not an indication of actual enrollment.
- The petition assumes that enrollment each year remains constant with 36 students enrolling in Kindergarten each year.
- Enrollment may be overstated for budget and planning purposes.
- A difference of enrollment affecting the Average Daily Attendance (ADA) affects local, State, and Federal funding that RVC would receive. Most notably LCFF funding, which would be the largest source of funding for RVC (approximately \$7,400 per ADA).

What are RVC's contingency plans if the number of enrolled students does not materialize?



This question gets to the heart of the financial viability of RVC. It raises doubts, without presenting any evidence, about petitioners' ability to achieve full enrollment of 222 students both at the outset of operation, and on an ongoing basis. Indeed, two of three budget scenarios prepared by County staff project an enrollment of 195 students and a kindergarten class of 31 over 5 years. Such speculation does not amount to factual findings, and cannot form the basis of charter denial.

Under California law, an authorizer cannot legally deny a charter because it has doubts about capacity to enroll students. Instead it requires the authorizer to "set forth specific facts to support" a finding of financial unsustainability.

The Petition contains considerable evidence to support the projection that we will be able to have 222 students on an ongoing basis. It discusses the several year history of averaging 45 kindergarten applicants per year for a school which only allowed in-district applications and involved no marketing. It is puzzling that the County is coming up with a scenario number that is 31% less than an historical number of applicants, which is already artificially low because it excludes out-of-district students. The Petition contained signatures of parents of 222 potential students for the 2016 school year and these were obtained with only a two month word of mouth effort and no real marketing. The County question discounts this number by pointing out that "This is not an indication of actual enrollment." This is a somewhat odd statement since "actual enrollment" is not possible without an approved charter petition. State law has a requirement for parent-based charter petitions that parents of only 50% of the students projected for the first year sign indicating they are meaningful interested in having their child attend the proposed charter school.

RVC had an informational booth at the San Anselmo Fair September 28, and in 6 hours obtained signatures from parents of 20 additional children who will be PreK-5th grade in the fall of 2016. This is further evidence supporting our claim that it will be relatively easy for RVC to fill its enrollment to the projections contained in the Petition.

The County question raises doubt, but presents no facts, as to the length of the wait list. The MAP waiting list published at Manor School in September 2016 contained 100 names. Since then, the Ross Valley School District moved management of the wait list from Manor to the District Office and has refused to share the contents of the list with MAP parents or teachers. In its Petition Report Recommending Denial, the District claimed the waiting list was much smaller than 100, which is why at the hearing presenters used smaller numbers. But one of the emails sent to the County by Robin Goldman, a MAP detractor and

complainant, included a response to her Freedom of Information Request indicating that as of the end of August 2015, after classes had been filled, the MAP wait list had 92 names on it.

There are 131 students currently enrolled in MAP. Current students plus those on the wait list would provide an enrollment of 223—but that only includes Ross Valley residents.

RVC believes that there are many parents in Marin, outside of Ross Valley School District, who will apply to RVC. Many, many parents who do not live in Ross Valley have expressed interest in enrolling in RVC. The demand for charter schools in Marin is high because the supply is so desperately low. There is only space for 1.5% of Marin's total student population to attend charter schools domiciled in Marin County, whereas the average for the other seven Bay Area urban/suburban counties (excluding San Francisco) is 7.7%. By contrast, 17.8% of Marin County's students attend private school, compared to 10.9% for these same seven counties. The total **combined** percentage of Marin students attending both charter and private schools is 19.3%, quite similar to the other seven suburban counties, which are at 18.6%. (Based on CDE data.)

These numbers indicate Marin County has a charter school *supply* shortage rather than a *demand* shortage. From this data, it is very reasonable to conclude that the reason there are so few charter schools in Marin County is not the tremendous satisfaction with public schools, but rather the financial ability of many Marin County parents who seek another choice to decide to purchase the education they prefer, rather than to undertake the immense amount of work required to start a charter school. The impact on Marin County is that those middle and low income parents, who cannot or do not spend resources on private education, and who seek something different from their local public school, have practically no educational choice. This creates tremendous opportunity for charter schools to meet enrollment targets.

Because of this data, and the ease of obtaining signatures of parents of 222 students, RVC is very confident that with a marketing campaign in the County, it will have more than enough applicants to meet its enrollment projections on a sustainable basis. RVC has heard from many parents whose children are in private school only because they could not get into to a very oversubscribed MAP program or other elementary charter schools in the County.

In short, there is much evidence to suggest RVC will be able to enroll 222 students and no evidence suggesting otherwise. This therefore is not a legal basis for petition denial.

QUESTION #5

Costs of all major items are identified and within reasonable market ranges

- \$100 per pupil budgeted for textbooks and instructional materials does not appear to be adequate. Absent the rationale for the \$100/student for these expenses appears to be low.

Please provide more detail for the rationale of budgeting start-up costs of \$100 per student for necessary textbook, core curricula, and instructional materials.

ANSWER

The petitioning teachers typically don't use text books, and instead have been very innovative in developing instructional materials for their students. Charter schools have to find ways to do things less expensively than district schools and we believe this is a reasonable amount.

In a study that looked at charter schools across the state, EdTec found that 25% of schools spent less than \$50 per ADA on Textbooks and Core Curriculum. RVC is budgeting a little over \$70 per ADA per year on an ongoing basis.

RVC teachers have never used textbook consumables, purchased from publishers, as have other teachers in the Ross Valley School District. Their project based orientation significantly reduces the funds spent on instructional materials.

California and the rest of the country is in a generational transition to a new and much more rigorous set of academic standards. EdReports.org, a new non-profit organization focused on evaluating textbooks' alignment to the Common Core, have as yet to certify any purchasable textbooks from publishers as Common Core aligned. The only K-5 instructional materials certified by EdReports.org are only available free on the internet.

The six petitioning teachers have a great deal of experience creating, finding and using free or low-cost instructional materials.

QUESTION #6


Revenue from "soft" sources less than 10% of ongoing operational costs

- Revenues in the startup year 2015-2016 are mostly "soft" sources
- "Soft sources" referring to local donations assumed in the petition.

Please provide additional rationale and specific plans for how RVC will generate and verify the receipt of \$220,000 (a combination of parent donations and other donations).

What contingency plans are in place if the amount of donations in 2015-2016 do not materialize?

ANSWER

We will be applying for the CDE PCSGP grant when applications become available, in the next few weeks. We expect that grant to be considerably larger than \$220,000, closer to \$375,000. We were awarded a  75,000 last October (an award letter was supplied to Terena) with a peer review score of 52 out of a possible 56 (a score of 28 is sufficient for receiving the grant).

We had a goal of obtaining \$85,000 in four-year unsecured loans to help with startup expenses and ensure a 5% reserve at the end of the first year. We have \$60,000 in the bank and have commitments for another \$25,000, \$20,000 of which we should have in the bank by October 6.

We have raised \$50,000 from parents and prospective parents in the last 14 months and if it means the difference between starting school in the fall of 2016 or not, we believe we can raise another \$50,000 to add to the \$85,000.

We are also approaching education foundations and philanthropists who are supporting charter schools with our story of the low availability of charter schools to Marin’s 29% of economically disadvantaged public school students, and believe we will raise funds from this source.

And if need be, we can use some of the \$250,000 California School Finance Authority Charter School Revolving Loan which we are now in the process of applying for.

QUESTION #7

Equipment and Supplies

- \$30,700 (\$3,070 per regular classroom including Special Education) has been budgeted for furniture, printers, video display projection equipment, file cabinets, wall boards, and shelves. Absent additional rationale for this expenses appears to be low.
- \$32,500 has been budgeted for ten teacher laptops and 100 Chromebooks. Absent additional rationale for this expenses appears to be low.

Please provide the basis and rationale for classroom start-up costs related to the purchase of furniture, printers, video display projection equipment, file cabinets, wall boards, and shelves.

Please provide additional rationale and detail for technology equipment for students and instructional staff.


ANSWER

Classroom Furniture:

\$ 5,100.00	6 multistudent \$85 tables for 10 classrooms
\$ 4,500.00	25 \$18 student chairs for 10 classrooms
\$ 3,600.00	Teacher/Staff Workstation & Chair \$400 each
\$ 1,800.00	Two Bookshelves per classroom teacher @ \$100
\$ 1,350.00	One file cabinet per classroom teacher \$150 each
\$ 1,350.00	One Dry Erase board per gen ed classroom \$150 each
\$ 1,300.00	13 storage shelving unites @ \$100
\$ 2,700	One printer per classroom \$300 each
\$ 9,000	One Electronic Display Projection System per classroom \$1000 each
\$30,700.00	Total Classroom Furniture

Teacher Laptops and 99 Chromebooks

\$19,440	3 set of 27 chromebooks for charging carts @\$240
\$4,320	3 chromebooks for 6 2-5 classrooms @\$240
\$900	3 charging cards @\$300
\$7,900	10 laptops @ \$780
\$32,560	total

The Draft County Matrix states: "beginning in 2017-2018, approximately \$2,300 per year for technology is budgeted. Ongoing technology costs may be understated." This is the amount budgeted for replacement Chromebooks for students and laptops for teachers. There is another \$8,000 a year budgeted for outsourced technology services. RVC will not have servers but will run all its business and educational technology in the internet "cloud" 

QUESTION #8

Timeline allows for grant and fundraising

- The petition assumes cash received from the budgeted local donations and unsecured loans will begin to flow into RVC beginning in September 2015. It anticipates receipt of \$30,500 each month beginning in September 2015 through June 2016. No additional information is provided that explains the rationale for this assumption.

Please provide additional rationale for the assumption of \$30,500 cash received in local donations and loans each month for ten months in the start-up year 2015-2016.

 ANSWER

The petition budget assumes \$20,000 in parent fundraising, \$85,000 in four year 1.5% unsecured loans, and \$200,000 in grant funding.

Timing for this funding had to be assumed for the cash flow report, so it was evenly distributed across the 10 months of September through June.

The answer to question #6 above is also responsive to this question.

QUESTION #9

Expenditure sufficient for reasonably expected legal services

- Budgeted expenses for legal services 2016-2017 through 2020-2021 may be understated.
- It is unclear if legal services for Special Education are included in the budget.


Please provide additional rationale for budgeted legal expenses 2016-2017 through 2020-2021. Please clarify if expenses for Special Education legal expenses are included in this assumption.

ANSWER

Legal Fees- RVC believes that best way to control legal expenses is to:

1. Maintain legal compliance and avoid legal disputes with internal or external parties through education and training of the Governing Board and Staff regarding legal requirements

- a. The California Charter Schools Association (CCSA) offers many free workshops and trainings to members regarding all aspects of operating a charter school, including governance, and RVC, as a CCSA member, has, and will continue to, make maximum use of these trainings.
 - b. We have budgeted \$15,000 in legal expenses in our planning year to establish exhaustive policies and procedures and corresponding staff and parent handbooks so that our community understands the school requirements and expectations.
2. When issues that involve compliance or possible disputes arise, get advice from legal counsel before taking action.
 3. Take a collaborative posture towards parents, staff, and other parties that have complaints so that people realize we are genuinely addressing their concern or problem and will be less inclined to seek legal recourse as the only way they feel their problem will be addressed. This is a critical part of the RVC core philosophy. This is particular will help us keep our Special Ed legal costs down.
 4. Judicious use of legal counsel by doing all the work that can be done by without running legal meters. Various members of the board have considerable legal knowledge and experience, including one non-profit attorney. So once we get counsel opinion about a solution our methodology has been and will continue to be doing as much of the actual work ourselves using volunteer work. For example, we have spent around \$20,000 in legal fees in developing and defending two petitions. Ross Valley School District has spent close to \$150,000 in legal fees evaluating these petitions, clearly a different approach.

Based on the mean legal expenses for charter schools, EdTec believes these estimates are reasonable. These expenses do include legal expenses for Special Education. The Budget Narrative in the Appendix states that RVC will create a restricted reserve for Special Education extraordinary expenses. This will be done at a rate of  000 per year until a reserve of \$150,000 is attained and will be replenished if drawn on. Extraordinary Special Education legal expenses would come out of this reserve.

QUESTION #10

Impact Statement

Reasonably detailed lease or occupation agreement for privately obtained facilities

- The petition describes the building space desired and has budgeted approximately \$185,000 (a rate of \$1.10 per square foot) each year 2016-2017 through 2020-2021
- It is unverified if the rate of \$1.10 per square foot is an adequate budget assumption to lease property with the boundaries of RVSD.

Please provide additional rationale for the assumption of \$1.10 per square foot cost to rent private facilities within the district's boundaries.

SWER

rental market assumptions in the petition are for school space. There have been four school space rental transactions in the last year within District boundaries: one with the District for Deer Park, one with the San Francisco Archdiocese for St. Rita's School, and two with the Girl Scouts for the Bothin and Arequipa sites. All of them have been for considerably less than \$1.10 per square foot per month, the amount conservatively budgeted by RVC. The District's lease for Deer Park, which has roughly the same amount of square feet that RVC would like to lease from District at Red Hill, was for \$92,700 annually, or

about \$0.55 per square foot per month. RVC has budgeted \$185,328 for rent during the 2016-17 school year. And the District has available, currently unrented, space at Red Hill that RVC would like to rent.

QUESTION #11

Describes the manner in which administrative services of the charter school are to be provided

- Payroll contracted services are budgeted, but the expenses assumed may be understated.
- A clear delineation of duties for administrative services does not appear to be provided.

Please provide more detail regarding how the process of payroll services will be completed. Also, please provide additional rationale regarding the expense assumed in the petition for payroll services.

 ANSWER

A fairly exhaustive list of administrative services was asked about in Question List One and answered there.

EdTec believes that for a monthly check cycle, monthly fees would be around \$100 a month, and there would be annual and quarterly filing that would be about \$300 more. So a more accurate number would be \$1,500 per year.

QUESTION #12

Financial Plan

Costs of all major items are identified and within reasonable market ranges

Expenditure assumptions reflect market costs

Expenditures for Special Education excess costs consistent with current experience in the school district/county

Special Education/SELPA (Marin County SELPA Charter School Policy)

Charter fiscally responsible for fair share of any encroachment on general funds

- With the information provided in the petition, it was unclear if Special Education was adequately budgeted. While the petition describes for the flexibility of pursuing an LEA within a separate SELPA or a school within the county, there does not appear to be a contingency plan that allows for costs beyond the 15% encroachment associated with being an LEA within a Charter SELPA such as El Dorado or Sonoma's Charter SELPA. We have confirmed that on average, charters who are members within Charter SELPAs have a 15% encroachment.
- The petition does not identify excess costs related to the provision of special education beyond the 15% associated with Charter SELPA members. Again, if the charter is to be a school within the county, these matters would typically be addressed and delineated in the MOU between the charter school and the authorizer. At the time of this writing an MOU between the RVC and the authorizer does not exist.

Please describe how the charter will handle the unknown costs associated with their fair share of encroachment if it is authorized as a school within the county.

 ANSWER

In an email on September 15, 2015 RVC project coordinator Conn Hickey asked Terena Mares the following question:

When are going to have the special education discussion about how it might work if the County authorizes and we elect to be a school of the district, both in terms of cost and our ability to hire our own credentialed special ed teacher? Absences this conversation, our default position will be to become our own LEA for special ed purposes joining either the El Dorado or Sonoma Charter SELPAs. Do you even want to have this discussion?

On September 16, 2015 Terena responded as follows:

No, we are reviewing the petition as though you are an LEA for special education purposes through one of the Charter SELPAs.

Given this exchange between RVC and the County, we believe this question was based on an incorrect assumption, namely that the County was interested in having a conversation about the implications of RVC being a school of the County for Special Education Purposes. We will be applying to one or more charter SELPAs once application windows open for next fall later this year.


QUESTION #13

No student will be denied admission based on disability or lack of available services

- The petition states on pages 9-10 that all students that wish to attend the RVC shall be admitted. However, the petitioner should provide more information regarding what is meant by "...enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment" on page 87 of the petition. The language seems to contradict the information on page 9 that indicates that all students shall be admitted regardless of "benefit". p. 9-10 p. 87

Please provide further clarification regarding what is meant by "enroll and support students with disabilities who can benefit from its programs".

ANSWER

RVC s, again, that it will admit all students who wish to attend (subject only to capacity), and that it will not discriminate in admissions based upon disability, or upon any protected class. The statement regarding students who can benefit from the Charter School's programs was designed as a recognition that a particular student's IEP team may determine that RVC is not a good fit for that individual student. (Just as general education students and parents may determine that RVC is not a good fit.) As a school of choice, RVC recognizes that some students may elect to make a different choice. The Charter School welcomes all students, but understands that a particular IEP team may find that the educational program at RVC is not in the best interest of the student.

QUESTION #14

Petition/MOU describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school

- The petition states on page 89 the procedures for notification when a student transfers into the RVC. The petition is silent on procedures for transfers out of the RVC. p. 89 – Clear identification of notifying when a student transfers into the Charter, but no description of notification when a student transfers out.

Ed Code section 47605(d)(3) provides that when a pupil leaves a charter school for any reason the charter school is required to notify the superintendent of the district of residence within 30

days and shall when requested forward pupil records to that district. Thus, the petition needs to address this issue.

Please verify whether RVC will notify the superintendent of the district of residence within 30 days and whether the RVC will forward pupil records to that district, when requested.

ANS 

On page 10 of the petition is the following Affirmation:

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]

Appendix F

Terena Mares

Subject: September 29th RVC Meeting Follow-up
Attachments: Items of Concern to RVC in the MCOE Published MOU FINAL 10-1-15.pdf

From: Jason Morrison [<mailto:jmorrison@pacinst.org>]
Sent: Thursday, October 01, 2015 10:00 AM
To: Terena Mares <tmares@marinschools.org>; rhenryedlaw@gmail.com
Cc: Conn Hickey <connhickey@gmail.com>; Chris Lyons <sealyons@sbcglobal.net>; 'Janelle Ruley' <jruley@mycharterlaw.com>; Bryce Flemming <bryce@edtec.com>
Subject: September 29th RVC Meeting Follow-up

Dear Terena, Bob, and Charter Ad Hoc Committee Members,

Thank you again for our meeting on Tuesday. Below are several issues we'd like to follow-up on. In addition, attached please find our input regarding your standard MOU template.

Office Manager

After Tuesday's meeting, Chris, Conn, and I talked about your concern that our Office Manager's responsibilities are too great for one person. We talked with Bryce and Kate, and Bryce suggested that we add a lower-level classified position to perform the receptionist-type duties of interfacing with parents, answering the phone, helping children needing special attention, tracking truancy and absenteeism, and other administrative tasks.

One way we could manage it is this: we currently have in our budget two \$15/hour classified positions working two hours each during lunch. We could likely extend one of these positions to add four hours in the morning (7:30 a.m.-1:30 p.m.), and extend the other position to add two hours in the afternoon (noon-4:00), so they total ten hours a day for 180 days. Together this equates to a .8 FTE in additional office support over the course of the school year for a total additional cost of around \$17,500.

This is an amount our budget can absorb and will make the Office Manager position a more manageable job for one person.

Conditional Approval

Clarification on Conn's answer that we would rather have a denial than a conditional approval: we are O.K. with a conditional approval as long as between this Friday and next Thursday we sit down and discuss what conditions the charter ad hoc committee would recommend and see if it is possible for us to come to a preliminary agreement, in writing, about what these conditions are. Our objective is to know with great certainty whether the County is going to approve us on October 13. Absent such certainty, we prefer a denial so we can continue our appeal process to the next level in time to open the school in the fall should we be approved the State Board.

We do not object to an approval with operational conditions, such as RVC being admitted to a charter SELPA. But again, we would like a chance to discuss these with the County so that we could come to an agreement about them or conclude that they are not acceptable to us.

Cloud Services

This was not asked about at the meeting, but here are some examples of who would provide "Cloud" services:

Financial Services - EdTec
SIS System - SIS Vendor
Payroll Services - Payroll Vendor

Maintenance on Chromebooks and Laptops will be depot maintenance. The images will be locked down. The \$8,000 budgeted per year is for technology support services provided by an off-site vendor who has not yet been selected.

PCSGP Start-up Grant

Further to your email about the PCSGP, we received the following information from the California Charter Schools Association late Tuesday afternoon after our meeting with the Ad Hoc Committee:

The United States Department of Education (ED) announced yesterday [Monday] that California was not successful in securing funding for the 2015 Public Charter School Grant Program (PCSGP), a major source of start-up, implementation and dissemination funding for charter schools. The ED received 27 eligible state applications and only selected the top eight applications for funding. California had requested approximately \$40 million for each of the next three years.

One fortunate circumstance is that the California Department of Education (CDE) has some remaining funding available from the prior PCSGP award, and plans to allocate up to \$30 million in available funds in a new grant cycle. According to CDE, the new PCSGP application should be available in the next several weeks. While some details are still unclear, we expect the application criteria and process to be very similar to prior cycles. However, due to federal grant deadlines, the spending timelines may be extremely condensed, particularly for those schools planning to open in 2016.

While it is too soon to know what this will exactly mean for RVC, our high score from our last application and the need to spend the money quickly may work to our advantage in supplying the \$200,000 of start-up resources for the planning year 2015-16 whose source is yet to be conclusively identified. It has been the past practice of the CDE to award grants in the order of the highest score to the lowest, so if there are more applicants than funds, if we score high again, our likelihood of receiving funds will be high.

Please let us know if you have any further questions. Since the timeline is quite tight at this juncture, please feel free to call me on my mobile if you care to discuss any of the above (415-342-8276).

Best regards,

Jason Morrison
RVC Co-lead Petitioner

To: Terena Mares, Robert Henry and Members of the Ad Hoc County Charter Subcommittee:

From: Chris Lyons and Jason Morrison

September 30, 2016

The following lists our concerns with the "Charter Schools MOU Template FINAL MCBE Jan 2015.pdf"

We find all the sections of the template acceptable with the following exceptions or concerns.

Item 1: Renewal for succeeding years is subject to approval by the respective Boards.

RVC Suggestion:

Prefer that the term of the MOU is coterminous with the term of the charter, so the Boards do not have to take action to approve annually.

Item 3, paragraph 3: Unless otherwise agreed, the Charter School will provide, at its own expense, personnel to work with the County Office to manage receipts and disbursements for the Charter School, according to County Office of Education procedures.

RVC Concern:

RVC intends use EdTec software and manage its own receipts and disbursements. Without further discussion, it would seem that this provision would not allow that and we would operating as a department of the county

Item 4: Following review and approval of the attendance accounting system by the County Office, the Charter School agrees that it will not be changed prior to additional review by the County Office.

RVC Suggestion:

We would like to add the condition to this approval that "such approval shall not be unreasonably withheld."

Item 4: Reporting by the Charter School of average daily attendance, in accordance with the Charter Schools Act and the California Code of Regulations, shall be submitted to the County Office by the Charter School, according to the County Office of Education procedures. The Charter School will also be responsible for preparation and submittal of the Period 1, Period 2, and Annual Attendance Reports.

Appendix F

As an LEA, charter schools are required to submit attendance records to the state in a very proscribed manner. The CFO attended one full day FCMAT workshop and RVC wants to make sure that nothing in this section of the MOU is intended to replace that reporting process which involves uploading data in specific formats.

Item 7: The Charter School shall provide the following reports to the County Office not later than October 31 each year

RVC Suggestion:

Add: "(in a manner that will protect employee confidentiality)

Item 8: The County Office will receive notification of all meetings of the Fiscal Committee, as well as minutes and miscellaneous work products from that group.

RVC Concern:

Please clarify "miscellaneous work products."

Item 8: and (3) all transactions are recorded and documented in an appropriate manner that allow reporting as required by the County Office of Education or Department of Education.

We are alright with this provision as long as there is nothing so required that is outside the normal SACS standards.

Item 8: All purchase orders over ten thousand dollars (\$10,000.00) must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Charter School Board shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least three (3) vendors were contacted and such documentation shall be maintained for three (3) years.

We are alright with this provision as long as it is NOT interpreted as requiring a competitive, public bidding process. In addition we would want to add a phrase to the end of the first sentence to the effect of "and overall value received in the opinion of RVC will be part of the decision making criteria."

Item 11.

Items 11c through 11q do not apply to RVC since it is planning to be its own LEA for special education purposes and join a charter SELPA.

Item 12: The insuring limits for liability coverage, at a minimum, shall be not less than five million dollars (\$5,000,000.00) for any one person injured or killed and not less than fifteen million dollars (\$15,000,000.00) for the injury or death of more than one person.

RVC Suggestion: change to "The insuring limits for liability coverage shall be determined as recommended by the Charter School's insurance provider for a charter school of RVC's size, and approved by the County."

Item 13. Contracted Services: At the discretion of the County Office, the Charter School may procure operating services from the County Office at prices to be determined by the County Office. Such services may include Purchasing, Payroll, Data Processing, Accounting, Food Services, Duplicating, Legal or other similar services the County Office provides to its own schools.

RVC Concern: This provision gives the County Office overly broad discretion; it reads as though the County could require RVC to purchase services from it. It would be acceptable if it read: "By mutual agreement, the Charter School may procure" RVC is not going to be a school of the county but an LEA in the county. Many other LEA's in the county do buy such services from the County but it is my mutual agreement, not at the County's discretion.

Item 14: Applicable revenue is defined in accordance with Education Code Section 47613(f) as the general purpose entitlement and categorical block grant.

RVC Concern: this provision needs to be updated to reflect current law (local control funding formula).

Item 15. Evaluation of the Educational Program/General Operation

While we in conceptually agree on the need for accountability and public reporting we would like to leave some more flexibility in the format and content of an annual report to our authorizer, Board and parent and teacher community than is contemplated by this section. There is nothing specifically that we object to reporting. Our counsel has advised us that this specificity of reporting was commonly in MOUs a decade or more ago but has fallen out of disuse because they were so cumbersome they were usually not followed through on. Some of the elements mentioned are required by state law but many are not. We would prefer to develop some language that says that we will work together with our authorizer to develop an annual report that creates the accountability we believe the County is appropriately seeking without becoming an undue burden on the Charter School. For example, (c) is accomplished with the annual LCAP update (and unnecessarily refers to the countywide benefit charter statute, and (g) is required in a different annual report to the County.

Item 17: ... as well as in conformance with federal and state laws and regulations.

RVC Suggestion: "as well as in conformance with applicable federal and state laws and regulations."

Item 20: ...the Charter School agrees to comply promptly with all County Office inquiries made under Education Code Sections 47604.3, 47604.32 and 47604.33 with all inquiries made by the County Superintendent of Schools under Education Code Sections 1240, 1241.5, 47604.3 and 47604.4.

RVC Concerns: (1) misspelling of promptly; (2) no need to repeat Education Code Section 47604.3 twice; (3) it is not clear that charter schools are subject to Education Code Section 1240 – the County has more than sufficient authority over RVC without mention of this statute.

Item 21: In accordance with Education Code Section 47605, subdivision (l), teachers in the Charter School shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Those documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the County Office. Further, the Charter School agrees to comply with the "highly qualified" requirements of the No Child Left Behind Act, as it is deemed to apply to charter schools.

RVC Suggestion: change to "core teachers," in accordance with the cited law.

Item 22. The Charter School shall conduct its Board of Directors meetings, as well as those of any Standing Committees, etc.

RVC Concern: what does "etc." mean here? Also, why is Education Code Section 47604.3 included again?

Item 23. Conflicts of Interest: The Charter School and all of its officers and employees shall comply with Government Code Section 1090 et. seq.

RVC Concern: Our only concern about adhering to Government Code Section 1090 is that we would like to be able to have a teacher on our governing board. We would appreciate being able to work out something with the County that would allow this but, as we stated in the petition, are willing to give this up to gain authorization by the County.

Item 24. Pupil Transportation: The Charter School shall be responsible for any transportation offered to students who enroll in the Charter School with the exception of

Appendix F

transportation required through an IEP which shall be as provided under Section 11 of this Agreement.

Since Section 11 will not be part of this agreement, no IEP required transportation needs to be an exception to this Section.

Appendix G

Conditions of Operational Approval

(Subject to Committee recommendation to approve in all other areas)

Through discussions and communications with the Petitioners, the Committee identified certain areas that could be addressed through an MOU that, if all other areas were satisfied, could be tied to a subsequent conditional, operational approval.

- Section F; Health and Safety Procedures (47605(b)(5)(F))
 - Seismic safety (structural integrity and earthquake preparedness)
 - Policies and procedures related to earthquake preparedness; natural disasters and emergencies; immunizations, health screenings, administration of medications; zero tolerance for use of drugs, alcohol and tobacco; and staff training on emergency and first aid response.
 - Upon securing a facility, the Petitioners stated a willingness to develop procedures related to the secured facility prior to opening school
- Section K; Staff Retirement System
 - Petitioners stated a willingness to an agreed upon coordination of procedures related to retirement reporting through the MCOE.
- Facilities
 - Petitioners stated a willingness to base a conditional, operational approval on the identification and secured lease of the school site where the charter school would operate 47605(j).
- Finances
 - Enrollment; revenue projections contingent upon 220 Average Daily Attendance (ADA); Petitioners expressed a willingness to base a conditional, operational approval as contingent upon this enrollment.
 - Startup grant; once approved as a charter school, Petitioners expressed a willingness to apply for the Federal Public Charter Schools Grant Program that provides planning and implementation money for startup charters.

The Committee concluded that in spite of these items, which potentially could have been addressed through a conditional, operational approval, the Petition is nevertheless demonstrably unlikely to successfully implement the program set forth in the petition. Specifically, the petition failed to demonstrate an appropriate level of staffing necessary to ensure the successful day-to-day financial operations of a charter school; the Petition did not satisfactorily demonstrate the manner in which administrative services of the school are to be provided; and, the Petition failed to fully demonstrate plausible and sustainable financial projections for the first three years of operation.

Appendix H

Appendix H

Enrollment and Waitlist Data
 2015-16

Grade	Spaces	Spaces Available	Total Students Enrolled	Accepted After Lottery	Accepted From Waitlist	Declined After Lottery/Waitlist	Waitlist	Declined to Remain on Waitlist	Manor Students	Other District Schools	Out of District Students
KDG	24	24	20	18	2	6	16	12	9	4	3
1st	24	3	22	0	3	0	1	0	0	1	0
2nd	24	1	21	0	1	1	23	0	11	10	2
3rd	24	4	22	0	2	4	22	0	16	6	0
4th	28	3	24	0	3	9	5	0	4	1	0
5th	28	6	24	0	1	10	4	0	1	1	2
Total						30	71	12	41	23	7

- The only grade that we held a lottery for was Kindergarten.
- There was a current waitlist for 1st-5th.
- The only families contacted about remaining on the waitlist was kindergarten
- The District wanted to keep class sizes similar to Manor (K-5) and the other District classes

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

accs-feb21item03
 Other Communications 2
 Page 145 of 429
 Appendix H

089 Ross Valley School District J23540
 2014-15 Supplies

BUDGET REPORT
 FROM 07/01/2014 TO 06/30/2015

BDX110 L.00.06 09/30/15 17:23 PAGE 0

Account classifications selected	Field ranges selected
FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	FI RANGE
1. 01-????-?-4???.??-????-1??-??-??-??	
2. - - - . - - - - - - -	
3. - - - . - - - - - - -	
4. - - - . - - - - - - -	
5. - - - . - - - - - - -	
6. - - - . - - - - - - -	
7. - - - . - - - - - - -	
8. - - - . - - - - - - -	
9. - - - . - - - - - - -	
10. - - - . - - - - - - -	

Sort / Rollup on : FUND

FY Start Date : 07/01/2014
 Budget Type : Working
 Include Budget Tfrs: N
 Budget Detail : Not Included
 Warnings Only : N

Restricted Fld Nbr : 02 RESOURCE
 Separation Option : No Separation of Restricted and UnRestricted
 Extraction Type : Restricted and UnRestricted
 GL Transactions : Approved Only
 Pre-Encumbrances : Included
 Account Description: Not Shown

Detail line format : 1 OBJECT
 Print Revenue Sub Totals: N

Report prepared : SEPTEMBER 30, 2015, 5:23 PM

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

accs-feb21item03
 Other Communications 2
 Page 146 of 429
 Appendix H

089 Ross Valley School District J23540 BUDGET REPORT BDX110 L.00.06 09/30/15 17:23 PAGE 1
 2014-15 Supplies FROM 07/01/2014 TO 06/30/2015

FUND :01 GENERAL FUND		EXPENDED/RECEIVED				UNENCUMBERED	
OBJECT CLASSIFICATION	WORKING BUDGET	CURRENT	YEAR TO DATE	%	ENCUMBERED	BALANCE	%
4100 APPRVD TEXTBOOKS & CORE CURR M	42,505.73	77,258.67	77,258.67	100.0	0.00	34,752.94-	.0
4200 BOOKS AND REFERENCE MATERIALS	158,827.18	71,979.15	71,979.15	45.3	0.00	86,848.03	54.6
4300 MATERIALS & SUPPLIES	458,338.36	338,939.84	338,939.84	73.9	0.00	119,398.52	26.0
4301 GAS, OIL & DIESEL	770.00	188.91	188.91	24.5	0.00	581.09	75.4
4303 OFFICE SUPPLIES	140.00	0.00	0.00	.0	0.00	140.00	100.0
4306 TEACHER ALLOCATIONS - SUPPLIES	26,086.72	24,492.56	24,492.56	93.8	0.00	1,594.16	6.1
4307 SOFTWARE	18,545.00	8,363.95	8,363.95	45.1	0.00	10,181.05	54.8
4310 CLASSROOM SUPPLIES	81,355.11	68,528.68	68,528.68	84.2	24.99-	12,851.42	15.7
4311 PAPER	26,300.28	22,731.09	22,731.09	86.4	0.00	3,569.19	13.5
4312 COMPUTER SUPPLIES	2,056.00	1,594.68	1,594.68	77.5	0.00	461.32	22.4
4400 NONCAPITALIZED EQUIPMENT	13,688.00	11,048.09	11,048.09	80.7	0.00	2,639.91	19.2
4410 NC COMPUTERS/PRINTERS	49,627.18	47,743.62	47,743.62	96.2	0.00	1,883.56	3.7
4415 NC LCD PROJECTOR	1,130.00	0.00	0.00	.0	0.00	1,130.00	100.0
4451 NC COMPUTER/PRINTER REPLACE	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 4xxx	879,369.56	672,869.24	672,869.24	76.5	24.99-	206,525.31	23.4
TOTAL: 1xxx - 5xxx	879,369.56	672,869.24	672,869.24	76.5	24.99-	206,525.31	23.4

Less CCSS one-time exp of \$211,751, the average per student spent was \$198.76 - This does not include any textbook adaption

total enrollment =

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 Ross Valley Elementary School
 District prior to February 1, 2021

accs-feb21item03
 Other Communications 2
 Page 147 of 429
 Appendix H

089 Ross Valley School District J23540 BUDGET REPORT BDY110 L.00.06 09/30/15 17:23 PAGE 2

2014-15 Supplies FROM 07/01/2014 TO 06/30/2015

FUND :01 GENERAL FUND		Summary						
OBJECT CLASSIFICATION		WORKING BUDGET	EXPENDED/RECEIVED			ENCUMBERED	UNENCUMBERED	
			CURRENT	YEAR TO DATE	%		BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL:	1xxx - 5xxx	879,369.56	672,869.24	672,869.24	76.5	24.99-	206,525.31	23.4
TOTAL:	1xxx - 6xxx	879,369.56	672,869.24	672,869.24	76.5	24.99-	206,525.31	23.4
TOTAL:	1xxx - 7xxx	879,369.56	672,869.24	672,869.24	76.5	24.99-	206,525.31	23.4
TOTAL EXPENSES	(1000 - 7999)	879,369.56	672,869.24	672,869.24	76.5	24.99-	206,525.31	23.4

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 District prior to February 1, 2021

accs-feb21item03
 Other Communications 2
 Page 148 of 429
 Appendix H

089 Ross Valley School District J23534
 Manor Supplies

BUDGET REPORT
 FROM 07/01/2014 TO 06/30/2015

BDX110 L.00.06 09/30/15 17:13 PAGE 0

Account classifications selected	Field ranges selected
FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	FI RANGE
1. 01-0000-?-4???.?-????-????-082-???-082	
2. - - . - - - - -	
3. - - . - - - - -	
4. - - . - - - - -	
5. - - . - - - - -	
6. - - . - - - - -	
7. - - . - - - - -	
8. - - . - - - - -	
9. - - . - - - - -	
10. - - . - - - - -	

Sort / Rollup on : FUND

FY Start Date : 07/01/2014

Budget Type : Working

Include Budget Tfrs : N

Budget Detail : Not Included

Warnings Only : N

Restricted Fld Nbr : 02 RESOURCE

Separation Option : No Separation of Restricted and UnRestricted

Extraction Type : Restricted and UnRestricted

GL Transactions : Approved Only

Pre-Encumbrances : Included

Account Description : Not Shown

Detail line format : 1 OBJECT

Print Revenue Sub Totals: N

Report prepared : SEPTEMBER 30, 2015, 5:13 PM

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 Ross Valley Elementary School
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 Other Communications 2
 Page 149 of 429
 Appendix H

089 Ross Valley School District J23534 BUDGET REPORT BDX110 L.00.06 09/30/15 17:13 PAGE 1

Manor Supplies FROM 07/01/2014 TO 06/30/2015

FUND :01 GENERAL FUND

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED			ENCUMBERED	UNENCUMBERED	
		CURRENT	YEAR TO DATE	%		BALANCE	%
4200 BOOKS AND REFERENCE MATERIALS	791.00	618.32	618.32	78.1	0.00	172.68	21.8
4300 MATERIALS & SUPPLIES	6,243.00	3,391.42	3,391.42	54.3	0.00	2,851.58	45.6
4303 OFFICE SUPPLIES	2,171.00	2,126.31	2,126.31	97.9	0.00	44.69	2.0
4306 TEACHER ALLOCATIONS - SUPPLIES	4,784.00	4,272.65	4,272.65	89.3	0.00	511.35	10.6
4310 CLASSROOM SUPPLIES	9,941.00	9,306.07	9,306.07	93.6	24.99-	659.92	6.6
4311 PAPER	4,403.00	3,254.51	3,254.51	73.9	0.00	1,148.49	26.0
TOTAL: 4xxx	28,333.00	22,969.28	22,969.28	81.0	24.99-	5,388.71	19.0
TOTAL: 1xxx - 5xxx	28,333.00	22,969.28	22,969.28	81.0	24.99-	5,388.71	19.0

Enrollment
= 390

Budgeted
= \$72.65
per

Actual
spent =
\$58.90 per

0000 resource,
District allocated
supplies for Manor -
site based only;
does not include
district-level items

Appendix H

RVSD Support Staff

	<u>FTE</u>		<u>Relative FTE</u>	
Superintendent Office	2			
Human Resources	2.5			
Special Ed	3			
Math Coordinator	0.4			
Psych	1			
Nurse	1			
Grounds/Maint	4			
Business Office	4			
Technology	4			
	<u>21.9</u>			
		Divide by 5 Schools	<u>4.38</u>	Prorata FTE based on number of schools
		Divide based on enrollment	2.10	Prorata FTE based on MAP enrollment
		20.9 / 2,320 * 222		

Appendix I

**RVC Multi Year Projection Assumptions
Scenario D Spreadsheet (Exhibit A1)**
Updated October 5, 2015

STRUCTURAL BUDGET: Solvent Insolvent

Budget Adjustment Elements for the Multi Year Budget Projections:

Revenue

1. RVC Enrollment projections of 220
2. Not Included: Unverified Donations of \$200,000
3. In 2015-2016 Scenario D assumes parent donations totaling \$20,000.
4. In 2015-2016 Scenario D assumes no other local donations.
5. In 2015-2016 Scenario D assumes \$60,000 of unsecured loans based on the amount received by RVC as of August 31, 2015.
6. In 2016-2017 through 2020-2021 Scenario D assumes parent donations at \$125 per student.
7. LCFF, Federal, and other State funding projected the same as in the RVC Multi Year Budget 2016-2017 through 2020-2021.
8. Scenario D assumes Planning and Implementation Grant of \$375,000. \$252,000 to be received in 2015-2016. Remaining dollars set aside for one-time expenses not yet determined. This assumption is based on information received from the California Department of Education on October 1, 2015.

Expenses

Certain expense areas in the petitioners Multi Year Budget were under budgeted. The following areas of the budgeted expenses are adjusted in Scenario D:

1. Front office management and business services is understaffed. Also, beginning salary for the Office Manger position is not reasonably competitive. Alternate projections for additional staffing and salary ranges as follows:
 - Full-time Office Manager Starting salary \$80,472 and benefits \$17,876. Based on MCOE Accountant starting salary.
 - Add full-time School Secretary starting salary \$40,108 and benefits \$13,880. Based on Lagunitas School District (enrollment 286) School Secretary starting salary and benefits.
 - Below shows the RVC budget assumptions for office staffing and an appropriate assumption for office staffing needed and the adjusted expense:

<u>Year</u>	<u>RVC Budget</u>	<u>Adjusted Budget</u>
2015-2016	\$ 9,158	\$ 22,528
2016-2017	\$66,846	\$152,335
2017-2018	\$67,812	\$154,453
2018-2019	\$68,799	\$156,616
2019-2020	\$69,809	\$158,825
2020-2021	\$70,841	\$161,082

Willow Creek Charter staffing (Enrollment 356): Two full-time administrators, three full-time office staff, and contracted services for payroll, accounts payable, and account receivable.

Exhibit A-2 provides additional comparisons for office staffing and business services with three small charters and one small school district.

2. Startup expenses at \$100/students and ongoing expenses at \$74-\$77/students (as stated in the petition’s Multi Year Budget) for textbooks and instructional materials are under budgeted. The Ross Valley School District reported \$258 average per student district wide for instructional materials in 2014-2015 (not including one-time Common Core dollars). Because the Multi-Age Program (MAP) is an existing program of the district, and \$258 is a reasonable cost per student for instructional materials, the adjustment below is based on \$258 per student.

<u>Year</u>	<u>RVC Budget</u>	<u>Adjusted Budget</u>
2015-2016	\$22,200	\$56,800
2016-2017	\$16,360	\$56,800
2017-2018	\$17,422	\$59,340
2018-2019	\$17,592	\$58,824
2019-2020	\$17,450	\$57,276
2020-2021	\$17,776	\$57,276

3. Utilities expenses overall compare to actual expenses in similar size districts.
4. Legal services expense is under budgeted. The alternate assumptions is based on a historical five year average of similar size districts actual legal expenses (Bollinas-Stinson School District – Enrollment 117, Lagunitas School District – Enrollment 286, and Nicasio School District – Enrollment 55):

<u>Year</u>	<u>RVC Budget</u>	<u>Adjusted Budget</u>
2016-2017	\$3,060	\$13,000
2017-2018	\$5,202	\$10,800
2018-2019	\$5,306	\$11,000
2019-2020	\$5,412	\$11,300
2020-2021	\$5,520	\$11,500

5. Special Education contracts for instructional services in 2016-2017 is under budgeted. An alternate assumption is to budget these contracts approximately the same each year based on the student enrollment. It is still unclear if the budgeted amount each year is sufficient to provide the services to the special needs student population:

<u>Year</u>	<u>RVC Budget</u>	<u>Adjusted Budget</u>
2016-2017	\$20,869	\$50,000

6. The petitioners provided additional information regarding technology services. The Petitioners clarified the \$8,000 budgeted each year is for contracted technology support. In comparison, costs for contracted technology services for districts ranging from 50 to 300 students range from \$8,000-\$20,000 (Bollinas-Stinson, Lagunitas, and Nicasio school districts). Since the Charter assumes Cloud Services, it would appear that technology services contracts would be greater than the average, especially given the assumed dependency on support from Cloud services vendors who provide minimal support. If staffing is not increased, even after adding beyond the additional .8 budgeted by the Petitioners, then vendor contract amounts would need to be increased.

<u>Year</u>	<u>RVC Budget</u>	<u>Adjusted Budget</u>
2016-2017	\$8,000	\$12,000
2017-2018	\$8,000	\$12,000
2018-2019	\$8,160	\$12,160
2019-2020	\$8,323	\$12,323
2020-2021	\$8,490	\$12,490

Similar size charter school technology contract expense – Willow Creek Charter: \$57,000

7. Other contracted services for Student Information Services, sub-finder, and payroll services are under budgeted. Based on estimates by MCOE for additional estimated contracted expenses and necessary staff liaison time required to coordinate and manage the flow of information.

<u>Year</u>	<u>RVC Budget</u>	<u>Adjusted Budget</u>
2016-2017	\$2,500	\$7,500
2017-2018	\$2,565	\$7,565
2018-2019	\$2,631	\$7,631
2019-2020	\$2,700	\$7,300
2020-2021	\$2,770	\$7,770

8. Facilities is a challenging area to analyze since a site for RVC has not been secured. The petition assumes the cost to lease commercial property in the San Anselmo area at \$1.10 per square foot, which is under budgeted. Scenario D assumes \$1.83 per square foot as estimated by the Ross Valley School District. Further internet research and consultation with personnel in the real estate industry substantiates this estimate as reasonably yielded at \$1.76. The Ross Valley School District estimate is used as the RVC petitioners have stated an intent to lease district facilities. (Industry data obtained from Cityfeet.com and Banc Home Loans)

<u>Year</u>	<u>RVC Budget</u>	<u>Adjusted Budget</u>
2016-2017	\$185,328	\$296,525
2017-2018	\$185,328	\$296,525
2018-2019	\$185,328	\$296,525
2019-2020	\$185,328	\$296,525
2020-2021	\$185,328	\$296,525

If the RVC were to seek facilities under Proposition 39, the RVSD is permitted to charge for a cost of use. School districts are allowed to charge charter schools for use of district facilities under Proposition 39 (Education Code 47614). It provides two alternatives for calculating the cost to charter schools for the use of district facilities: 1) A pro rata share charge (based on the ratio of space allocated to the charter school divided by the total space of the district) or 2) An increased oversight fee. Since Ross Valley School District would not be the authorizing agency, the RSVD option is limited to charging for the pro rata share of facilities costs.

The California Department of Education annually releases pro rata share facility costs per square foot as reported by charter schools that have acquired facilities pursuant to Proposition 39. The exhibits presented show data collected from 2013-2014, and the information is displayed in two separate exhibits (average per square foot expense located in counties contiguous to Marin County (Exhibit A-3) and average per square foot expense from data submitted by California charters, Exhibit A-4). The petitioners have expressed interest in leasing facilities owned by the Ross Valley School District, specifically the Red Hill School facility. The Ross Valley School District (RSVD) however, shared they were unwilling to lease facilities which are not Field Actⁱ compliant and according to the RSVD, the Red Hill School is not Field Act compliant. Furthermore, the RSVD has not provided a pro rata share under Proposition 39, however, the RSVD has indicated they would make Manor School available if they were to receive a request under Proposition 39. Under a Proposition 39 request, the RSVD is entitled to charge a pro rata share for facilities.

ⁱ The Field Act banned the construction of unreinforced buildings, and required that earthquake forces be taken into account in structural design (specifically, that school buildings must be able to withstand certain structural requirements).

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

RVC Petition Review
 Office/Business Staffing Comparison
 10/8/2015

Exhibit A-2

Charter/District	Average Daily Attendance	Admin	CBO	Payroll	Accounts Pay/Rec	Office Support	Technology	Technology Expense	Student Information System	Substitute Calling
Novato Charter	256.25	2.00	*	Contracted with NUSD **	In-House	1.88	via District	\$1,000-\$3,000	Aeries	In-House
Willow Creek Charter	339.02	2.00	*	Contracted with ARI***		3.00	via District<	\$57,000	Aeries	In-House
River Montessori Charter (Petaluma)	102.93	1.00	1.00	CBO		2.00	In-House	Volunteers	Schoolwise	In-House
Lagunitas School District (Two Sites)	271.60	1.60	1.00	1.00		2.00	Contracted<<	\$20,000	Aeries	In-House
Ross Valley Charter	212.00	1.00	<<<	Contracted+	In-House	1.00	Contracted++	\$8,000	?	?
<i>After meeting with the Committee, Petitioners communicated a willingness to add an additional .8 FTE in Office Support Staff, at \$15.00 per hour, beyond what is listed in the Petition.</i>										

- * One of the administrators functions as Chief Business Official (CBO)
- ** Contract services by Novato Unified School District for payroll, State Teacher Retirement System (STRS) & Public Employees Retirement System (PERS) reporting, processing Human Resource information, attendance reporting in 2014-2015 - \$37,479.
- *** Contract services by Administrative Resources, Inc. for payroll and accounts payable and receivables processing in 2015-2016 - \$68,760.
- < Technology services provided by the district. Total cost is \$114,000, with the charter paying \$57,000 (50% of the total Expense).
- << Technology contract for Lagunitas \$20,000.
- <<< The RVC Petitioner states the Chief Financial Officer is also a board member of the charter, and is volunteering as CFO.
- + Contracted services for payroll processing in 2016-2017 - \$1,000
- ++ Contracted services for technology in 2016-2017 - \$8,000.

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

2013-14 Per-Square-Foot Charge Reported by Charter Schools that Acquired Facilities Pursuant to Proposition 39 (California Education Code Section 47614)

California Department of Education
 Charter Schools Division
 Last Updated by CDE February 10, 2015

Exhibit A-3

Charters in Counties Contiguous to Marin County

County	Chartering Authority	Charter School	Proposition 39 Facilities Provided By	Per Sq Ft Charge Reported by Charter School
Alameda	Oakland Unified	Bay Area Technology	Oakland Unified	\$ 4.27
Alameda	Oakland Unified	LPS Oakland R & D Campus	Oakland Unified	\$ 3.24
Napa	Napa Valley Unified	River School Charter	Napa Valley Unified	\$ 2.70
Napa	Napa Valley Unified	Stone Bridge	Napa Valley Unified	\$ 0.06
San Francisco	San Francisco Unified	Creative Arts Charter	San Francisco Unified	\$ 1.87
San Francisco	San Francisco Unified	Edison Charter Academy	San Francisco Unified	\$ 1.87
San Francisco	San Francisco Unified	Gateway Middle	San Francisco Unified	\$ 2.15
San Francisco	San Francisco Unified	KIPP San Francisco Bay Academy	San Francisco Unified	\$ 2.15
San Francisco	San Francisco Unified	KIPP San Francisco College Preparatory	San Francisco Unified	\$ 1.87
San Francisco	San Francisco Unified	Leadership High	San Francisco Unified	\$ 3.07

Average per Square Foot C \$ 2.33

Willow Creek Charter:

Under Proposition 39, Willow Creek Charter facility expense is based on an increased oversight fee (as described above). The cost is 3% of the charter's Local Control Funding Formula (LCFF) - Approximately \$85,000.

Note: School districts are allowed to charge charter schools for use of district facilities under Proposition 39 (Education Code 47614). It provides two alternatives for calculating the cost to charter schools for the use of district facilities: 1) A pro rata share charge (based on the ratio of space allocated to the charter school divided by the total space of the district) or 2) An increased oversight fee.

Novato Charter:

Novato Charter is not charged for facilities by the Novato Unified School District.

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

2013-14 Per-Square-Foot Charge Reported by Charter Schools that Acquired Facilities Pursuant to Proposition 39 (California Education Code Section 47614)

California Department of Education
 Charter Schools Division
 Last Updated by CDE February 10, 2015

Exhibit A-4

County	Chartering Authority	Charter School	Proposition 39 Facilities Provided By	Per Sq Ft Charge Reported by Charter School
Alameda	Oakland Unified	Bay Area Technology	Oakland Unified	\$ 4.27
Alameda	Oakland Unified	LPS Oakland R & D Campus	Oakland Unified	\$ 3.24
Fresno	Fresno County Office of Education	Edison-Bethune Charter Academy	Fresno County Office of Education	\$ 2.26
Kern	Tehachapi Unified	Abernathy Collegiate Charter	Tehachapi Unified	\$ 1.70
Los Angeles	Los Angeles County Office of Education	Odyssey Charter	Pasadena Unified	\$ 0.82
Los Angeles	Los Angeles Unified	Animo Jackie Robinson Charter High	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	Animo Westside Charter Middle	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	APEX Academy	Los Angeles Unified	\$ 6.03
Los Angeles	Los Angeles Unified	Apple Academy Charter Public	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	Ararat Charter	Los Angeles Unified	\$ 6.15
Los Angeles	Los Angeles Unified	Celerity Cardinal Charter	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	Celerity Nascent Charter	Los Angeles Unified	\$ 6.31
Los Angeles	Los Angeles Unified	Celerity Octavia Charter	Los Angeles Unified	\$ 6.15
Los Angeles	Los Angeles Unified	Celerity Palmati Charter	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	Celerity Troika Charter	Los Angeles Unified	\$ 6.31
Los Angeles	Los Angeles Unified	Citizens of the World 2	Los Angeles Unified	\$ 10.45
Los Angeles	Los Angeles Unified	Citizens of the World 3	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	Citizens of the World Charter	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	City Charter Elementary School	Los Angeles Unified	\$ 6.15
Los Angeles	Los Angeles Unified	Crenshaw Arts-Technology Charter High	Los Angeles Unified	\$ 6.31
Los Angeles	Los Angeles Unified	Extera Public	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	Extera Public School #2	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	Goethe International Charter	Los Angeles Unified	\$ 6.31
Los Angeles	Los Angeles Unified	Ingenium Charter Middle School	Los Angeles Unified	\$ 6.15
Los Angeles	Los Angeles Unified	Ivy Academia Charter	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	KIPP Iluminar Academy	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	Math and Science College Preparatory	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	Monsenor Oscar Romero Charter Middle	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	New Heights Charter	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	PUC Triumph Charter High	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	Triumph Charter Academy	Los Angeles Unified	\$ 5.97
Los Angeles	Los Angeles Unified	Valley Charter Middle	Los Angeles Unified	\$ 5.97

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

2013-14 Per-Square-Foot Charge Reported by Charter Schools that Acquired Facilities Pursuant to Proposition 39 (California Education Code Section 47614)

California Department of Education
 Charter Schools Division
 Last Updated by CDE February 10, 2015

Exhibit A-4

County	Chartering Authority	Charter School	Proposition 39 Facilities Provided By	Per Sq Ft Charge Reported by Charter School
Los Angeles	Los Angeles Unified	Watts Learning Center Charter Middle School	Los Angeles Unified	\$ 6.31
Los Angeles	Los Angeles Unified	Westside Innovative School House	Los Angeles Unified	\$ 5.97
Los Angeles	Pasadena Unified	Aveson School of Leaders	Pasadena Unified	\$ 0.82
Los Angeles	Pasadena Unified	Celerity Exa Charter	Pasadena Unified	\$ 8.58
Los Angeles	State Board of Education	Barack Obama Charter	Compton Unified	\$ 15.58
Los Angeles	State Board of Education	Ingenium Charter	Ingenium Charter	\$ 6.31
Monterey	Monterey County Office of Education	Bay View Academy	Monterey Peninsula Unified	\$ 3.83
Napa	Napa Valley Unified	River School Charter	Napa Valley Unified	\$ 2.70
Napa	Napa Valley Unified	Stone Bridge	Napa Valley Unified	\$ 0.06
Orange	Capistrano Unified	Community Roots Academy	Capistrano Unified	\$ 0.70
Orange	Capistrano Unified	Journey School	Capistrano Unified	\$ 0.73
Orange	Capistrano Unified	Oxford Preparatory Academy - South Orange County	Capistrano Unified	\$ 3.50
Orange	Santa Ana Unified	Edward B. Cole Academy	Santa Ana Unified	\$ 1.42
Sacramento	Sacramento City Unified	California Montessori Project - Capitol Campus	Sacramento City Unified	\$ 1.95
Sacramento	Sacramento City Unified	Capitol Collegiate Academy	Sacramento City Unified	\$ 1.95
Sacramento	Sacramento City Unified	Oak Park Preparatory Academy	Sacramento City Unified	\$ 2.10
Sacramento	Sacramento City Unified	Sacramento Charter High	Sacramento City Unified	\$ 2.10
Sacramento	Sacramento City Unified	St. HOPE Public School 7	Sacramento City Unified	\$ 2.10
Sacramento	San Juan Unified	California Montessori Project-San Juan	San Juan Unified	\$ 1.04
San Diego	San Diego Unified	Epiphany Prep Charter	San Diego Unified	\$ 19.44
San Diego	San Diego Unified	Evangeline Roberts Institute of Learning	San Diego Unified	\$ 1.05
San Francisco	San Francisco Unified	Creative Arts Charter	San Francisco Unified	\$ 1.87
San Francisco	San Francisco Unified	Edison Charter Academy	San Francisco Unified	\$ 1.87
San Francisco	San Francisco Unified	Gateway Middle	San Francisco Unified	\$ 2.15
San Francisco	San Francisco Unified	KIPP San Francisco Bay Academy	San Francisco Unified	\$ 2.15
San Francisco	San Francisco Unified	KIPP San Francisco College Preparatory	San Francisco Unified	\$ 1.87
San Francisco	San Francisco Unified	Leadership High	San Francisco Unified	\$ 3.07
San Mateo	Redwood City Elementary	Connect Community Charter	Redwood City Elementary	\$ 0.34
San Mateo	Sequoia Union High	Summit Preparatory Charter High	Sequoia Union High	\$ 4.79
Santa Barbara	Santa Barbara Unified	Adelante Charter	Santa Barbara Unified	\$ 4.47
Santa Clara	East Side Union High	Summit Public School: Rainier	East Side Union High	\$ 2.12
Santa Clara	Franklin-McKinley Elementary	Cornerstone Academy Preparatory	Franklin-McKinley Elementary	\$ 5.11

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

2013-14 Per-Square-Foot Charge Reported by Charter Schools that Acquired Facilities Pursuant to Proposition 39 (California Education Code Section 47614)

California Department of Education
 Charter Schools Division
 Last Updated by CDE February 10, 2015

Exhibit A-4

County	Chartering Authority	Charter School	Proposition 39 Facilities Provided By	Per Sq Ft Charge Reported by Charter School
Santa Clara	Franklin-McKinley Elementary	KIPP Heritage Academy	Franklin-McKinley Elementary	\$ 5.63
Santa Clara	Santa Clara County Office of Education	Downtown College Prep Alum Rock	East Side Union High	\$ 2.12
Ventura	Ventura County Office of Education	Ventura Charter School of Arts and Global Education	Ventura Unified	\$ 4.15
Average per Square Foot Cost				\$ 4.63

Unapproved Minutes: November 10, 2020

**ROSS VALLEY SCHOOL DISTRICT
NOVEMBER 10, 2020**

Audio Recording of Board Meetings Available on the District Website

Link: <http://www.go.boarddocs.com/ca/rova/Board.nsf/Public>

ATTENDEES

Present

Board of Trustees

- Trustee Anne Capron, Board President
- Trustee Annelise Bauer, Board Clerk
- Trustee Ryan O'Neil
- Trustee Wesley Pratt
- Trustee Mark Reagan

Superintendent & Administrative Team

- Julia Wolcott, Director of Curriculum and Instruction
- Chris Carson, Chief Business Official
- Dr. Esther Salinas, Director of Human Resources
- Eric Saibel, Director of Student Services

Not Present

- Marci Trahan, Superintendent
Julia Wolcott, Director of Curriculum and Instruction, announced Superintendent Trahan was not present due to a death in her family. Ms. Wolcott to lead the meeting in her absence.

A. CALL TO ORDER

1. Meeting Called to Order

Minutes

- Meeting called to order at 6:32 pm by Board President Capron
- Identify Closed Session Topics: In accordance with The Brown Act, Board President Capron identified topics to be discussed in Closed Session.

B. CLOSED SESSION

1. Public Comment on Closed Session

Minutes

- All public comment emails addressing items that are listed under the Closed Session agenda and received by November 10, 2020, 3:30 pm were posted to the agenda.
- All comments are read by trustees and staff.

2. Recess to Closed Session

Unapproved Minutes: November 10, 2020

Minutes

- Board President Capron recessed the Board to Closed Session at 6:33 pm.

3. Conference with Labor Negotiators Pursuant to Government Code Section 54957.6 – All Negotiating Groups: RVTA, CSEA, Confidential Management, Certificated Management

Minutes

- Discussion Only
- No Formal Action Taken

4. Conference with Legal Counsel Anticipated Litigation: Exposure to Litigation Pursuant to Paragraph (2) for Subdivision (d) of Section 54956.9

Minutes

- Discussion Only
- No Formal Action Taken

5. Adjourn Closed Session and Reconvene in Open Session

Minutes

- The Board reconvened in Open Session at approximately 7:35 pm.

C. PROTOCOL ITEMS

1. Pledge of Allegiance

Minutes

- Procedural Only
- No Formal Action Taken

2. Approval of Agenda and Time Allocations

Minutes

- *Motion: To approve the agenda and time allocations as presented with no changes.*
- By: Trustee Mark Reagan
- Second: Trustee Annelise Bauer
- Roll Call Vote: Trustees Bauer, Capron, O’Neil, Pratt, and Reagan voted **YES** to approve the motion.
- Carried: 5/0
- Vote:
 - Annelise Bauer Yes
 - Anne Capron Yes
 - Ryan O’Neil Yes
 - Wesley Pratt Yes
 - Mark Reagan Yes

D. STAFF RECOGNITION

1. Welcome and Recognition of District Staff: New Staff, Newly Tenured Certificated Staff and Employee Milestones

Unapproved Minutes: November 10, 2020

Minutes

- Virtual Presentation
- Trustees and staff offered wishes of joy and gratitude to all those recognized for their hard work and dedication to the District.

E. COMMUNICATION

1. Public Comment Regarding Items Not on the Agenda Minutes

Minutes

- All public comment emails addressing items that are and are not listed on the Open Session agenda and received by November 10, 2020, 3:30 pm, were posted to the agenda.
- All comments are read by trustees and staff.

2. Board Announcements

Minutes

- Trustee Capron announced that World Kindness Day is Friday, November 13, 2020.

3. Correspondence / Communication to the Board

Minutes

- Trustee Comments: None from members of the Board

4. Report Out from Closed Session

Minutes

- Board President Capron reported no action was taken in Closed Session.

F. PRESENTATION / ACTION

1. Ross Valley Charter Petition Renewal Process: Public Hearing at which time the Board of Trustees will either grant or deny the Charter Renewal Petition in accordance with Education Code Section 47605(b).

Minutes: Public Hearing (For entire discussion click on the link below.)

- Link: <http://www.go.boarddocs.com/ca/rova/Board.nsf/Public>
- Opened by Board President Capron
- President Capron read the Public Hearing Statement and announced the District had received both the administrative staff report and RVC's response.
- Equal time was allotted to both RVSD and RVC to present their reports.
 - Presenting for RVSD: Sue Ann Salmon Evans, Legal Counsel DWK
 - Presenting for RVC: Luke Duchene, RVC Executive Director, Janelle Rulley, RVC Legal Counsel, and Sharon Sagar, RVC Board Member

Minutes: To Approve or Deny the RVC Charter Renewal Petition

Unapproved Minutes: November 10, 2020

- *Motion: To approve the District's Administrative staff recommendation that the Board of Trustees deny the Ross Valley Charter Renewal Petition and adopt the Staff Report as the findings in support of denial.*
- By: Trustee Anne Capron
- Second: Trustee Annelise Bauer
- Roll Call Vote: Trustees Bauer, Capron, O'Neil, Pratt, and Reagan voted **YES** to approve the motion.
- Carried: 5/0
- Vote:
 - Annelise Bauer Yes
 - Anne Capron Yes
 - Ryan O'Neil Yes
 - Wesley Pratt Yes
 - Mark Reagan Yes

2. Update #10 / Discussion Regarding COVID-19 Schools Reopening 2020-2021

Minutes

- Discussion Only
- No Formal Action Taken
- For complete update click on the following link:
<http://www.go.boarddocs.com/ca/rova/Board.nsf/Public>

3. Approval of Board Bylaw 9270 Conflict of Interest and Adoption of Resolution #11-20-21 Exhibit 9270 Conflict of Interest

Minutes

- *Motion: To approve Board Bylaw 9270 Conflict of Interest and Resolution #11-20-21 Exhibit 9270 Conflict of Interest as presented with no changes.*
- By: Trustee Wesley Pratt
- Second: Trustee Ryan O'Neil
- Roll Call Vote: Trustees Bauer, Capron, O'Neil, Pratt, and Reagan voted **YES** to approve the motion.
- Carried: 5/0
- Vote:
 - Annelise Bauer Yes
 - Anne Capron Yes
 - Ryan O'Neil Yes
 - Wesley Pratt Yes
 - Mark Reagan Yes

G. CONSENT ACTIONS

Minutes

- *Motion: To approve/adopt/ratify all Consent Items as presented with no changes.*
- By: Trustee Anne Capron

Unapproved Minutes: November 10, 2020

- Second: Trustee Annelise Bauer
- Roll Call Vote: Trustees Bauer, Capron, O'Neil, Pratt, and Reagan voted **YES** to approve the motion.
- Carried: 5/0
- Vote:
 - Annelise Bauer Yes
 - Anne Capron Yes
 - Ryan O'Neil Yes
 - Wesley Pratt Yes
 - Mark Reagan Yes

Consent Items

- Approval: Quarterly Williams Uniform Complaints Report Submission for July, August, and September 2020
- Adoption: Title IX Board Policies in Series 4000-Personnel

H. BOARD BUSINESS

1. Sub-Committee Updates/Reports from Trustees

Minutes

- None

2. Approval of Regular Meeting Minutes for October 27, 2020

Minutes

- *Motion: To approve the regular board meeting minutes for October 27, 2020, as presented with no changes.*
- By: Trustee Anne Capron
- Second: Trustee Annelise Bauer
- Roll Call Vote: Trustees Bauer, Capron, O'Neil, Pratt, and Reagan voted **YES** to approve the motion.
- Carried: 5/0
- Votes:
 - Annelise Bauer Yes
 - Anne Capron Yes
 - Ryan O'Neil Yes
 - Wesley Pratt Yes
 - Mark Reagan Yes
- Public Comment: None

I. SUPERINTENDENT / CABINET REPORT

1. Updates

Minutes

Dr. Esther Salinas, Director of Human Resources

Unapproved Minutes: November 10, 2020

- The HR department is in the process of developing list of potential teachers to serve in the role of guest support teachers who will be in and around classrooms providing support as needed.

Eric Saibel, Director of Student Services

- Acknowledged all the teachers who support English Language Learners.
- Planning a DLEC meeting with HV Principal Kristi Fish taking the lead.

Chris Carson, Chief Business Official

- Maintenance Department is working hard to keep facilities clean and disinfected.
- Air purifiers have been ordered for all offices and classrooms.

Julia Wolcott, Director of Curriculum and Instruction

- Held two Parent Equity Task Force meetings.

J. MEETING REVIEW

1. Future Board Topics & Board Direction

Minutes

- None

2. Meeting Debrief

Minutes

- Trustee Comments: Trustee O'Neil: Continue to include updates with photos of students involved in all aspects of the learning environment.

3. Motion to Continue Meeting Past 10:30pm

Minutes

- Not Applicable / Meeting ended at 9:27 pm.

K. ADJOURNMENT

1. Formal Adjournment of the Meeting

Minutes

- Trustee Capron formally adjourned the meeting at 9:27 pm.

CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

- Date of submission: August 10, 2020
- Deadline for public hearing: October 9, 2020
- Deadline for granting or denying the charter petition: November 8, 2020

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

WE ARE OK WITH
THESE MEETING DATES
ALIGNING WITH
YOUR CURRENTLY
SCHEDULED MEETING
DATES IN OCTOBER (13)
+ NOVEMBER (10)

Name: Luke Duchene, School Director and Lead Petitioner

Signature: 

Date: August 10, 2020

School Name: Ross Valley Charter

Ross Valley Charter
Certification of Complete Charter Petition

8/10/2020
I acknowledge receiving this sheet and a copy of the AVC Charter renewal petition. Given I am completing this at the time of receipt, w/o having time to review, I cannot confirm completeness of this document.
I have not been involved in this.

AVC Superintendent
November 10, 2020



**ROSS VALLEY
CHARTER**
A TK-5 PUBLIC SCHOOL
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Charter Renewal Petition Hearing

For the term from July 1, 2021 to June 30, 2026



About Charter Renewals



- RVC Renewal Petition was submitted on August 10, 2020 to the Ross Valley School District
- Charter schools apply for renewal every 5 years
- Charter schools must submit the initial renewal petition to the district within whose boundaries it is housed

Renewal Criteria

There are 15 elements outlined in the renewal petition

1. Educational Program
2. Pupil Outcomes
3. Measurement Methods
4. Governance Structure
5. Employee Qualifications
6. Health & Safety Procedures
7. Means to Achieve Racial & Ethnic Balance
8. Admissions Requirements
9. Audit Process
10. Suspension/Expulsion Process
11. Employee Benefits
12. Attendance Alternatives
13. Rights of Employees
14. Dispute Resolution
15. Closing Procedures



School Profile

RVC currently has 204 students in grades TK-5

We employ:

- 9 classroom teachers, a full-time Special Ed teacher, and classroom aides
- School Director, Office Manager, and Receptionist
- Family Outreach Coordinator, EL Teacher
- Art, Music, PE Teachers

Educational Program



- Inquiry based curriculum
- Multi-age classes
- Educating the whole child
- Connected community
- Choice
- Collaboration & collective responsibility
- Joyful learning environment
- Continued through Distance Learning



	Af. Am.	AI or AN	Asian	Filipino	Hisp. or Latino	Pac. Islander	White	Two or More	EL	SPED
Ross Valley School District	1%	.2%	2.5%	0.3%	11.2%	0.2%	76.4%	7.7%	3.6%	10.6% (18/19)
Ross Valley Charter	3.1%	0.0%	2.6%	0.5%	27.8%	0.0%	53.6%	8.8%	20.1%	11.9%
Marin County	1.7%	0.4%	4.6%	0.6%	31.5%	0.2%	54.1%	5.8%	15.2%	12% (18/19)

Serving Needs in Our Community

- Enrollment has grown each year, showing that families are looking for choice in education
- Close to maximum capacity
- in 2019-20, 28.4% of students eligible for the Free/Reduced Price Lunch program, close to three times the District %
- Retention rate close to 95%
- 96.4% of parents report that their children have a strong sense of belonging at the school.

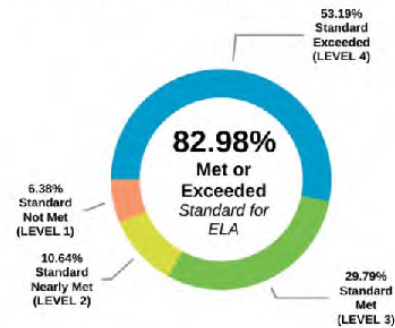


Student Outcomes

Ross Valley Charter English Language Arts CAASPP Results 2018-19

ELA

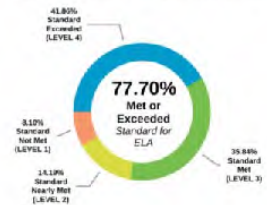
Percent of students within each achievement level



Comparison Scores

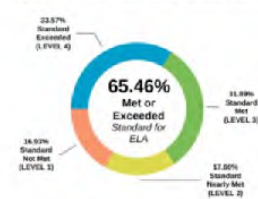
Ross Valley School District

Percent of students within each achievement level



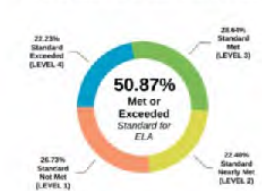
Marin County

Percent of students within each achievement level



State of California

Percent of students within each achievement level

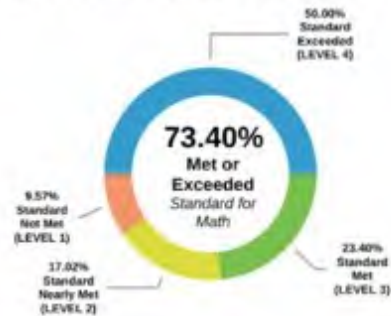


Student Outcomes

Ross Valley Charter Math CAASPP Results 2018-19

Mathematics

Percent of students within each achievement level

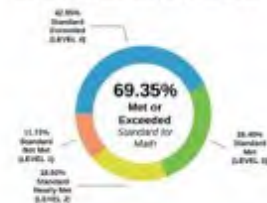


Comparison Scores

Ross Valley School District

Mathematics

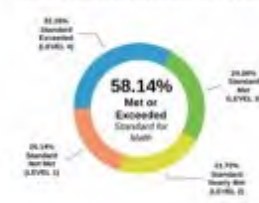
Percent of students within each achievement level



Marin County

Mathematics

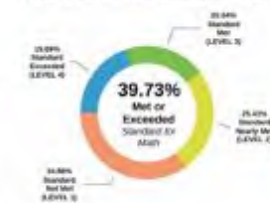
Percent of students within each achievement level



State of California

Mathematics

Percent of students within each achievement level

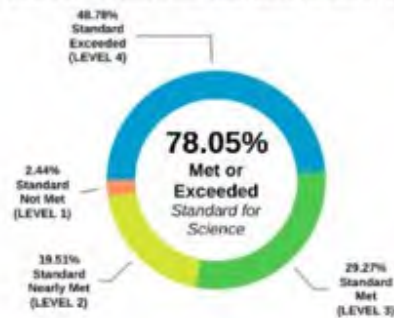


Student Outcomes

Ross Valley Charter Science Results 2018-19

Science

Percent of students within each achievement level

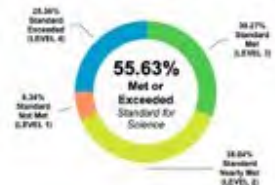


Comparison Scores

Ross Valley School District

Science

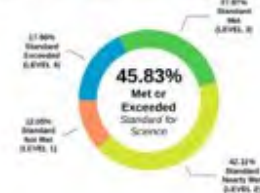
Percent of students within each achievement level



Marin County

Science

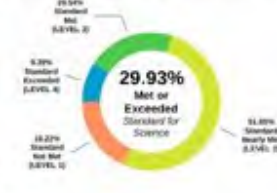
Percent of students within each achievement level



State of California

Science

Percent of students within each achievement level

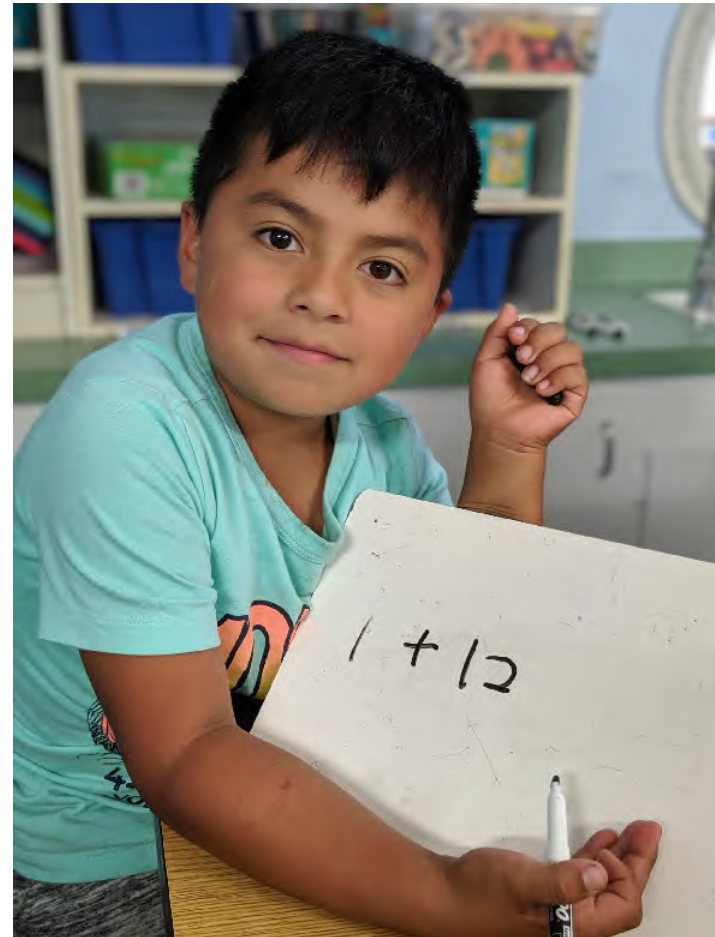


Year Over Year CAASPP Growth

Demographic	Assessment	2018	2019
Schoolwide	ELA	70%	83%
	Math	64%	73%
Hispanic or Latino	ELA	19%	48%
	Math	25%	48%
White	ELA	83%	93%
	Math	75%	80%
Economically Disadvantaged	ELA	18%	47%
	Math	29%	37%

Financial Stability

- RVC's Board of Directors budget prudently in an effort to grow a financial reserve, currently at 12%
- After receiving grants in its start-up phase, RVC was financially self-sufficient in 2019-20
- Conservative revenue budgets in 2020-26 project reserves growing to 18% in two years, and 31% in six years
- We have already raised 60% of our 2020-21 family giving budget of \$100,000
- Neither of our two audits had any findings or adjustments, unusual for a new organization



Governance



- **School Director** Luke Duchene since May 2017 (previously at SF Unified School District)
- **5 Board Members** Board Chair: Sharon Sagar 20+ years governance experience (15+ years Ross Valley School District, 5+ RVC), 2 Parents, 2 Community Members, 1 non-voting Teacher Rep.
- **Non-Profit Corporation** established specifically for Ross Valley Charter

Recent Developments



- Moved from Prop 39 site to St. Rita campus June 2019
- Voluntary ADA Barrier Removal Project completed October 5th included parking, path of travel, restroom, classroom access improvements
- Currently upgrading current Fire/Life/Safety system to meet up-to-date system requirements (existing system was approved at move-in, ADA work triggered upgrade)

Responses to District Letters

- The District asked the County Office to do an Extraordinary Review of RVC, which was rejected by FCMAT and County
- Request for Documents Letter Sept 24 - RVC submitted the documentation to the District on Oct 2
- Notice of Violation was adopted by the RVSD Board. A response letter was submitted Oct 5.



Thank You



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110 Shaw Drive, San Anselmo, CA 94960 | Phone: 415.454.2162 | Fax: 415.454.6840 | www.rossvalleyschools.org

Superintendent: Marci Trahan | Board of Trustees: Annelise Bauer • Anne Capron • Ryan O'Neil • Wesley Pratt • Mark Reagan

September 3, 2020

Via Email and Overnight Delivery

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
Luke Duchene, School Director
Ross Valley Charter School
102 Marinda Dr.
Fairfax, CA 94930-1105
Email: sharon.sagar@rossvalleycharter.org
Email: luke.duchene@rossvalleycharter.org

Re: Notice of Alleged Violations and Reasonable Opportunity to Cure

Dear Ms. Sagar and Mr. Duchene:

This letter shall serve as the Ross Valley School District's ("District") Notice of Violation issued to the Ross Valley Charter School ("RVC" or "Charter School"), pursuant to Education Code section 47607.

BACKGROUND AND LEGAL BASIS FOR NOTICE

RVC was authorized by the State Board of Education ("SBE") in 2016 and is currently operating under the authorization of the SBE. Pursuant to Education Code section 47605.9, subdivision (b):

A charter school operating under a charter approved by the state board pursuant to Section 47605, as that section read on January 1, 2019, may continue to operate under the authority of that chartering authority only until the date on which the charter is up for renewal, at which point the charter school shall submit a petition for renewal to the governing board of the school district within the boundaries of which the charter school is located.

Since RVC's current term expires June 30, 2021, the Charter School submitted its petition for renewal to the District on August 10, 2020. Pursuant to Education Code section 47607, subdivision (e):

Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d). The chartering authority may deny renewal of a charter school under this subdivision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school.

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 2

Although the District does not believe it is required to issue a notice of violation and provide RVC with a reasonable opportunity to cure the violations pursuant to Section 47607 before **it may take action to deny RVC's renewal petition** since it is not the chartering authority, the District is nevertheless **issuing this Notice of Violation and hereby affording RVC 30 days'** notice and opportunity to correct the alleged violations before any action is taken on the renewal petition.

VIOLATIONS UPON WHICH THIS NOTICE IS BASED

A. Fiscal Mismanagement

The following, but not limited to, facts demonstrate substantial fiscal mismanagement concerns regarding the operation of RVC:

1. Timeline of Paycheck Protection Program Loan Process

On April 2, 2020, during a special meeting of the RVC Board, the Board appointed Conn Hickey to serve as RVC's Business Official on a "volunteer" basis. The April 2nd agenda included the express limitation that, "[a]ll external checks will continue to require two signatures and *this position will not include check signing authority or authority to sign contracts and other agreements committing the school. This will be a volunteer position.*" (Emphasis added.) This is not a position authorized by the RVC charter.

According to its charter and consistent with law, the Board itself is solely responsible to "[a]ct as a fiscal agent. This includes the receipt of funds for the operation of RVCS in accordance with RVCS laws and the receipt of grants and donations consistent with the Mission of RVCS." (Charter, p. 140.) While the April 2nd meeting minutes reflect that the Board ultimately approved Mr. Hickey's authority to sign checks, the Board did not approve authority to enter into contracts and agreements, nor do the minutes include any discussion or notes related to this issue. Notably, the April 2nd agenda did not identify any item related to the PPP, though the Board discussed COVID-19 related financial impacts during the meeting. (Attached hereto as Exhibit A are true and correct copies of the RVC Board Meeting Agenda and Minutes, dated April 2, 2020.) The April 2 minutes were approved and posted on May 7, 2020.

Nonetheless, without Board authorization or any other authority to submit an application for federal PPP funding, or to enter into agreements to bind RVC, on April 9, 2020, Mr. Hickey applied online to Westamerica Bank for a \$292,485 PPP loan as RVC's "Authorized Representative or Applicant." Mr. Hickey is expressly *not* RVC's authorized representative or applicant. On April 9, 2020, in applying for the loan, Mr. Hickey also misrepresented that Board analysis of the requirements to obtain the loan were met – this was untrue as there was no RVC Board discussion or authorization of a PPP loan. Later that same day, at or about 4:24 p.m., Westamerica confirmed receipt of the loan application (Reference #12494090). (Attached hereto as Exhibit B is a true and correct copy of PPP Application, Reference #12494090, dated April 9, 2020; Exhibit C is an email from Westamerica to Mr. Hickey re: "Paycheck Protection Program – Application Received," dated April 9, 2020.) Notably, Westamerica Bank is Mr. Hickey's former employer.

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 3

On April 16, 2020, Westamerica notified Mr. Hickey that Small Business Administration ("**SBA**") **funding limits were reached but that it would continue to process applications** should additional funds become available. (Attached hereto as Exhibit D is a true and correct copy of an email from Westamerica to Mr. Hickey re: "**Paycheck Protection Program,**" dated April 16, 2020.)

Three (3) days later, on April 19, 2020, Westamerica informed Mr. Hickey that RVC was eligible for less than the \$292,485 requested – specifically, RVC was eligible for \$270,653. Westamerica asked if the lower amount was acceptable. (Attached hereto as Exhibit E is a **true and correct copy of an email from Westamerica to Mr. Hickey re: "Paycheck Protection Program Loan Application – Information Request #12494090," dated April 19, 2020.**)

The following day, on April 20, 2020, RVC uploaded the Board agenda for its upcoming April 23rd meeting. Even though Mr. Hickey had submitted the loan application and received confirmation from Westamerica that RVC was eligible for \$270,000 in PPP funding, the April 23rd agenda did not identify any item for discussion or action regarding the PPP loan. Furthermore, while budget documents submitted for the April 23rd meeting reflected assumptions for the receipt of a \$300,000 facility loan and other smaller CARES Act funding, they do not show PPP loan assumptions or impacts on revenue. (Attached hereto as Exhibit **F is a true and correct copy of RVC's 6-Year Budget Draft and April 20, 2020 Budget Draft Key Assumptions.**) The April 23 minutes were approved and posted on March 14, 2020.

On April 23, 2020, at 10:27 a.m., Mr. Hickey responded to Westamerica to "accept your counter offer" of \$270,000 in PPP funding. This again occurred without Board approval and well before the Board's meeting later that evening at 7:00 p.m.; though again, this item was not agendized for the April 23 meeting. (Attached hereto as Exhibit G is a true and correct copy of an email from Mr. Hickey to Westamerica re: **Paycheck Protection Program Loan Application – Information Request #12494090," dated April 23, 2020; see also, Exhibit H, true and correct copies of the RVC Board Meeting Agenda and Minutes, dated April 23, 2020.**)

During the April 23rd Board meeting at 7:00 p.m., minutes reflect that the Board discussed and/or took action on the PPP loan, which was not noticed in the April 23rd meeting agenda as required by the Brown Act.¹ (Gov. Code, §§ 54950 et seq.) Specifically, the April 23rd meeting minutes² indicate that: "**\$270 PPP loan/grant with reserve helps balance for three years" and "Board Chair or School Director to execute a Small Business Administration Payroll Protection Loan Agreement with Westamerica Bank for up to \$290,000."** This direction did not authorize Mr. Hickey as RVC's Business Official to participate in any loan process and, importantly, was made *after* Mr. Hickey already applied for and accepted Westamerica's PPP loan of \$270,000. (Exhibit H, RVC Board Meeting Agenda and Minutes,

¹ The fact that no discussion or action regarding the PPP loan is noticed on the April 23rd agenda is also a violation of the Brown Act. (Gov. Code, §§ 54954.2, 54954.3(a) ["no action shall be taken on any item not appearing on the agenda"].)

² The April 23rd meeting minutes were not publicly posted until nearly a month later on May 14, 2020, just hours before the May 14th Board meeting and the April 23 minutes were not approved June 12, 2020.

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 4

dated April 23, 2020.) The minutes reflect RVC Board action "5-0-1" though no action was agendized, let alone action on a PPP loan. (*Ibid.*)

Mr. Hickey applied for the PPP loan as RVC's "Authorized Representative or Applicant" on April 9th, *without authorization to engage, apply for, or obtain a PPP loan on RVC's behalf.* Not only is the conduct without authorization, it is contrary to the charter and state and federal law governing transparency. Additionally, the misrepresentations to obtain the loan violate the duty to be honest in seeking state or federal loans and therefore constitute fraud.³

Four (4) days after the April 23rd meeting, on April 27, 2020, RVC's PPP loan was awarded.⁴ On April 29, 2020, Westamerica informed Mr. Hickey that the bank's processing of the loan was complete and would be submitted to the SBA for the loan documents.

On May 8, 2020, at 8:46 a.m., Westamerica emailed the loan documents to Luke Duchene, Director, which must be signed by "principals within the company." At 8:49 a.m., Mr. Duchene forwarded the email to Sharon Sagar, Board Chair, and Mr. Hickey. Then, at 10:45 a.m., Mr. Duchene electronically signed the loan agreement. (Attached hereto as Exhibit I is a true and correct copy of an email from Mr. Duchene to Ms. Sagar and Mr. Hickey, re: "Fwd: Westamerica Bank has sent you the document "12494090" to sign," dated May 8, 2020, including attachments.) This action made RVC and Mr. Duchene complicit in the misrepresentations made to obtain the loan.

On May 13, 2020, Westamerica emailed Mr. Hickey confirming that the bank was "[p]leased to have funded an SBA loan for your business" and outlined loan forgiveness requirements. Still, by this point, the RVC Board had not documented any action related to this loan. Furthermore, the Board had taken no action to even evaluate the need for the loan or make any public representation in seeking the loan. (Attached hereto as Exhibit J is a true and correct copy of an email from Westamerica to Mr. Hickey re: "Paycheck Protection Program Loan Forgiveness Information," dated May 13, 2020.)

The following day, on May 14, 2020, the Board approved Resolution No. 2020-5-14, *after* the loan was actually funded. Again, the May 14th Board meeting agenda does not mention the PPP loan or the Resolution – another violation of the Brown Act.⁵ Nowhere in the Resolution does the Board even acknowledge Mr. Hickey's April 9th loan application or his unauthorized acceptance of the Westamerica loan. In fact, the Resolution falsely states that the loan was received on May 8th and that Mr. Duchene "was authorized at the April 23, 2020 board meeting to enter into the [PPP] Agreement." As evidenced above, the loan had already been applied for and accepted by Mr. Hickey. (Attached hereto as Exhibit K is a true and correct copy of Resolution No. 2020-5-14, "Acceptance of Paycheck Protection

³ It is a violation of federal law to knowingly present a false or fraudulent claim for payment to the United States government.

⁴ <https://projects.propublica.org/coronavirus/bailouts/search?q=Ross+Valley+Charter>

⁵ Both the Resolution and the April 23rd meeting minutes were uploaded to Board Docs at 12:30 p.m. on May 14th, the day of the meeting. The May 14th meeting minutes, which document the Board's approval of the Resolution, were not approved until the Board's June 11, 2020 meeting.

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 5

Program Loan.”) Any purported action to authorize Mr. Duchene was invalid for failure to agendize and give the public notice of any action related to the PPP loan.

The May 14th Resolution falsely claims that, on April 23, 2020, the Board authorized Mr. Duchene to:

Borrow Money. To borrow, from Westamerica Bank (Lender) on such terms of the Paycheck Protection Program Note between the Corporation and Lender, such sum of money borrowed; not to exceed the amount of two hundred seventy thousand six hundred fifty-three 00/100 dollars (\$270,653.00).
Execute Note. To execute and deliver to Lender the Paycheck Protection Program note.

Any discussion of the loan, its terms nor any indication that the Board was informed of Mr. **Hickey’s application or subsequent emails with Westamerica were agendized or reflected in** the approved minutes. (Ex. H.) The only notation regarding this issue is the inclusion of a single sentence authorization for the **“Chair or School Director to execute a PPP loan up to \$290,000 as soon as available.”** This is not the authorization that was stated in the May 7th loan authorization document or the Resolution. And again, it was invalid as it was not an agendized action item. (Ex. H.)

Contrary to the various statements in the Resolution, the facts show the Resolution was approved by the Board after the loan was already applied for by Mr. Hickey on April 9; accepted by Mr. Hickey on April 23rd prior to the April 23rd Board meeting; was awarded by the SBA on April 27; was signed by Mr. Duchene on May 8th; and was funded on May 13th (**“Westamerica is pleased to have funded an SBA Paycheck Protection Program Loan for your business.”**). Yet none of these facts are included in the Resolution.

2. Approval of Resolution Misrepresenting Facts Related to the Paycheck Protection Program Loan Process

On May 14, 2020, the RVC Board approved Resolution No. 2020-5-14, **“Acceptance of Paycheck Protection Program Loan” (“Resolution”)**. The Resolution adopted by the RVC Board was RVC’s *post hoc* effort to document purported compliance with the Paycheck Protection Program (“PPP”) loan requirements. **As the Resolution states, RVC must certify that “[c]urrent economic uncertainty makes this loan request necessary to support the ongoing operations of the Applicant.”**

On or about May 19, 2020, Sharon Sagar, RVC Board President, said RVC **“needs the money for operations in case state cash payments to schools are deferred as predicted.”**⁶ In an email from Mr. Duchene to RVC families, Mr. Duchene also stated, **“[t]hree weeks ago, our state financial regulator directed all public schools to create additional, emergency cash reserves, to protect against state deferrals of our revenue, which the Governor just announced will start next month, and which in the last recession grew in length to 5 full months of deferrals.”** (Attached hereto as Exhibit L is a true and correct copy of an email

⁶ *Ross Valley Charter Gets \$270K Small Business Relief Loan*, Marin Independent Journal, published May 19, 2020, available at <https://www.marinij.com/2020/05/19/ross-valley-charter-gets-270k-small-business-relief-loan/>.

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 6

from Mr. Duchene to RVC families, re: Further Explanation of **RVC's Acceptance of the PPP Loan**, dated May 20, 2020.)

However, the Resolution makes repeated references to unsubstantiated future and possible financial issues (e.g., potential cash deferrals, possible multi-year recession and difficulty in obtaining bank loans), not current problems as required for the loan. It is clear that RVC acquired the PPP loan to increase its reserves in anticipation of future need, not to mitigate past or current economic hardship – **the "current" nature of the "economic need" to which applicants must attest is for short-term cash-flow hardships created by current, and not future anticipated, COVID-19 related impacts.**

In seeking the loan, RVC also failed to acknowledge the fact that state education funding was not impacted by COVID-19 expressly to ensure funding to pay teachers and staff in the **2019-20 school year (during the term of the loan). Governor Newsom's March 13, 2020 Executive Order N26-20 expressly states that county offices of education, school districts and charter schools will continue to receive state funding in order to, among other things, "[c]ontinue to pay its employees." (See, Governor Newsom's March 13, 2020 Executive Order N26-20.⁷)**

RVC was also assured of its ongoing Average Daily Attendance revenue during the timeframe of the loan. (California State Budget 2020-21 Summary, p. 36 [**"the Budget includes: A hold-harmless for the purpose of calculating apportionment in the 2020-21 fiscal year; average daily attendance shall be based on the 2019-20 year, except for new charter schools commencing instruction in 2020-21."**].)

RVC's claims of current need for funding for the intended purposes of the PPP loan are false. Nor was *any* need or basis for the loan discussed or referenced at any time prior to applying for and obtaining the PPP loan. As reflected in the calculations for a PPP loan, it is based upon 2.5 times the average monthly *payroll*. The PPP loan is a short term payroll loan, not a loan for speculative future need. From inception, the PPP loan program was primarily for payroll with the following requirement in place at the time RVC applied:

At least 75 percent of the PPP loan proceeds shall be used for payroll costs. For purposes of determining the percentage of use of proceeds for payroll costs (but not for forgiveness purposes), the amount of any refinanced EIDL will be included. The rationale for this 75 percent floor is contained in the First PPP Interim Final Rule.

In addition to payroll, certain rent and utility payments were for over the initial eight-week period following the date of loan disbursement. These are the requirements in place April 2, 2020, at the time of the loan was requested and certified. (See Interim Final Rule.⁸)

Mr. Duchene also stated in an email that RVC had "lost out on about \$30,000 in Family Giving" and justified the loan as having been applied for because of State budget cuts and

⁷ <https://www.gov.ca.gov/wp-content/uploads/2020/03/3.13.20-EO-N-26-20-Schools.pdf>

⁸ <https://www.federalregister.gov/documents/2020/04/20/2020-08257/business-loan-program-temporary-changes-paycheck-protection-program-additional-eligibility-criteria>

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 7

deferrals. (Attached hereto as Exhibit M is a true and correct copy of an email from Mr. Duchene to RVC families, re: Our Finances – Weathering the Storm, dated May 17, 2020.) **However, RVC’s budget documents and Board meeting minutes show that it was given a \$20,000 COVID grant from the Walton Foundation, and that expenses were lower than revenue – which made up for the family giving shortfalls. Furthermore, there is no documented proof that the family giving shortfall was experienced after COVID and not before. The budget did not show a negative fund balance and did not incorporate the PPP loan funds.**

The intent of the CARES Act was to mitigate immediate COVID-19 hardship so that businesses would not have imminent closures. In response to the Marin Independent Journal article relating to RVC’s PPP loan, **Congressman Jared Huffman, on Facebook, expressed, “I never imagined that public charter schools which had experienced no revenue loss would seek - much less receive - this funding.” Again, payroll was expressly covered by the funds provided to charter schools under Governor Newsom’s March 13, 2020 Executive Order N26-20. (See FN7.)**

RVC also claims in the Resolution that it needs the PPP loan because RVC does not have access to revenue sources available to traditional public school districts. Specifically, the **Resolution falsely states that “RVC’s only other option for working capital would be receivables sale (“factoring loans”).” However, RVC fails to acknowledge the unique revenue sources that it does have access to that traditional public districts do not.**

In fact, all non-profit corporations like RVC are, if qualified, eligible to access a line of credit with a bank. While some banks may have limited their lending activity, there are still banks making loans and extending lines of credit. Merely because RVC does not *currently* have a line of credit does not mean it could not acquire one. Nowhere in the Resolution is it reflected that RVC even tried to acquire a line of credit, increase its current credit limit, or renegotiate the terms.

Unlike traditional public school districts, charter schools, such as RVC, have access to many sources of funding and financing available only to charters schools, many of which RVC has availed itself of in the past and is currently in the process of acquiring, including but not limited to the following:

- *Charter only grants:* RVC has received hundreds of thousands of dollars in charter-specific grants and has access to many more. RVC received a \$300,000 grant from the Walton Foundation in or about the 2018-19 school year. In fact, while RVC was applying for PPP funds, RVC received a COVID-19 Walton Foundation grant for \$20,000.
- *Charter-only loans:* RVC received hundreds of thousands of dollars in a charter-only start-up loan from the CDE during its first year of operation. While claiming in its PPP application that it had no other sources of capital, RVC was already in the process of applying for a \$300,000 capital facility improvement loan from Charter Schools Development Corporation (and at least \$50,000 of that loan application has since been approved). There are many charter lending organizations such as the PNC Financial Services Group, Inc., **which represents itself to be “[a] leader in charter school financing,”** and Charter School Capital, among many others.

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 8

- *Private Personal Loans and Donations:* Unlike traditional public schools, nonprofit corporation operated charter schools can directly accept private loans from individuals, as well as any amount of private donations. RVC has many outstanding loans from private individuals associated with the charter school. Additionally, the National Charter School Resource Center provides information on varying types of charter-specific funding resources.

Besides the unique charter-specific funds noted above, RVC, at the time of its PPP loan application, was also anticipating receipt of its State allocation of funds to cover its state entitlement and fund its employees. Yet, RVC represented the need for a PPP loan to fund those same payroll costs - essentially double dipping. The application for and receipt of the PPP loan was improper and fiscal mismanagement.

3. False Statements to the Federal Government in the PPP Loan Process

Mr. Hickey made numerous false statements in connection with his application for and receipt of PPP loan funding. RVC participated and adopted those false statements in accepting the loan that was obtained based on the misrepresentations.

U.S. Small Business Association ("SBA") PPP FAQ #31 states that, before submitting a PPP application, all borrowers should review carefully the required certification that "[c]urrent economic uncertainty makes this loan request necessary to support the ongoing operations of the Applicant" and that "all borrowers must assess their economic need for a PPP loan." FAQ #31 was always applicable to small businesses and FAQ #37 served to clarify this point. But notably, RVC appeared to understand this requirement as it was included in the May 14, 2020 Resolution.⁹ In fact, from inception, the PPP loan has required the assessment of economic need. (See, FN 8.) However, RVC represented it had complied when in fact it had not. And, regardless of requirements for forgiveness, this certification is a standing requirement for all PPP applications.

Certifications supporting the PPP loan application should be documented, reviewed and approved by the Board. Such written record should demonstrate that a bona fide, good faith effort was undertaken to support the certifications truthfully. If a defensible written record cannot be produced, then the loan proceeds should be returned, ideally before elapse of the grace period for doing so. This is a matter of public concern properly sunshined for public input and properly discussed and analyzed by the governing board as a matter of fiscal responsibility.

As discussed above, the Board appointed Conn Hickey to serve as RVC's Business Official on a "volunteer" basis. The April 2, 2020, Board meeting agenda included the express limitation that, "[a]ll external checks will continue to require two signatures and *this position will not include check signing authority or authority to sign contracts and other agreements committing the school. This will be a volunteer position.*" (Emphasis added.) This is not a position authorized by the RVC charter. Additionally, the Board itself is solely responsible to "[a]ct as a fiscal agent. This includes the receipt of funds for the operation of RVCS in accordance with RVC Board Bylaws and the receipt of grants and donations

⁹ SBE FAQ #37 was published April 28, 2020, clarifying the application of FAQ #31, before the Resolution was adopted by the RVC Board.

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 9

consistent with the Mission of RVC.” (Charter, p. 142.) At no time did the Board grant Mr. Hickey authority to act as an “authorized representative” to enter into contracts and agreements generally or to pursue a PPP loan. (See Exhibit A, RVC Board Meeting Agenda and Minutes, dated April 2, 2020.)

Nonetheless, Mr. Hickey applied for the loan on April 9 and committed to the loan on April 16, 2020 – all without Board authorization. The Board did not undertake any assessment of a COVID-19 related economic need for a PPP loan before or at the time the loan application was submitted as was required by the SBA PPP FAQ #31 or Interim Final Rule (FN 8). Nor did it do so at any time prior to receipt of the loan despite representations to the contrary – representations made both to the federal government and the public. There was no **assessment related to the PPP loan at the April 23, 2020 meeting despite Mr. Duchene’s** representation to SBE Oversight on June 16, 2020 when RVC first notified its authorizer of more than a quarter million dollar loan. (Attached hereto as Exhibit N is a true and correct copy of an email from Mr. Duchene to SBEOVERIGHT re: Paycheck Protection Program Loans, dated June 16, 2020.) Again, there was no agenda item related to PPP loan on the April 23 board meeting agenda. (See Exhibit H, RVC Board Meeting Agenda and Minutes, dated April 23, 2020.)

Both Mr. Hickey and Mr. Duchene certified by their initials on their respective loan **applications that “knowingly making a false statement to obtain a guaranteed loan from SBA is punishable under the law.”**¹⁰ Indeed, SBA PPP FAQ #11 warns borrowers that, as the Borrower Application Form indicates, only an authorized representative of the business seeking a loan may sign on behalf of the business.

An individual’s signature as an “Authorized Representative of Applicant” is a representation to the lender and to the U.S. government that the signer is authorized to make the certifications, including with respect to the applicant and each owner of 20% or more of the applicant’s equity, contained in the Borrower Application Form.

In applying for the PPP loan, Mr. Hickey was required to represent in good faith that current economic uncertainty makes the loan request necessary to support the ongoing operations of the Applicant. However, such evaluation never occurred prior to April 9th when Mr. Hickey actually applied for the loan making such representation by his certification on the application.

Mr. Hickey applied for the PPP loan as RVC’s “Authorized Representative or Applicant” on April 9th, though he had no authority either by his position or from the governing board to do so. Mr. Hickey’s only role at RVC was as “volunteer business official” and he was expressly not given the authority to contract or bind RVC. (See Exhibit A, RVC Board Meeting Agenda and Minutes, dated April 2, 2020.) By the express terms of the charter, only the board is authorized to bind the Charter School. (Charter p. 142.) Not only was his conduct without authorization, it is contrary to state and federal law governing

¹⁰ Contrary to representations made, Mr. Duchene did not apply for the loan. The application which was submitted and resulted in the loan was submitted by Conn Hickey. The **application with Mr. Duchene’s certification was not the actual loan application though it was presented to the public as if it were.**

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 10

transparency. Additionally, the misrepresentations made to the federal government to obtain the loan violated the duty to be honest in seeking state or federal loans and therefore constitute fraud. It is a violation of federal law to knowingly present a false or fraudulent claim for payment to the United States government. (31 U.S. Code § 3729.)

RVC's actions including, acceptance of the PPP loan and efforts taken to cover up the improper process that was undertaken to obtain the loan, including adoption of the Resolution rife with false statements, demonstrate that RVC administration and Board were complicit with the deceitful actions of Mr. Hickey in applying for and obtaining the PPP loan.

B. Governance Mismanagement, Violation of Charter, Violation of Law

The above-described facts demonstrating RVC's fiscal mismanagement also demonstrate substantial mismanagement in governance of RVC by its Board and administration. The following, but not limited to, facts further demonstrate RVC's governance mismanagement, violation of the RVC Charter, and violation of law:

1. Board Misrepresentation to the Public regarding Paycheck Protection Program Loan Application and Funding

In RVC Board Resolution No. 2020-5-14, RVC misrepresented to the public the series of events and justifications for its application for and receipt of a PPP loan.

On April 9, 2020, Mr. Hickey submitted the application for the PPP loan to Westamerica, his former employer. On April 16, Mr. Hickey was informed that RVC qualified for a lesser amount of approximately \$270,000 and Mr. Hickey "accepted" the "counter offer." (See Exhibit G, email from Mr. Hickey to Westamerica re: Paycheck Protection Program Loan Application – Information Request #12494090," dated April 23, 2020.) On April 29, 2020, Westamerica informed Mr. Hickey that the bank's processing of the loan was complete and would be submitted to the SBA for the loan documents.

On May 8, 2020, at 8:46 a.m., Westamerica emailed the loan documents to RVC Director, Luke Duchene, which was required to be signed by "principals within the company." At 8:49 a.m., Mr. Duchene forwarded the email to Sharon Sagar, Board Chair, and Mr. Hickey. Then, at 10:45 a.m., Mr. Duchene electronically signed the loan agreement. (See Exhibit I, email from Mr. Duchene to Ms. Sagar and Mr. Hickey, re: "Fwd: Westamerica Bank has sent you the document "12494090" to sign," dated May 8, 2020, including attachments.) This action demonstrates that RVC and Mr. Duchene were complicit in the misrepresentations made to obtain the loan.

On May 13, 2020, Westamerica emailed Mr. Hickey confirming that the bank was "[p]leased to have funded an SBA loan for your business" and outlined loan forgiveness requirements. Still, by this point, the RVC Board had not documented any action related to this loan. Furthermore, the Board had taken no action to even evaluate the need for the loan or make any public representation in seeking the loan. (See Exhibit J, email from Westamerica to Mr. Hickey re: "Paycheck Protection Program Loan Forgiveness Information," dated May 13, 2020.) Nor did it notify its oversight agency of any intention to obtain a nearly \$300,000 federal PPP loan.

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 11

The following day, on May 14, 2020, the RVC Board approved Resolution No. 2020-5-14, after the loan was actually funded. Again, the May 14, 2020, Board meeting agenda does not mention the PPP loan or the Resolution.¹¹ Nowhere in the Resolution does the Board **even acknowledge Mr. Hickey's April 9th loan application or his unauthorized acceptance of the Westamerica loan.** In fact, the Resolution falsely states that the loan was received on **May 8th and that Mr. Duchene "was authorized at the April 23, 2020 board meeting to enter into the [PPP] Agreement."** As evidenced above, the loan had already been applied for and accepted by Mr. Hickey. (Attached hereto as Exhibit K is a true and correct copy of Resolution No. 2020-5-14, "Acceptance of Paycheck Protection Program Loan.")

The May 14th Resolution falsely claims that, on April 23, 2020, the Board authorized Mr. Duchene to:

Borrow Money. To borrow, from Westamerica Bank (Lender) on such terms of the Paycheck Protection Program Note between the Corporation and Lender, such sum of money borrowed; not to exceed the amount of two hundred seventy thousand six hundred fifty-three 00/100 dollars (\$270,653.00).
Execute Note. To execute and deliver to Lender the Paycheck Protection Program note.

No such discussion or action on the PPP loan was agendized on April 23, 2020. The only **agenda item was "DISCUSSION/BUDGET UPDATE" which is not an action item and makes no mention of a PPP loan, the criteria for a PPP loan, or a needs assessment for a PPP.** In fact, the April 23rd minutes do not include any documented discussion of the loan, its terms **or indication that the Board was informed of Mr. Hickey's application** or subsequent emails with Westamerica. The only notation regarding this issue is the inclusion of a single **sentence authorization for the "Chair or School Director to execute a PPP loan up to \$290,000 as soon as available."** This is not the authorization that was stated in the May 7th loan authorization document or the Resolution.

Contrary to the various statements in the Resolution, the facts show the Resolution was approved by the Board after the loan was already applied for without authority by Mr. Hickey on April 9; accepted without authority by Mr. Hickey on April 23rd prior to the April 23rd Board meeting; was awarded by the SBA on April 27; was signed by Mr. Duchene on **May 8th; and was funded on May 13th ("Westamerica is pleased to have funded an SBA Paycheck Protection Program Loan for your business.").** Yet none of these facts are included in the Resolution. And, contrary to the representations in the Resolution, at no time was an evaluation done as required by the PPP loan and as misrepresented in seeking and obtaining the loan.

¹¹ This may also constitute a violation of the Brown Act in addition to those identified below.

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 12

2. Improper Delegation of Authority

On April 2, 2020, during a special meeting of the RVC Board, the Board appointed Conn Hickey to serve as RVC's Business Official on a "volunteer" basis. The April 2, 2020, Board meeting agenda included the express limitation that, "[a]ll external checks will continue to require two signatures and *this position will not include check signing authority or authority to sign contracts and other agreements committing the school.* This will be a volunteer position." (Emphasis added.) This is not a position authorized by the RVC charter.

Furthermore, the Board itself is solely responsible to "[a]ct as a fiscal agent. This includes the receipt of funds for the operation of RVC in accordance with RVC Board Bylaws and the receipt of grants and donations consistent with the Mission of RVC." (Charter, p. 142.) While the April 2, 2020, Board meeting minutes reflect that the Board ultimately approved Mr. Hickey's authority to sign checks, the Board did *not* approve authority to enter into contracts and agreements generally, nor do the minutes include any discussion or notes related to this issue. Notably, the April 2nd agenda did not identify any item related to the PPP, though the Board discussed COVID-19 related financial impacts during the meeting. (See Exhibit A, RVC Board Meeting Agenda and Minutes, dated April 2, 2020.)

3. Repeated Failure to Comply with the Brown Act

The existing RVC Charter includes an assurance that the Charter School shall comply with the Ralph M. Brown Act ("Brown Act"), and the Board will meet regularly "in full compliance with the Brown Act." (Charter, pp. 12, 141.)¹² This is further a requirement of law as recognized by the Attorney General in its 2018 opinion (OAG Opinion No. 11-201) and SB 126 (Ed. Code, § 47604.1), in effect at the time of the events discussed here. Among other requirements, the Brown Act requires RVC to "post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session"; and "[n]o action or discussion shall be undertaken on any item not appearing on the posted agenda . . ." (Gov. Code, § 54954.2.) Yet, there is a systemic failure to comply with the letter or spirit of the Brown Act.

On April 20, 2020, RVC uploaded the Board agenda for its upcoming April 23, 2020, meeting. Even though Mr. Hickey had submitted the PPP loan application and received confirmation from Westamerica that RVC was eligible for \$270,000 in PPP funding, and accepted that "counter offer," the April 23rd agenda did not identify any item for discussion regarding the PPP loan. Furthermore, while budget documents submitted for the April 23rd meeting reflected assumptions for the receipt of a \$300,000 facility loan and other smaller CARES Act funding, they do not show PPP loan assumptions or impacts on revenue. (Attached hereto as Exhibit O is a true and correct copy of RVC's 6-Year Budget Draft and April 20, 2020 Budget Draft Key Assumptions.)

On April 23, 2020, at 10:27 a.m., Mr. Hickey responded to Westamerica to "accept your counter offer" of \$270,000 in PPP funding. This again occurred without Board approval and well before the Board's meeting later that evening at 7:00 p.m. (See Exhibit G, email from

¹² Similar assurances regarding compliance with the Brown Act are included in the Renewal Petition.

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 13

Mr. Hickey to Westamerica re: Paycheck Protection Program Loan Application – Information Request #12494090," dated April 23, 2020.)

The minutes from the April 23, 2020, RVC Board meeting reflect that the Board discussed and/or took action on the PPP loan, which was not noticed in the April 23rd meeting agenda as required by the Brown Act. Specifically, the April 23rd meeting minutes indicate that: **"\$270 PPP loan/grant with reserve helps balance for three years" and "Board Chair or School Director to execute a Small Business Administration Payroll Protection Loan Agreement with Westamerica Bank for up to \$290,000."** This direction did not authorize Mr. Hickey as RVC's Business Official to participate in any loan process and, importantly, was made *after* Mr. Hickey already applied for and accepted Westamerica's PPP loan of \$270,000. (See Exhibit H, RVC Board Meeting Agenda and Minutes, dated April 23, 2020.)

A fundamental purpose of the Brown Act is to provide an opportunity for members of the public to directly address the legislative body on any item of interest to the public. (See Gov. Code, § 54954.3(a).) The fact that Board discussion relating to the PPP loan was not noticed/agendized in the April 23rd meeting agenda deprived the public of the opportunity to address the Board regarding that decision constituting multiple violations of the Brown Act. The overall lack of transparency and the false and misleading information presented to the public as well as the government is directly contrary to the purposes of the Brown Act.

4. Failure to Comply with Americans with Disabilities Act

RVC is required to admit all students who wish to attend the Charter School and shall not discriminate against any pupil on the basis of any of the characteristics listed in Education Code section 220, which includes students with disabilities. (Ed. Code, §§ 47605(e); 220.) **Furthermore, in its existing Charter RVC assures: "All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA."** (Charter, p. 97)

However, the Charter School was notified by the California Department of Education ("CDE") on May 17, 2019, and again on October 18, 2019, that its facility located at 102 Marinda Drive, Fairfax, California, was conditionally authorized by CDE to open and operate for the 2019-20 school year, based on RVC's completion of several renovation projects by August 19, 2020, including those necessary to satisfy the Americans with Disabilities Act ("ADA") facility requirements. (Attached hereto as Exhibit P is a true and correct copy of a letter from CDE Charter Schools Division to Ms. Sagar re: RVC renovation projects, dated August 24, 2020.)

By the start of the school year on August 19, 2020, the renovations necessary to come into compliance with the ADA had not been completed. As a result, by correspondence dated **August 24, 2020, the CDE informed RVC that it "shall provide weekly updates of the progress of the ADA renovations"** to CDE by the last day of each month starting August 28, 2020 – meaning the ADA renovations had still not been completed. According to the August 24, 2020, correspondence from CDE, RVC anticipates completion of the outstanding ADA work by November 30, 2020, over three months *after* its school start date.¹³

¹³ The failure to RVC to make necessary renovations, including for ADA compliance, also **demonstrates RVC's fiscal and governance mismanagement** as well as a failure to adhere to SBE's oversight directives.

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 14

RVC is now approaching the start of its second year in the site yet it remains out of compliance with the ADA. Because the site is out-of-compliance with the ADA and therefore inaccessible to students with disabilities, RVC is not serving or able to serve all students who wish to attend the Charter School in violation of its Charter and the law.

RVC is currently not authorized to serve any students at the school site, as RVC is currently operating a distance learning model due to circumstances resulting from the COVID-19 pandemic and California Department of Public Health ("CDPH") and Marin County Department of Public Health guidelines. However, it is fundamental to RVC's operation that it have an accessible site for delivery of its education program regardless of whether distance learning is the current learning model.

Additionally, on August 25, 2020, the CDPH issued Guidance Related to Cohorts ("Cohorting Guidance") regarding permissible use of small-group in-person services.¹⁴ The Cohorting Guidance provides guidance for necessary in-person limited instruction, targeted support services, and facilitation of distance learning in small group environments for a specified subset of children and youth. The Cohorting Guidance applies to schools that cannot reopen **for in person instruction pursuant to the CDPH's July 17, 2020, reopening framework**, including elementary schools that have not received an elementary school waiver through their local county public health office.

Pursuant to the Cohorting Guidance, a school that is otherwise unable to reopen under the CPDH framework, will be able to provide supervision and care for students, including, specialized services for students with disabilities and English learners, access to the Internet and devices for distance learning, and in-person support for at-risk and high-need students, if specified conditions are met.

Per the Targeted, Specialized Support and Services at School Frequently Asked Questions **accompanying the Cohorting Guidance: "Students with disabilities should be prioritized by the LEA and school for receiving targeted supports and services. In addition, English learners, students at higher risk of further learning loss or not participating in distance learning, students at risk of abuse or neglect, foster youth and students experiencing homelessness may also be prioritized."**¹⁵ In fact, the Office of Administrative Hearings has recently reinforced that absent in-person instruction and provision of services, disabled students are denied free and appropriate public education.

Since RVC is prohibited from having any students physically on its campus, not only is RVC prohibited from seeking a waiver from the Marin County Department of Health that would allow it to conduct in-person instruction, but the lack of a facility for the provision of in-person education services, inhibits the ability of RVC to serve the needs of special needs students, potentially preventing those students from receiving necessary services. The ability of RVC to meet the needs of English learners and other at-risk and high-need students may also be impacted.

¹⁴<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/small-groups-child-youth.aspx>

¹⁵ <https://files.covid19.ca.gov/pdf/guidance-schools-cohort-FAQ.pdf>

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 15

5. Failure to Comply with Fire and Life Safety Requirements

"Every public, private, or parochial school building having an occupancy of 50 or more pupils or students or more than one classroom shall be provided with a dependable and operative fire alarm system." (Ed. Code, § 32001.)

In addition to the need for ADA compliance, RVC was informed by the fire inspector that the Charter School must have an updated fire and life safety system. According to SBE communications, RVC estimated the cost to be \$100,000. **"Clearly, they don't have that kind of money, and will not be able to move forward with the ADA conditions."** (Attached hereto as Exhibit Q is a true and correct copy of an email from Matthew Huddleston to Carrie Lopes re: Ross Valley Construction to meet ADA condition, dated May 7, 2020.)

Absent compliance with ADA and fire and life safety requirements, students, including those with special needs, may not access the school site.¹⁶ Access to the school site is a fundamental requirement for provision of education and services for all students, including students with special needs.

REQUIRED CORRECTIVE ACTIONS AND OPPORTUNITY TO CURE

As a result of the foregoing, the District issues this Notice of Violation. Accordingly, the District provides the Charter School with an opportunity to cure the alleged violations for a period thirty (30) calendar days from the date of this Notice ending **Monday, October 5, 2020**.

Due to the serious nature of the fiscal and governance mismanagement concerns, and its failure to serve all students who wish to attend, as identified herein, the District requires that RVC's corrective actions in response to this Notice of Violation include the following:

1. Return all Paycheck Protection Program loan monies received to date and close out the loan.
2. Remove Conn Hickey from his position as RVC Business Official.
3. Remove Luke Duchene as Executive Director.
4. Take all steps needed to replace the current Board of Directors and provide new Directors with mandatory Brown Act training.
5. Complete all required renovations to satisfy ADA facility access requirements for the RVC school site located at 102 Marinda Drive, Fairfax, California including ADA compliance and fire and life safety compliance.
6. Complete all other renovations/improvements in compliance with applicable state and local building enforcement agencies with jurisdiction in the area where RVC is

¹⁶ The failure to RVC to make necessary renovations, including for fire and life safety compliance, also demonstrates RVC's fiscal and governance mismanagement.

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 16

located, that are necessary for RVC to be authorized to serve students in person at the RVC school site.

7. Establish a plan for compensatory education for disabled students deprived of in-person instruction.

The District will require documented confirmation of each corrective action.

It is noted that the State Board of Education/California Department of Education has not provided **all documents requested regarding RVC which hinders the District's ability to** evaluate potential additional grounds. The District issues this Notice without waiver of any rights to identify and include additional grounds that may be reflected in the documents the State has failed to timely provide.

Please take notice that the District reserves the right to pursue non-renewal based upon a finding under Education Code section 47605(c)(2) if (1) the corrective action has been unsuccessful; or (2) the violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

Sincerely,



Marci Trahan
Superintendent
Ross Valley School District

cc: Ross Valley School District Board of Trustees
Stephanie Farland, California Department of Education
Karen Stampf Walters, Executive Director, State Board of Education

Exhibits:

Exhibit A: RVC Board Meeting Agenda and Minutes, dated April 2, 2020

Exhibit B: PPP Application, Reference #12494090, dated April 9, 2020

Exhibit C: Email from Westamerica to Mr. Hickey re: "Paycheck Protection Program – Application Received," dated April 9, 2020

Exhibit D: Email from Westamerica to Mr. Hickey re: "Paycheck Protection Program," dated April 16, 2020

Exhibit E: Email from Westamerica to Mr. Hickey re: "Paycheck Protection Program Loan Application – Information Request #12494090," dated April 19, 2020

Exhibit F: RVC's 6-Year Budget Draft and April 20, 2020 Budget Draft Key Assumptions

Exhibit G: Email from Mr. Hickey to Westamerica re: Paycheck Protection Program Loan Application – Information Request #12494090," dated April 23, 2020

Exhibit H: RVC Board Meeting Agenda and Minutes, dated April 23, 2020

Ross Valley Charter School Board of Directors
Sharon Sagar, Board Chair
September 3, 2020
Page 17

Exhibit I: Email from Mr. Duchene to Ms. Sagar and Mr. Hickey, re: "Fwd: Westamerica Bank has sent you the document "12494090" to sign," dated May 8, 2020, including attachments

Exhibit J: Email from Westamerica to Mr. Hickey re: "Paycheck Protection Program Loan Forgiveness Information," dated May 13, 2020

Exhibit K: Resolution No. 2020-5-14, "Acceptance of Paycheck Protection Program Loan."

Exhibit L: Email from Mr. Duchene to RVC families, re: Further Explanation of RVC's Acceptance of the PPP Loan, dated May 20, 2020

Exhibit M: Email from Mr. Duchene to RVC families, re: Our Finances – Weathering the Storm, dated May 17, 2020

Exhibit N: Email from Mr. Duchene to SBEOVERIGHT re: Paycheck Protection Program Loans, dated June 16, 2020

Exhibit O: RVC's 6-Year Budget Draft and April 20, 2020 Budget Draft Key Assumptions

Exhibit P: Letter from CDE Charter Schools Division to Ms. Sagar re: RVC renovation projects, dated August 24, 2020

Exhibit Q: Email from Matthew Huddleston to Carrie Lopes re: Ross Valley Construction to meet ADA condition, dated May 7, 2020

EXHIBIT “A”



**SPECIAL MEETING
BOARD OF TRUSTEES
ROSS VALLEY CHARTER SCHOOL**

April 2, 2020 7 p.m.

**Ross Valley Charter School 102 Marinda Drive, Fairfax, CA
For Agenda and Supplemental Materials to go:**

<https://sites.google.com/a/rossvalleycharter.org/rvc-board-docs/2020-04-02-special-meeting>

Board Members:

Sharon Sagar, Chair

Amy Gramajo

Kristi Kimball

John Kirk

Cheryl Flick

Sonya Stanley

**INSTRUCTIONS FOR PRESENTATIONS TO
THE BOARD BY PARENTS AND CITIZENS**

The Ross Valley Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Trustees ("Board") is to conduct the affairs of the School in public. Your participation assures us of continuing community interest in our School.

A few agendas are available at the door to the meeting. Supplementary materials will not be available in paper form.

When addressing the Board, speakers are requested to state their name and city, adhere to the time limits set forth and respect the Meeting Norms and Procedural Guidelines outlined below in the Section on Communications.

As a result of Statewide directives regarding "shelter in place" in relation to the COVID-19 pandemic, this meeting will be conducted virtually (all Board Members and Staff will connect remotely.) Public comments addressing items on the agenda may be forwarded via email to sharon.sagar@rossvalleycharter.org in advance of the scheduled meeting start time. As this is a special meeting, public comments are limited to items on the agenda.

I. PRELIMINARY
A. CALL TO ORDER

B. TRUSTEE ROLL CALL

	Present(Remotely)	Absent
Kristi Kimball	_____	_____
John Kirk	_____	_____
Cheryl Flick	_____	_____
Amy Gramajo	_____	_____
Sharon Sagar, Chair	_____	_____
Sonya Stanley	_____	_____

C. APPROVAL OF AGENDA OF SPECIAL BOARD MEETING OF APRIL 2, 2020.
VOTE

II. COMMUNICATION

A. REVIEW of MEETING NORMS

1. Speak respectfully, avoiding blame and inflammatory language and raised voices.
2. Listen respectfully without interrupting.
3. Listen actively and try to understand others’ views.
4. Don’t roll your eyes, make faces or audibly react while someone is speaking.
5. Be concise when it is your turn to speak.
6. Assume others’ good intentions.
7. Keep on the topic under discussion.
8. Politely enforce ground rules.
9. Remember to mute cell phones.

B. REVIEW PROCEDURAL GUIDELINES for Public Discussion on Agendized Items

1. Presentation by Staff, Officers or Guest Presenters
2. Board discussion, questions, clarifications
3. All Public Comment taken at once. Individuals will be limited to three minutes per speaker unless Board Chair determines that the number of speakers warrants a reduction to a lesser amount of time. The board or Officers will not respond during public comment time. Questions will be noted and answered as outlined in next bullet.
4. Board or officers attempt to answer questions regarding agendized items. Questions that seek information or clarifications will attempt to be answered. Questions that are deemed to violate meeting norms above or to be argumentative in nature will not be responded to.
5. Any remaining Board discussion, questions, clarifications, deliberation and motion

and vote if appropriate.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA:

As this is a Special Meeting, all comments should only be related to items on the agenda. We request that comments be sent by email prior to the meeting in order for us to incorporate addressing them during the meeting.

D. For Information: School Director

This is a presentation of information and activities that have occurred since the previous Board meeting. These topics are informational only and no action will be taken by the board.

E. For Information: Board/Staff Information Updates

Board and staff present information updates since the previous Board meeting.

III. GENERAL ITEMS

A. ENROLLMENT REPORT AND 2020/21 CLASS CONFIGURATION UPDATE

Staff will present the March enrollment report followed by a 2020/21 class number and size discussion.

DISCUSSION

B. LCAP UPDATE

We will discuss any recommended modification to our LCAP plan cycle given the conditions imposed by stay-in-place orders.

DISCUSSION

C. REVIEW OF POTENTIAL COVID-19 RELATED IMPACTS ON BUDGET

The operational and related financial impacts of COVID-19 require that we review how this has changed our current year budget assumptions.

DISCUSSION/VOTE

D. APPOINT CONN HICKEY AS BUSINESS OFFICIAL and AS AN AUTHORIZED SIGNER ON THREE WESTAMERICA ACCOUNTS

We recommend appointing Conn Hickey as our Business Official, in which capacity he will code debits and credits in the GL system as appropriate, provide back up on these transactions to EdTec for control purposes, and oversee the management of our balances in our three bank accounts by transferring funds between them. The three accounts are our normal business checking account, our bank account that is used for our debit card which the School Director and Office Manager have, and our money market account that collects some interest. He will prepare financial reports for review by the board and school director.

He will also coordinate the collection of In-Lieu of Property Taxes from basic aid districts. All external checks will continue to require two signatures and this position will not include check signing authority or authority to sign contracts and other agreements committing the school. This will be a volunteer position.

DISCUSSION/VOTE

E. ELECTION OF A NEW TREASURER

Cheryl Flick has resigned as Treasurer and our by-laws require the corporation to have a treasurer. Board Member Kirk has volunteered to fill this role and staff recommends his election by the board.

DISCUSSION/VOTE

IV. CONSENT AGENDA ITEMS

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

None

V. FUTURE MEETING NEEDS AND TOPICS – trustee requests of topics for future meetings

VI. MEETING REVIEW AND EVALUATION

- A. Quick Evaluation of Meeting to improve process for future meetings

VII. ADJOURNMENT



**MINUTES OF THE SPECIAL MEETING
BOARD OF TRUSTEES
ROSS VALLEY CHARTER SCHOOL**

**Ross Valley Charter School 102 Marinda Drive, Fairfax CA
For Agenda and Supplemental Materials go to:**

<https://sites.google.com/a/rossvalleycharter.org/rvc-board-docs/2020-04-02-special-meeting>

April 2, 2020 7:04 P.M. via Zoom video conference

Board Members:

**Sharon Sagar, Chair
Amy Gramajo
Kristi Kimball
John Kirk
Cheryl Flick
Sonya Stanley**

I. PRELIMINARY

A. CALL TO ORDER

B. TRUSTEE ROLL CALL

	Present	Absent
Kristi Kimball	<u>X</u>	_____
Amy Gramajo	<u>X</u>	_____
John Kirk	<u>X</u>	_____
Cheryl Flick	<u>X</u>	_____
Sharon Sagar, Chair	<u>X</u>	_____
Sonya Stanley	<u>X</u>	_____

C. APPROVAL OF AGENDA OF REGULAR BOARD MEETING OF April 2, 2020.

Approval of the Agenda was duly moved, seconded and approved 4-0-2 (Ms. Kimball and Ms. Gramajo not yet present)

II. COMMUNICATION

C. No public comment on items not on the agenda.

D. For Information: School Director

- Two months of distance learning ahead.
- Surveyed families, 65 responses spanning broad range of needs.
- Torri and Marilyn reaching out to families needing support. Community Council working to connect families.
- Streamlining communications; families are overwhelmed.
- Sarah Foley rewrote all IEPs, adjusting service minutes and connecting with teachers.
- Jen Wolf providing lunches to FRPL eligible families daily.
- Teachers putting in a lot of hours and navigating resources.
- Got Chromebooks out to families. 10% have connectivity issues. Exploring free wifi: Google, Xfinity, Sonic; may buy household hotspots.
- Hiring two new teachers, posted on EdJoin. Video chats next week.

III. GENERAL ITEMS

A. ENROLLMENT REPORT AND 2020/21 CLASS CONFIGURATION – see chart

- 212 projection based on 77% confirmed enrollment.
- 9 standard classrooms; 3 full TK/K/1s and under-enrolled 4/5s.
- Non-standard arrangement distributes class sizes more evenly.
- Offering admission to 15 second enrollment period applicants.

No public comment.

B. LCAP UPDATE

- RVC's LCAP is tied to our charter petition.
- Extended and waiting to get feedback

No public comment

C. REVIEW OF POTENTIAL COVID-19 RELATED IMPACTS ON BUDGET – see reports

- Review current year budget assumptions
- Changes in after school program: less revenue.
- Change in substitute teacher needs.
- Budgeting less for Torri Chappell, learning specialist.
- No Walker Creek
- Lower mental health costs
- \$51K surplus this year.
- State and Federal rescue funds
 - Federal money coming for Title 1
 - CARES Act: Small business admin and not for profits. Applying for 2.5 months of payroll expenses. Bank is a SPA approved lender.
 - 75% of money must be in personnel retention.
 - Loan with first 8 weeks forgiven.
- 3-year budget: 1.5 million is compensation.

- Donations to date assuming nothing further than half of projected auction revenue.
- Does not include \$10K SBA money.
- Edtec recommends preparing for 7% decline in ADA.

- Increased health care costs.
- State is in free fall. No decisions to be made tonight. Will know more in 6 weeks.
- Bank \$55K reserve for whatever comes next year.
- No decision on raises.
- Need to keep doing what we're doing; supporting teachers, planting seeds, budget cuts where possible.
- Economic downturn is hitting the service economy and our families hard.

No public comment

D. APPOINT CONN HICKEY AS BUSINESS OFFICIAL and AS AN AUTHORIZED SIGNER ON THREE WESTAMERICA ACCOUNTS

- Coding debits and credits in the GL.
- Oversee bank accounts and prepare financial reports.
- Coordinate collection of In-Lieu property taxes from basic aid districts.
- This is a volunteer position.

No public comment

Approval of Conn Hickey's appointment as RVC Business Official and authorized bank signer was duly moved, seconded and approved 6-0-0.

E. ELECTION OF A NEW TREASURER

- Cheryl Flick has resigned as Treasurer.
- Board member Kirk has volunteered to fill this role. Staff recommends his election by the board.

Approval of John Kirk's appointment as RVC Treasurer was duly moved, seconded and approved 6-0-0

IV. CONSENT AGENDA ITEMS

None

VI. FUTURE MEETING NEEDS AND TOPICS

- Enrollment and ADA update

Meeting adjourned 9:02 P.M.

EXHIBIT “B”

PPP Application

Reference #	12494090
Status	Complete
I have read and understand the purpose of this form. Loan is subject to funding availability by the Small Business Administration CARES Act.	Yes, I understand
<hr/>	
<hr/>	
Westamerica Business Checking Account Number	
Business Type	501(c)(3) nonprofit
Business Legal Name	Ross Valley Charter School
Business TIN (EIN, SSN)	471755679
Business Address	25 Deer Park Lane
City	Fairfax
State	California
Zip Code	94930
Primary Contact Email Address	conn.hickey@rossvalleycharter.org
By providing your email address, you are agreeing to receive all correspondence, communications and loan documentation via email.	I Agree
Primary Contact First Name	Conn

Primary Contact Last Name	Hickey
Primary Contact Phone	
Average Monthly Payroll	116994
x 2.5 + EIDL, Net of Advance (if Applicable) Equals Loan Request	292485.23
Number of Employees	24
Purpose of Loan (may select more than one)	<ul style="list-style-type: none">• Payroll• Lease/Mortgage Interest• Utilities
If other, explain:	This is just a note to let you know that our school is located at 102 Marinda Dr., Fairfax, CA. This was previously used for St. Rita's school. The Deer Park lane address is what is listed in both state incorporation and the IRS lists. We do get mail there but either address works for us. Thank you. Conn Hickey
Controlling Person First Name	Luke
Controlling Person Last Name	Duchene
Controlling Person Title	School Director, President
Controlling Person Email Address	luke.duchene@rossvalleycharter.org
Controlling Person Street Address (no P.O. box)	102 Marinda Drive., Fairfax, CA
Controlling Person Address Line 2	He is a signatory on the
Controlling Person City	Fairfax
Controlling Person State	California
Controlling Person Zip Code	94930
Controlling Person TIN (EIN, SSN)	
ID Type	Driver's License
ID Number	

Issue Date

Expiration Date

Upload Photo ID

Owner First Name 501(c)(3)Not for profit - no owner

Owner Last Name Other account signatories are on file at WAB

1. Is the Applicant or any owner of the Applicant presently suspended, debarred, proposed for debarment, declared ineligible, voluntarily excluded from participation in this transaction by any Federal department or agency, or presently involved in any bankruptcy? No

2. Has the Applicant, any owner of the Applicant, or any business owned or controlled by any of them, ever obtained a direct or guaranteed loan from SBA or any other Federal agency that is currently delinquent or has defaulted in the last 7 years and caused a loss to the government? No

3. Is the Applicant or any owner of the Applicant an owner of any other business, or have common management with, any other business? If yes, list all such businesses and describe the relationship below. No

4. Has the Applicant received an SBA Economic Injury Disaster Loan between January 31, 2020 and April 3, 2020? If yes, provide details below. No

5. Is the Applicant (if an individual) or any individual owning 20% or more of the equity of the Applicant subject to an indictment, criminal information, arraignment, or other means by which formal criminal charges are brought in any jurisdiction, or presently incarcerated, or on probation or parole? No

Initial here to confirm your response

CBH

6. Within the last 5 years, for any felony, has the Applicant (if an individual) or any owner of the Applicant 1) been convicted; 2) pleaded guilty; 3) pleaded nolo contendere; 4) been placed on pretrial diversion; or 5) been placed on any form of parole or probation (including probation before judgment)?

No

Initial here to confirm your response

CBH

7. Is the United States the principal place of residence for all employees of the Applicant included in the Applicant's payroll calculation above?

Yes

8. Is the Applicant a franchise that is listed in the SBA's Franchise Directory?

No

Initial

CBH

Initial

CBH

Initial

CBH

Initial

CBH

Initial

CBH

Initial

CBH

Initial

CBH

Initial

CBH

Signature of Authorized Representative of Applicant



Type Name	Conn B. Hickey, School Business Official
Last Update	2020-04-09 10:48:41
Start Time	2020-04-09 10:14:24
Finish Time	2020-04-09 10:48:40
IP	Anonymous
Browser	Other
OS	Other
Referrer	N/A

EXHIBIT “C”

From: [Westamerica Bank](#)
To: conn.hickey@rossvalleycharter.org
Subject: Paycheck Protection Program - Application Received
Date: Thursday, April 9, 2020 4:24:07 PM



Paycheck Protection Program Application

We are writing to confirm receipt of your application for the SBA CARES Paycheck Protection Program. We are processing applications in the order they were received. Due to the high volume of applications, please allow three business days for a status update. You will be contacted by the bank via email if we need additional information to process your application.

Important Information about the Paycheck Protection Program:

The Paycheck Protection Program is administered by the SBA and is limited to an authorized funding amount. The SBA has indicated that loans under the Paycheck Protection Program will be made available on a first come, first served basis. Given the limitations on SBA authorized funding and the significant volume of applications already submitted to Westamerica Bank and other lenders, **not every qualified applicant will receive loan proceeds under the program.**

Thank you for your patience as we work to provide the best service to all of our customers.



PO Box 1200
Suisun City, CA 94585

You are receiving this message because you completed a form request on www.westamerica.com.
Want to change how you receive these emails? You can [update your preferences](#) or [unsubscribe from this list](#).

Please do not reply to this message. This account is used for notifications only and it is not monitored. If you would like to contact Westamerica, please call 1-800-848-1088.

Westamerica respects your privacy. For a complete description of our privacy policy, go to www.westamerica.com.

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This email was sent to conn.hickey@rossvalleycharter.org
[why did I get this?](#) [unsubscribe from this list](#) [update subscription preferences](#)
Westamerica Bank · 4550 Mangels Boulevard · A2H · Fairfield, CA 94534 · USA

EXHIBIT “D”

From: [Westamerica Bank](#)
To: conn.hickey@rossvalleycharter.org
Subject: Paycheck Protection Program
Date: Thursday, April 16, 2020 12:29:26 PM



Paycheck Protection Program - Loan Application

We are writing about your loan application for the SBA CARES Act Paycheck Protection Program. We received notification from the Small Business Administration that the program funding limits were reached on Thursday, April 16, 2020 and the SBA is no longer accepting applications.

Westamerica will continue processing and preparing submitted applications. In the event the program receives additional funding and program rules and guidance allow us to do so, we will resume submission to the SBA for loan guaranty and approval.

Thank you for your patience as we work to provide the best service to our customers.

Sincerely,

Westamerica Bank
1 (800) 848-1088

The Paycheck Protection Program is administered by the SBA and is limited to an authorized funding amount. The SBA has indicated that loans under the Paycheck Protection Program will be made available on a first come, first served basis. Given the limitations on SBA authorized funding and the significant volume of applications already submitted to Westamerica Bank and other lenders, not every qualified applicant will receive loan proceeds under the program.



PO Box 1200
Suisun City, CA 94585

You are receiving this message because you completed a loan application on www.westamerica.com.
Want to change how you receive these emails? You can [update your preferences](#) or [unsubscribe from this list](#).

Please do not reply to this message. This account is used for notifications only and it is not monitored. If you would like to contact Westamerica, please call 1-800-848-1088.

Westamerica respects your privacy. For a complete description of our privacy policy, go to www.westamerica.com.

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This email was sent to conn.hickey@rossvalleycharter.org
[why did I get this?](#) [unsubscribe from this list](#) [update subscription preferences](#)
Westamerica Bank · 4550 Mangels Boulevard · A2H · Fairfield, CA 94534 · USA

EXHIBIT “E”



Conn Hickey <conn.hickey@rossvalleycharter.org>

Paycheck Protection Program Loan Application – Information Request #12494090

1 message

SBA Lending <SBA.Lending@westamerica.com>

Sun, Apr 19, 2020 at 9:52 AM

To: "conn.hickey@rossvalleycharter.org" <conn.hickey@rossvalleycharter.org>

We received notification from the Small Business Administration that the SBA CARES Act Paycheck Protection Loan program funding limits were reached on Thursday, April 16, 2020 and they are no longer accepting applications.

Westamerica will continue processing and preparing submitted applications.

In the event the program receives additional funding and program rules and guidance allow us to do so, we will resume submission to the SBA for loan guaranty and approval.

We have received your application for processing and data verification. Your business appears to meet the criteria for a PPP loan, however we need additional information from your business to complete our processing:

Documentation submitted with your application supports a maximum loan amount of: \$270,653.00.

-

You may accept this loan amount or you may complete the attached Payroll Calculation Worksheet and return to us with corresponding documentation of 2019 payroll.

- If this loan amount is acceptable to you, please respond to this message stating the reduced loan amount is acceptable. We will proceed with our processing.
- You may complete and submit the attached Payroll Calculation Worksheet which shows your calculations of your original loan request. Respond directly to this message requesting an additional review with the completed worksheet and corresponding documentation of 2019 payroll.

If you would like to submit documents containing non-public information via a secure document portal, please notify us by replying to this email and we will send you a link.

The Paycheck Protection Program is administered by the SBA and is limited to an authorized funding amount as designated by the federal government. The SBA has indicated that loans under the Paycheck Protection Program will be made available on a first come, first served basis. Given the limitations on SBA authorized funding and the significant volume of applications already submitted to Westamerica Bank and other lenders, not every qualified applicant will receive loan proceeds under the program.

Sincerely,

Westamerica Bank

4/29/2020

Ross Valley Charter Mail - Paycheck Protection Program Loan Application – Information Request #12494090

1 (800)848-1088

The Federal Equal Opportunity Act prohibits creditors from discriminating against credit applicants on the basis of age (provided the applicant has the capacity to enter into a binding contract); color, religion, national origin, sex, marital status; because all or part of the applicant's income derives from any public assistance program; or because the applicant has in good faith exercised any right under the Consumer Credit Protection Act. The federal agency that administers compliance with this law concerning Westamerica Bank is: Federal Reserve Consumer Help Center, PO Box 1200, Minneapolis, MN 55840.



Loan Availability Guideline Fill In.pdf

199K

EXHIBIT “F”



April 20, 2020 Budget Draft Key Assumptions:

What follows is a four year budget with the following assumptions.

1. 2019-20 revenues remain as budgeted. This budget includes some state and federal aid for COVID 19. \$3K state money for uses related to COVID19 and \$8,000 from CARES Act. ADA is actual P2.
2. 2020-21 state LCFF cola is reduced by 5%, and cola for the next four years is zero. This is the current EdTec recommendation. Eric Premack of CSDC is recommending budgeting between zero and minus 10-20%. At minus 10%, many large school districts will likely fail, unless legislature suspends requirement to provide pink slips to tenured teachers by March 15.
3. 2020-25 salaries have no increase.
4. Non-Compensation expense rise at 1.5% per year, except health insurance costs to RVC which go up 4% per year.
5. Assumes enrollment of 215 next year and 222 the year after in 9 classrooms. ADA% is 95%, This year we closed at 94.88%, up from 94.14 in 18-19.
6. Assumes two new teachers starting next year, each earning \$68K per year with health benefits
7. No Spanish teachers (saves around \$12K per year) but art and music continue as is. There is \$51 budgeted for classroom aids, which is two classroom special education aids and two math aids, which is what we have now.
8. It includes a new expense line called Director's Contingency (Account # 5826) of \$10k, \$40, \$40K, \$30K, and \$30K in the 5 out years to fund surprises like further cola reductions. 2% additional cola reduction is around \$35K
9. The budget assumes a \$300,000 PCSD loan to fund a \$300,000 ADA project, depreciated over 8 years. There is also a 4%, 3 year amortizing \$100K loan assumed at the end of 2023-24 to pay off the PCSD loan and keep our cash flow positive in 2024-25. The elements of the project have now been estimated and \$300K seems to be a reasonable cap.
10. The resulting forecast retains a 12% minimum reserve throughout the 6 years.

The various rate assumptions are on page 9 below and the cash flow starts on page 11.

Ross Valley Charter School
Multi-year Projection
As of Mar FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
SUMMARY						
Revenue						
LCFF Entitlement	1,614,981	1,711,514	1,755,252	1,750,352	1,748,366	1,745,882
Federal Revenue	45,000	41,125	43,875	44,750	44,750	44,750
Other State Revenues	144,236	163,546	169,219	169,442	169,550	169,550
Local Revenues	148,489	209,193	209,193	209,193	209,193	209,193
Fundraising and Grants	180,525	203,800	210,240	210,240	210,240	210,240
Total Revenue	2,133,231	2,329,178	2,387,779	2,383,977	2,382,099	2,379,615
Expenses						
Compensation and Benefits	1,518,231	1,619,341	1,620,226	1,624,468	1,628,879	1,623,731
Books and Supplies	21,390	30,943	29,715	30,100	30,492	30,889
Services and Other Operating Expenditures	526,638	614,964	656,706	669,056	671,800	684,916
Depreciation	5,015	41,738	44,863	44,863	41,576	38,280
Other Outflows	-	14,220	4,976	4,257	3,856	3,311
Total Expenses	2,071,274	2,321,205	2,356,485	2,372,743	2,376,602	2,381,127
Operating Income	61,957	7,973	31,293	11,234	5,496	(1,513)
Fund Balance						
Beginning Balance (Unaudited)	204,167	266,124	274,097	305,390	316,624	322,120
Audit Adjustment						
Beginning Balance (Audited)	204,167	266,124	274,097	305,390	316,624	322,120
Operating Income	61,957	7,973	31,293	11,234	5,496	(1,513)
Ending Fund Balance	266,124	274,097	305,390	316,624	322,120	320,608
Total Revenue Per ADA	11,615	11,404	11,322	11,304	11,295	11,283
Total Expenses Per ADA	11,278	11,365	11,173	11,251	11,269	11,290
Operating Income Per ADA	337	39	148	53	26	(7)
Fund Balance as a % of Expenses	13%	12%	13%	13%	14%	13%

Ross Valley Charter School
Multi-year Projection
As of Mar FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Key Assumptions						
Enrollment Breakdown						
TK	10	13	-	6	6	6
K	27	36	36	30	30	30
1	31	32	36	36	36	36
2	35	34	36	36	36	36
3	29	41	36	36	36	36
4	29	32	39	39	39	39
5	34	28	39	39	39	39
Total Enrolled	195	215	222	222	222	222
ADA %						
K-3	93.7%	95.0%	95.0%	95.0%	95.0%	95.0%
4-6	95.3%	95.0%	95.0%	95.0%	95.0%	95.0%
Average ADA %	94.2%	95.0%	95.0%	95.0%	95.0%	95.0%
ADA						
K-3	124	147	137	137	137	137
4-6	60	57	74	74	74	74
Total ADA	184	204	211	211	211	211
Demographic Information						
CALPADS Enrollment (for unduplicated % calc)	193	215	222	222	222	222
# Unduplicated (CALPADS)	63	62	65	62	60	60
# Free & Reduced Lunch (CALPADS)	55	61	63	63	63	63
# ELL (CALPADS)	33	37	38	38	38	38
New Students	35	22	7	-	-	-
School Information						
FTE's	18.7	19.6	19.5	19.5	19.5	19.5
Teachers	10	11	11	11	11	11
Certificated Pay Increases		0%	0%	0%	0%	0%
Classified Pay Increases		0%	0%	0%	0%	0%
# of school days	179	179	179	179	179	179
Default Expense Inflation Rate		2%	2%	2%	2%	2%

Ross Valley Charter School
Multi-year Projection
As of Mar FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
REVENUE							
LCFF Entitlement							
8011	Charter Schools General Purpose Entitlement - State Aid	1,412,910	1,507,264	1,544,352	1,539,452	1,537,466	1,534,982
8012	Education Protection Account Entitlement	36,732	40,850	42,180	42,180	42,180	42,180
8019	State Aid - Prior Years	45	-	-	-	-	-
8096	Charter Schools in Lieu of Property Taxes	165,294	163,400	168,720	168,720	168,720	168,720
	SUBTOTAL - LCFF Entitlement	1,614,981	1,711,514	1,755,252	1,750,352	1,748,366	1,745,882
Federal Revenue							
8181	Special Education - Entitlement	20,000	24,125	26,875	27,750	27,750	27,750
8291	Title I	15,000	15,000	15,000	15,000	15,000	15,000
8293	Title III	2,000	2,000	2,000	2,000	2,000	2,000
8296	COVID funds 80% 19-20 Titile 1	8,000	-	-	-	-	-
	SUBTOTAL - Federal Revenue	45,000	41,125	43,875	44,750	44,750	44,750
Other State Revenue							
8319	Other State Apportionments - Prior Years	-	-	-	-	-	-
8381	Special Education - Entitlement (State)	98,809	112,746	116,417	116,417	116,417	116,417
8550	Mandated Cost Reimbursements	2,597	3,168	3,619	3,843	3,950	3,950
8560	State Lottery Revenue	39,708	44,160	45,597	45,597	45,597	45,597
8590	All Other State Revenue	3,122	3,472	3,585	3,585	3,585	3,585
	SUBTOTAL - Other State Revenue	144,236	163,546	169,219	169,442	169,550	169,550
Local Revenue							
8660	Interest	1,500	1,500	1,500	1,500	1,500	1,500
8676	After School Program Revenue	138,500	192,000	192,000	192,000	192,000	192,000
8693	Field Trip Donations	-	8,693	8,693	8,693	8,693	8,693
8699	All Other Local Revenue	1,489	-	-	-	-	-
8701	All Script	7,000	7,000	7,000	7,000	7,000	7,000
	SUBTOTAL - Local Revenue	148,489	209,193	209,193	209,193	209,193	209,193
Fundraising and Grants							
8801	Donations - Family	132,600	146,200	150,960	150,960	150,960	150,960
8802	Donations - Private	6,000	6,000	6,000	6,000	6,000	6,000
8803	Fundraising	-	-	-	-	-	-

005

Ross Valley Charter School
Multi-year Projection
As of Mar FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
8804 Fundraising - Fund Development	-	-	-	-	-	-
8811 Net Readathon Revenue	37,050	40,850	42,180	42,180	42,180	42,180
8812 Net Auction Revenue	4,875	10,750	11,100	11,100	11,100	11,100
SUBTOTAL - Fundraising and Grants	180,525	203,800	210,240	210,240	210,240	210,240
TOTAL REVENUE	2,133,231	2,329,178	2,387,779	2,383,977	2,382,099	2,379,615

Ross Valley Charter School
Multi-year Projection
As of Mar FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
EXPENSES						
Compensation & Benefits						
Certificated Salaries						
1100	Teachers Salaries	660,748	714,630	714,630	714,630	714,630
1103	Teacher - Substitute Pay	6,591	8,250	8,250	8,250	8,250
1148	Teacher - Special Ed	109,980	109,980	109,980	109,980	109,980
1200	Certificated Pupil Support Salaries	35,419	34,632	34,632	34,632	34,632
1300	Certificated Supervisor & Administrator Salaries	112,200	112,200	112,200	112,200	112,200
	SUBTOTAL - Certificated Salaries	924,938	979,692	979,692	979,692	979,692
Classified Salaries						
2101	Classified - Electives	69,100	63,770	61,995	61,995	61,995
2103	Classified - Classroom Aides	64,415	51,737	51,737	51,737	51,737
2300	Classified Supervisor & Administrator Salaries	54,863	59,850	59,850	59,850	59,850
2400	Classified Clerical & Office Salaries	43,000	44,000	44,000	44,000	44,000
2905	Other Classified - After School	36,495	51,810	51,810	51,810	51,810
2930	Custodian	24,600	24,600	24,600	24,600	24,600
	SUBTOTAL - Classified Salaries	292,472	295,767	293,992	293,992	293,992
Employee Benefits						
3100	STRS	157,935	180,263	177,324	177,324	177,324
3300	OASDI-Medicare-Alternative	35,869	36,832	36,696	36,696	36,696
3400	Health & Welfare Benefits	80,359	100,260	106,038	110,279	119,278
3500	Unemployment Insurance	12,050	11,222	11,201	11,201	1,466
3600	Workers Comp Insurance	14,609	15,306	15,284	15,284	15,284
	SUBTOTAL - Employee Benefits	300,822	343,882	346,543	350,784	350,048
Books & Supplies						
4100	Approved Textbooks & Core Curricula Materials	1,370	1,075	1,127	1,144	1,178
4200	Books & Other Reference Materials	-	1,505	1,577	1,601	1,649
4320	Educational Software	500	1,000	1,015	1,030	1,061
4325	Instructional Materials & Supplies	2,000	4,300	4,507	4,574	4,712
4326	Art & Music Supplies	1,000	1,500	1,523	1,545	1,592

Ross Valley Charter School
Multi-year Projection
As of Mar FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
4330 Office Supplies	1,500	2,000	1,200	1,218	1,236	1,255
4335 PE Supplies	-	360	365	371	376	382
4346 Teacher Supplies	3,200	4,000	4,000	4,000	4,000	4,000
4410 Classroom Furniture, Equipment & Supplies	120	2,000	1,000	1,015	1,030	1,046
4420 Computers: individual items less than \$5k	-	1,500	1,523	1,545	1,569	1,592
4430 Non Classroom Related Furniture, Equipment & Supplies	1,000	1,000	1,015	1,030	1,046	1,061
4710 Student Food Services	10,500	10,500	10,658	10,817	10,980	11,144
4720 Other Food	200	203	206	209	212	215
SUBTOTAL - Books and Supplies	21,390	30,943	29,715	30,100	30,492	30,889

Services & Other Operating Expenses

5200 Travel & Conferences	250	1,000	1,015	1,030	1,046	1,061
5300 Dues & Memberships	1,800	1,827	1,854	1,882	1,910	1,939
5450 Insurance - Other	21,000	21,315	22,168	23,054	23,976	24,936
5515 Janitorial, Gardening Services & Supplies	2,500	2,538	2,576	2,614	2,653	2,693
5525 Utilities - Waste	4,400	4,466	4,533	4,601	4,670	4,740
5535 Utilities - PGE & Sewer	12,000	15,500	15,733	15,968	16,208	16,451
5605 Equipment Leases	4,500	4,568	4,636	4,706	4,776	4,848
5610 Rent	168,980	187,625	193,254	199,051	205,023	211,174
5615 Repairs and Maintenance - Building	3,000	5,125	5,202	5,280	5,359	5,439
5803 Accounting Fees	12,600	13,600	13,804	14,011	14,221	14,435
5805 SELPA and other administrative Fees	3,780	4,267	4,472	4,539	4,607	4,676
5812 Business Services	65,025	67,626	70,331	73,144	76,070	79,113
5824 CDE Oversight Fees	16,150	17,115	17,553	17,504	17,484	17,459
5826 Directors Contingency	-	10,000	40,000	40,000	30,000	30,000
5828 Aftercare Expenses	7,400	1,025	1,040	1,056	1,072	1,088
5829 After school Enrichment Program	82,000	120,000	120,000	120,000	120,000	120,000
5830 Field Trips Expenses	800	15,595	15,829	16,066	16,307	16,552
5836 Fingerprinting	-	200	203	206	209	212
5843 Interest - Loans	1,000	900	-	-	-	-
5845 Legal Fees	5,000	5,075	5,151	5,228	5,307	5,386
5851 Marketing and Student Recruiting	15,500	15,733	15,968	16,208	16,451	16,698
5854 Counselling Contracting	5,890	14,700	14,921	15,144	15,371	15,602
5855 MH SPED Contractors	5,000	5,075	5,151	5,228	5,307	5,386
5857 Payroll Fees	3,240	3,289	3,338	3,388	3,439	3,490
5861 Prior Yr Exp (not accrued)	13,259	5,000	5,075	5,151	5,228	5,307
5863 Professional Development	9,000	15,000	15,225	15,453	15,685	15,920

008

Ross Valley Charter School
Multi-year Projection
As of Mar FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
5869 Special Education Contract Instructors	43,000	35,255	35,784	36,321	36,865	37,418
5875 Staff Recruiting	1,300	700	711	721	732	743
5880 Student Health Services	1,200	1,218	1,236	1,255	1,274	1,293
5881 Student Information System	3,664	3,719	3,775	3,831	3,889	3,947
5887 Technology Services	2,000	4,100	4,162	4,224	4,287	4,352
5910 Communications - Internet / Website Fees	5,000	5,075	5,151	5,228	5,307	5,386
5915 Postage and Delivery	400	645	676	686	696	707
5920 Communications - Telephone & Fax	6,000	6,090	6,181	6,274	6,368	6,464
SUBTOTAL - Services & Other Operating Exp.	526,638	614,964	656,706	669,056	671,800	684,916
Depreciation Expense						
6900 Depreciation	5,015	41,738	44,863	44,863	41,576	38,280
SUBTOTAL - Depreciation Expense	5,015	41,738	44,863	44,863	41,576	38,280
Other Outflows						
7438 Long term debt - Interest	-	14,220	4,976	4,257	3,856	3,311
SUBTOTAL - Other Outflows	-	14,220	4,976	4,257	3,856	3,311
TOTAL EXPENSES	2,071,274	2,321,205	2,356,485	2,372,743	2,376,602	2,381,127

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

Ross Valley Charter School
2019-20
As of Mar FY2020

	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Year 6 2024-25	Driver/ Rate Type
Revenues and related expenses							
Statewide LCFF Assumptions							
LCFF COLA	3.26%	-5.00%	0.00%	0.00%	0.00%	0.00%	
TK-3 LCFF Base	7,702	7,317	7,317	7,317	7,317	7,317	
4-6 LCFF Base	7,818	7,427	7,427	7,427	7,427	7,427	
TK-3 Gr Span Adj	801	761	761	761	761	761	
School LCFF Assumptions							
LCFF per ADA	8,793	8,380	8,323	8,299	8,290	8,278	
ILPT per ADA	900	800	800	800	800	800	
Unduplicated Pupil % (3 year avg)	31.04%	30.63%	30.16%	28.68%	28.08%	27.33%	
District UPP	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	
Other Federal and State Revenues							
EDCOE SELPA Federal Rate	125.00	125.00	125.00	125.00	125.00	125.00	Prior Year Enrollment
EDCOE SELPA State Rate	538.00	552.00	552.00	552.00	552.00	552.00	ADA
Mandated Cost Reimbursements: K-8	16.86	17.25	17.72	18.22	18.73	18.73	Prior Year Enrollment
Mandated Cost Reimbursements: 9-12	46.87	47.94	49.24	50.63	52.06	52.06	Prior Year Enrollment
State Lottery Unrestricted	153.00	153.00	153.00	153.00	153.00	153.00	ADA
State Lottery Restricted	54.00	54.00	54.00	54.00	54.00	54.00	ADA
Fees							
Authorizer Fees	1.00%	1.00%	1.00%				% of LCFF
Special Education Encroachment Fees		0.00	0.00				
Payroll							
Annual Pay Increase							
Certificated		0.00%	0.00%	0.00%	0.00%	0.00%	
Classified		0.00%	0.00%	0.00%	0.00%	0.00%	
Benefits							
STRS	17.10%	18.40%	18.10%	18.10%	18.10%	18.10%	% of eligible payroll
Social Security	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	% of eligible payroll
Medicare	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	% of total payroll
H&W average annual increase		4.00%	4.00%	4.00%	4.00%	4.00%	

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

010

FUTA %	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%	% of eligible payroll
FUTA Tax Base	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	
SUTA %	4.69%	4.66%	4.65%	4.65%	4.65%		% of eligible payroll
SUTA Tax Base	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	
ETT (part of SUTA)	\$7	\$7	\$7	\$7	\$7	\$7	Annual rate per employee
Workers Comp	1.20%	1.20%	1.20%	1.20%	1.20%	1.20%	% of total payroll

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

011

Ross Valley Charter School
Monthly Cash Forecast
As of Mar FY2020

	2019-20												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	311,734	330,622	284,859	203,981	237,662	215,668	179,614	131,952	132,868	136,233	138,722	250,817		
REVENUE														
LCFF Entitlement	-	65,657	65,612	125,803	118,101	118,101	118,101	129,627	-	285,845	262,727	138,757	1,614,981	186,650
Federal Revenue	-	-	-	-	-	-	-	-	-	25,167	4,917	667	45,000	14,250
Other State Revenue	4,000	4,000	7,201	7,201	7,201	9,798	7,201	8,180	20,332	5,685	20,314	11,076	144,236	32,047
Other Local Revenue	816	26,906	8,411	37,139	10,354	19,525	25,599	17,500	164,217	(168,247)	11,406	(5,135)	148,489	-
Fundraising & Grants	1,289	166	14,401	46,123	38,814	22,836	5,822	49	45,783	3,635	10,801	6,408	180,525	(15,600)
TOTAL REVENUE	6,105	96,729	95,626	216,266	174,470	170,260	156,722	155,356	230,332	152,084	310,165	151,772	2,133,231	217,347
EXPENSES														
Certificated Salaries	66,530	73,568	78,505	79,400	80,890	77,110	77,544	81,272	42,128	105,955	82,020	80,017	924,938	-
Classified Salaries	519	6,691	32,344	35,316	27,116	24,418	24,824	27,923	13,290	34,852	34,429	28,835	292,472	1,917
Employee Benefits	34,218	21,612	23,433	15,054	25,534	24,035	38,292	27,142	7,418	30,379	30,527	23,032	300,822	147
Books & Supplies	50	578	2,826	460	153	4,548	2,305	3,016	486	2,400	908	3,661	21,390	-
Services & Other Operating Expenses	31,594	28,241	35,677	38,452	42,769	62,242	48,023	41,247	45,057	32,076	43,804	51,391	526,638	26,066
Capital Outlay & Depreciation	-	-	-	-	-	864	144	144	144	418	418	2,883	5,015	-
Other Outflows	-	-	-	-	-	-	-	1,682	22,058	(23,740)	-	-	-	-
TOTAL EXPENSES	132,910	130,689	172,785	168,682	176,461	193,216	191,132	182,426	130,580	182,339	192,106	189,818	2,071,274	28,129
Operating Cash Inflow (Outflow)	(126,806)	(33,961)	(77,159)	47,584	(1,991)	(22,956)	(34,410)	(27,070)	99,752	(30,256)	118,058	(38,047)	61,957	189,218
Revenues - Prior Year Accruals	167,083	356	-	-	7,735	-	-	646	-	25,355	-	-	-	-
Other Assets	19,506	-	-	-	-	(625)	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	(566)	(14,401)	864	84	144	(3,856)	(3,093)	418	2,883	-	-
Expenses - Prior Year Accruals	-	(3,850)	-	-	-	-	-	2,469	-	(34,475)	-	-	-	-
Accounts Payable - Current Year	(36,341)	(1,848)	(797)	-	-	-	-	38,064	(89,404)	51,340	-	-	-	-
Summerholdback for Teachers	(4,555)	206	412	412	412	412	413	413	207	424	424	424	424	424
Loans Payable (Current)	-	(6,667)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)
Loans Payable (Long Term)	-	-	-	(10,416)	(10,416)	(10,416)	(10,416)	(10,416)	-	(3,472)	(3,472)	(3,472)	(3,472)	(3,472)
Ending Cash	330,622	284,859	203,981	237,662	215,668	179,614	131,952	132,868	136,233	138,722	250,817	209,272		

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

Ross Valley Charter School
Monthly Cash Forecast
As of Mar FY2020

	2020-21													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	209,272	440,606	246,238	155,703	137,542	103,671	48,045	107,463	88,220	113,383	216,843	311,493			
REVENUE															
LCFF Entitlement	-	67,766	67,766	131,162	121,979	121,979	212,862	121,979	185,048	197,319	225,898	185,048	1,711,514	72,710	
Federal Revenue	-	-	-	-	4,250	-	-	4,250	-	12,063	4,250	-	41,125	16,313	
Other State Revenue	289	5,230	5,230	9,182	9,182	12,350	9,182	19,109	11,970	11,970	21,897	11,970	163,546	35,986	
Other Local Revenue	1,087	36,712	12,112	48,953	13,486	26,245	34,879	24,011	3,690	(8,772)	15,586	(7,489)	209,193	8,693	
Fundraising & Grants	12,183	12,183	12,183	12,850	12,850	16,616	12,850	12,850	53,523	9,261	21,966	14,484	203,800	-	
TOTAL REVENUE	13,559	121,891	97,291	202,147	161,747	177,189	269,773	182,199	254,230	221,841	289,597	204,012	2,329,178	133,701	
EXPENSES															
Certificated Salaries	57,569	80,349	84,780	84,780	83,717	83,717	83,717	84,780	84,780	83,717	84,780	83,008	979,692	-	
Classified Salaries	4,988	11,042	29,697	30,777	25,350	26,430	25,350	30,777	29,697	26,430	29,697	23,531	295,767	2,000	
Employee Benefits	32,906	27,145	32,818	29,534	28,347	28,429	32,836	29,534	29,452	26,995	27,456	18,277	343,882	153	
Books & Supplies	1,704	1,704	2,347	1,704	1,704	5,447	1,704	4,687	1,704	2,080	1,704	4,457	30,943	-	
Services & Other Operating Expenses	36,532	35,033	40,195	60,857	43,846	76,137	54,095	39,009	70,763	(23,080)	49,071	95,777	614,964	36,728	
Capital Outlay & Depreciation	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	41,738	-	
Other Outflows	500	495	490	486	481	476	471	466	461	456	452	8,985	14,220	-	
TOTAL EXPENSES	137,676	159,246	193,806	211,616	186,921	224,114	201,649	192,732	220,335	120,076	196,637	237,514	2,321,205	38,881	
Operating Cash Inflow (Outflow)	(124,117)	(37,355)	(96,514)	(9,469)	(25,175)	(46,925)	68,124	(10,533)	33,895	101,764	92,960	(33,502)	7,973	94,820	
Revenues - Prior Year Accruals	205,695	7,402	4,250	-	-	-	-	-	-	-	-	-	-	-	
Other Assets	15,805	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	(146,522)	(146,522)	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	
Expenses - Prior Year Accruals	(11,980)	(16,150)	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(4,664)	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	297,116	(2,889)	(2,894)	(13,315)	(13,320)	(13,324)	(13,329)	(13,334)	(13,355)	(2,928)	(2,933)	(106,438)	-	-	
Ending Cash	440,606	246,238	155,703	137,542	103,671	48,045	107,463	88,220	113,383	216,843	311,493	176,177			

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

Ross Valley Charter School
Monthly Cash Forecast
As of Mar FY2020

	2021-22												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	176,177	125,112	101,212	18,124	25,700	15,810	(15,391)	71,600	77,431	106,417	202,314	291,704		
REVENUE														
LCFF Entitlement	-	74,783	74,783	144,822	134,609	134,609	229,182	134,609	178,092	189,302	220,272	178,092	1,755,252	62,097
Federal Revenue	-	-	-	-	4,250	-	-	4,250	-	13,438	4,250	-	43,875	17,688
Other State Revenue	299	5,936	5,936	10,446	10,446	14,065	10,446	21,486	11,180	11,180	22,220	11,180	169,219	34,399
Other Local Revenue	1,087	36,712	12,112	48,953	13,486	26,245	34,879	24,011	3,690	(8,772)	15,586	(7,489)	209,193	8,693
Fundraising & Grants	12,580	12,580	12,580	13,247	13,247	17,135	13,247	13,247	55,244	9,541	22,660	14,934	210,240	-
TOTAL REVENUE	13,965	130,011	105,411	217,467	176,037	192,054	287,753	197,603	248,206	214,689	284,988	196,717	2,387,779	122,877
EXPENSES														
Certificated Salaries	57,569	80,349	84,780	84,780	83,717	83,717	83,717	84,780	84,780	83,717	84,780	83,008	979,692	-
Classified Salaries	4,988	11,042	29,492	30,572	25,194	26,274	25,194	30,572	29,492	26,274	29,492	23,408	293,992	2,000
Employee Benefits	33,350	27,212	32,850	29,573	28,393	28,476	32,874	29,573	29,490	27,043	27,497	18,019	346,543	2,192
Books & Supplies	1,588	1,588	2,241	1,588	1,588	5,388	1,588	4,616	1,588	1,971	1,588	4,383	29,715	-
Services & Other Operating Expenses	37,633	35,970	41,148	61,139	44,797	77,162	55,151	39,993	71,631	(22,450)	50,002	97,221	656,706	67,310
Capital Outlay & Depreciation	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	44,863	-
Other Outflows	442	437	432	427	422	417	412	407	402	397	392	387	4,976	-
TOTAL EXPENSES	139,308	160,338	194,681	211,817	187,849	225,171	202,673	193,679	221,122	120,689	197,490	230,165	2,356,485	71,502
Operating Cash Inflow (Outflow)	(125,343)	(30,327)	(89,270)	5,650	(11,812)	(33,118)	85,080	3,924	27,085	94,000	87,498	(33,448)	31,293	51,374
Revenues - Prior Year Accruals	107,846	21,606	4,250	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739
Expenses - Prior Year Accruals	(21,766)	(17,115)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(12,597)	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	(2,942)	(2,947)	(2,952)	(2,957)	(2,962)	(2,967)	(2,972)	(2,977)	(2,982)	(2,987)	(2,992)	(2,997)		
Ending Cash	125,112	101,212	18,124	25,700	15,810	(15,391)	71,600	77,431	106,417	202,314	291,704	260,143		

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

014

Ross Valley Charter School
Monthly Cash Forecast
As of Mar FY2020

	2022-23													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	260,143	164,473	138,760	54,502	80,357	71,114	40,669	136,870	143,654	157,913	239,069	314,026			
REVENUE															
LCFF Entitlement	-	76,973	76,973	166,177	138,551	138,551	241,766	138,551	167,216	177,761	209,396	167,216	1,750,352	51,221	
Federal Revenue	-	-	-	-	4,250	-	-	4,250	-	13,875	4,250	-	44,750	18,125	
Other State Revenue	299	6,120	6,120	10,776	10,776	14,619	10,776	22,176	10,776	10,776	22,176	10,776	169,442	33,276	
Other Local Revenue	1,087	36,712	12,112	48,953	13,486	26,245	34,879	24,011	3,690	(8,772)	15,586	(7,489)	209,193	8,693	
Fundraising & Grants	12,580	12,580	12,580	13,247	13,247	17,135	13,247	13,247	55,244	9,541	22,660	14,934	210,240	-	
TOTAL REVENUE	13,965	132,384	107,784	239,153	180,309	196,549	300,668	202,234	236,926	203,182	274,068	185,437	2,383,977	111,315	
EXPENSES															
Certificated Salaries	57,569	80,349	84,780	84,780	83,717	83,717	83,717	84,780	84,780	83,717	84,780	83,008	979,692	-	
Classified Salaries	4,988	11,042	29,492	30,572	25,194	26,274	25,194	30,572	29,492	26,274	29,492	23,408	293,992	2,000	
Employee Benefits	33,697	27,386	33,024	29,746	28,567	28,649	33,047	29,746	29,663	27,216	27,670	18,019	350,784	4,354	
Books & Supplies	1,607	1,607	2,269	1,607	1,607	5,464	1,607	4,680	1,607	1,995	1,607	4,444	30,100	-	
Services & Other Operating Expenses	38,768	36,935	42,125	61,991	45,866	78,288	56,299	41,070	72,522	(21,778)	50,959	98,603	669,056	67,407	
Capital Outlay & Depreciation	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	44,863	-	
Other Outflows	382	377	372	367	362	357	352	347	342	337	332	327	4,257	-	
TOTAL EXPENSES	140,750	161,435	195,801	212,801	189,051	226,487	203,954	194,933	222,145	121,499	198,579	231,547	2,372,743	73,761	
Operating Cash Inflow (Outflow)	(126,784)	(29,051)	(88,017)	26,352	(8,741)	(29,938)	96,713	7,301	14,782	81,683	75,489	(46,110)	11,234	37,554	
Revenues - Prior Year Accruals	97,249	21,378	4,250	-	-	-	-	-	-	-	-	-	-	-	
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	
Expenses - Prior Year Accruals	(51,911)	(17,553)	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(12,597)	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	(5,366)	(5,371)	(5,376)	(5,381)	(5,386)	(5,391)	(5,396)	(5,401)	(5,406)	(5,411)	(5,416)	(5,421)	(5,421)	(5,421)	
Ending Cash	164,473	138,760	54,502	80,357	71,114	40,669	136,870	143,654	157,913	239,069	314,026	267,379			

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

Ross Valley Charter School
Monthly Cash Forecast
As of Mar FY2020

	2023-24													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	267,379	158,815	131,504	45,934	53,456	42,736	10,808	97,144	102,397	120,442	205,598	284,275			
REVENUE															
LCFF Entitlement	-	76,873	76,873	148,917	138,372	138,372	233,277	138,372	172,116	182,661	214,296	172,116	1,748,366	56,121	
Federal Revenue	-	-	-	-	4,250	-	-	4,250	-	13,875	4,250	-	44,750	18,125	
Other State Revenue	299	6,120	6,120	10,776	10,776	14,726	10,776	22,176	10,776	10,776	22,176	10,776	169,550	33,276	
Other Local Revenue	1,087	36,712	12,112	48,953	13,486	26,245	34,879	24,011	3,690	(8,772)	15,586	(7,489)	209,193	8,693	
Fundraising & Grants	12,580	12,580	12,580	13,247	13,247	17,135	13,247	13,247	55,244	9,541	22,660	14,934	210,240	-	
TOTAL REVENUE	13,965	132,285	107,685	221,893	180,131	196,478	292,179	202,056	241,826	208,082	278,968	190,337	2,382,099	116,215	
EXPENSES															
Certificated Salaries	57,569	80,349	84,780	84,780	83,717	83,717	83,717	84,780	84,780	83,717	84,780	83,008	979,692	-	
Classified Salaries	4,988	11,042	29,492	30,572	25,194	26,274	25,194	30,572	29,492	26,274	29,492	23,408	293,992	2,000	
Employee Benefits	34,051	27,563	33,200	29,923	28,743	28,826	33,224	29,923	29,840	27,393	27,847	18,019	355,195	6,643	
Books & Supplies	1,626	1,626	2,298	1,626	1,626	5,541	1,626	4,745	1,626	2,020	1,626	4,505	30,492	-	
Services & Other Operating Expenses	39,941	37,929	43,131	62,868	46,968	79,447	57,480	42,180	73,440	(21,081)	51,943	100,019	671,800	57,536	
Capital Outlay & Depreciation	3,465	3,465	3,465	3,465	3,465	3,465	3,465	3,465	3,465	3,465	3,465	3,465	41,576	-	
Other Outflows	322	317	312	306	301	296	291	286	281	276	270	599	3,856	-	
TOTAL EXPENSES	141,961	162,290	196,678	213,540	190,014	227,564	204,996	195,950	222,923	122,063	199,423	233,022	2,376,602	66,179	
Operating Cash Inflow (Outflow)	(127,995)	(30,005)	(88,993)	8,353	(9,883)	(31,086)	87,183	6,105	18,903	86,019	79,545	(42,685)	5,496	50,036	
Revenues - Prior Year Accruals	86,047	21,018	4,250	-	-	-	-	-	-	-	-	-	-	-	
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	3,465	3,465	3,465	3,465	3,465	3,465	3,465	3,465	3,465	3,465	3,465	3,465	3,465	-	
Expenses - Prior Year Accruals	(52,057)	(17,504)	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(12,597)	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	-	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	(5,426)	(5,431)	(5,436)	(5,442)	(5,447)	(5,452)	(5,457)	(5,462)	(5,467)	(5,472)	(5,478)	(7,364)	-	-	
Ending Cash	158,815	131,504	45,934	53,456	42,736	10,808	97,144	102,397	120,442	205,598	284,275	238,836			

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

Ross Valley Charter School
Monthly Cash Forecast
As of Mar FY2020

	2024-25													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	238,836	146,714	121,356	40,622	50,099	40,615	9,809	101,198	108,119	128,079	214,877	294,914			
REVENUE															
LCFF Entitlement	-	76,749	76,749	148,693	138,148	138,148	233,053	138,148	171,892	182,437	214,072	171,892	1,745,882	55,897	
Federal Revenue	-	-	-	-	4,250	-	-	4,250	-	13,875	4,250	-	44,750	18,125	
Other State Revenue	299	6,120	6,120	10,776	10,776	14,726	10,776	22,176	10,776	10,776	22,176	10,776	169,550	33,276	
Other Local Revenue	1,087	36,712	12,112	48,953	13,486	26,245	34,879	24,011	3,690	(8,772)	15,586	(7,489)	209,193	8,693	
Fundraising & Grants	12,580	12,580	12,580	13,247	13,247	17,135	13,247	13,247	55,244	9,541	22,660	14,934	210,240	-	
TOTAL REVENUE	13,965	132,161	107,561	221,669	179,907	196,254	291,955	201,832	241,602	207,858	278,744	190,113	2,379,615	115,992	
EXPENSES															
Certificated Salaries	57,569	80,349	84,780	84,780	83,717	83,717	83,717	84,780	84,780	83,717	84,780	83,008	979,692	-	
Classified Salaries	4,988	11,042	29,492	30,572	25,194	26,274	25,194	30,572	29,492	26,274	29,492	23,408	293,992	2,000	
Employee Benefits	33,925	27,256	29,973	29,616	28,924	29,006	29,510	29,616	29,534	27,574	28,028	18,019	350,048	9,067	
Books & Supplies	1,645	1,645	2,328	1,645	1,645	5,619	1,645	4,811	1,645	2,045	1,645	4,568	30,889	-	
Services & Other Operating Expenses	41,152	38,953	44,165	63,772	48,104	80,638	58,694	43,324	74,385	(20,357)	52,955	101,469	684,916	57,662	
Capital Outlay & Depreciation	3,190	3,190	3,190	3,190	3,190	3,190	3,190	3,190	3,190	3,190	3,190	3,190	38,280	-	
Other Outflows	325	316	307	298	289	281	272	263	254	245	236	227	3,311	-	
TOTAL EXPENSES	142,794	162,752	194,235	213,874	191,063	228,724	202,221	196,556	223,279	122,687	200,326	233,888	2,381,127	68,729	
Operating Cash Inflow (Outflow)	(128,828)	(30,591)	(86,674)	7,796	(11,156)	(32,469)	89,734	5,276	18,323	85,171	78,418	(43,775)	(1,513)	47,263	
Revenues - Prior Year Accruals	90,947	21,018	4,250	-	-	-	-	-	-	-	-	-	-	-	
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	3,190	3,190	3,190	3,190	3,190	3,190	3,190	3,190	3,190	3,190	3,190	3,190	3,190	-	
Expenses - Prior Year Accruals	(42,205)	(17,484)	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(12,597)	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	-	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	(2,628)	(2,637)	(2,645)	(2,654)	(2,663)	(2,672)	(2,681)	(2,690)	(2,699)	(2,708)	(2,717)	(2,726)	-	-	
Ending Cash	146,714	121,356	40,622	50,099	40,615	9,809	101,198	108,119	128,079	214,877	294,914	252,749			

EXHIBIT “G”

From: [Conn Hickey](#)
To: [SBA Lending](#)
Subject: Re: Paycheck Protection Program Loan Application – Information Request #12494090
Date: Thursday, April 23, 2020 10:27:22 AM

Dear Westamerica

We accept your counter offer.

Conn Hickey
Business Official
Ross Valley Charter

On Sun, Apr 19, 2020 at 9:52 AM SBA Lending <SBA.Lending@westamerica.com> wrote:

We received notification from the Small Business Administration that the SBA CARES Act Paycheck Protection Loan program funding limits were reached on Thursday, April 16, 2020 and they are no longer accepting applications.

Westamerica will continue processing and preparing submitted applications.

In the event the program receives additional funding and program rules and guidance allow us to do so, we will resume submission to the SBA for loan guaranty and approval.

We have received your application for processing and data verification. Your business appears to meet the criteria for a PPP loan, however we need additional information from your business to complete our processing:

Documentation submitted with your application supports a maximum loan amount of:
\$270,653.00.

You may accept this loan amount or you may complete the attached Payroll Calculation Worksheet and return to us with corresponding documentation of 2019 payroll.

- If this loan amount is acceptable to you, please respond to this message stating the reduced loan amount is acceptable. We will proceed with our processing.
- You may complete and submit the attached Payroll Calculation Worksheet which shows your calculations of your original loan request. Respond directly to this message requesting an additional review with the completed worksheet and corresponding documentation of 2019 payroll.

If you would like to submit documents containing non-public information via a secure document portal, please notify us by replying to this email and we will send you a link.

The Paycheck Protection Program is administered by the SBA and is limited to an authorized funding amount as designated by the federal government. The SBA has indicated that loans under the Paycheck Protection Program will be made available on a first come, first served basis. Given the limitations on SBA authorized funding and the significant volume of applications already submitted to Westamerica Bank and other lenders, not every qualified applicant will receive loan proceeds under the program.

Sincerely,

Westamerica Bank

1 (800)848-1088

The Federal Equal Opportunity Act prohibits creditors from discriminating against credit applicants on the basis of age (provided the applicant has the capacity to enter into a binding contract); color, religion, national origin, sex, marital status; because all or part of the applicant's income derives from any public assistance program; or because the applicant has in good faith exercised any right under the Consumer Credit Protection Act. The federal agency that administers compliance with this law concerning Westamerica Bank is: Federal Reserve Consumer Help Center, PO Box 1200, Minneapolis, MN 55840.

EXHIBIT “H”



**REGULAR MEETING
BOARD OF TRUSTEES
ROSS VALLEY CHARTER SCHOOL**

April 23, 2020 7 p.m.

Ross Valley Charter School 102 Marinda Drive, Fairfax, CA

For Agenda and Supplemental Materials to go:

<https://sites.google.com/a/rossvalleycharter.org/rvc-board-docs/2020-04-23-regular-meeting>

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on The Ross Valley Charter School website listed above, along with this agenda, following the posting of the agenda at least 72 hours in advance of this meeting. Supplemental materials and written reports shall be posted as they become available.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling (415) 534-6970. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

Board Members:

Sharon Sagar, Chair

Amy Gramajo

Kristi Kimball

John Kirk

Cheryl Flick

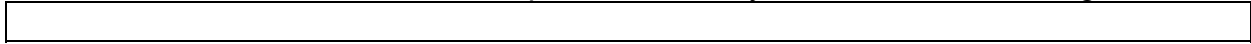
Sonya Stanley

**INSTRUCTIONS FOR PRESENTATIONS TO
THE BOARD BY PARENTS AND CITIZENS**

The Ross Valley Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Trustees ("Board") is to conduct the affairs of the School in public. Your participation assures us of continuing community interest in our School.

A few agendas are available at the meeting (when we return to in-person meetings.) Supplementary materials will not be available in paper form.

When addressing the Board, speakers are requested to state their name and city (however this is not required), adhere to the time limits set forth and respect the Meeting Norms and Procedural Guidelines outlined below in the Section on Communications.



This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board and employees of Ross Valley Charter School shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at <https://us02web.zoom.us/j/9814265913>. You may also call in using the Zoom phone number:

1 669 900 9128 (meeting ID# 981 426 5913).

Members of the public who wish to comment during the Board meeting may use the “raise hand” tool on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

I. PRELIMINARY

A. CALL TO ORDER

B. TRUSTEE ROLL CALL

	Present(Remotely)	Absent
Kristi Kimball	_____	_____
John Kirk	_____	_____
Cheryl Flick	_____	_____
Amy Gramajo	_____	_____
Sharon Sagar, Chair	_____	_____
Sonya Stanley	_____	_____

**C. APPROVAL OF AGENDA OF SPECIAL BOARD MEETING OF APRIL 23, 2020.
 ROLL CALL VOTE**

II. COMMUNICATION

A. REVIEW of MEETING NORMS

1. Speak respectfully, avoiding blame and inflammatory language and raised voices.
2. Listen respectfully without interrupting.
3. Listen actively and try to understand others’ views.
4. Don’t roll your eyes, make faces or audibly react while someone is speaking.
5. Be concise when it is your turn to speak.
6. Assume others’ good intentions.
7. Keep on the topic under discussion.

8. Politely enforce ground rules.
9. Remember to mute cell phones.

B. REVIEW PROCEDURAL GUIDELINES for Public Discussion on Agendized Items

1. Presentation by Staff, Officers or Guest Presenters
2. Board discussion, questions, clarifications
3. All Public Comment taken at once. Individuals will be limited to three minutes per speaker unless Board Chair determines that the number of speakers warrants a reduction to a lesser amount of time. The board or Officers will not respond during public comment time. Questions will be noted and answered as outlined in next bullet.
4. Board or officers attempt to answer questions regarding agendized items. Questions that seek information or clarifications will attempt to be answered. Questions that are deemed to violate meeting norms above or to be argumentative in nature will not be responded to.
5. Any remaining Board discussion, questions, clarifications, deliberation and motion and vote if appropriate.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA:

No individual comment shall be for more than three (3) minutes (with the exception of translated comments) and the total time for this purpose shall not exceed (15) minutes. The Board may decide to continue this item to the end of the meeting in order to facilitate the scheduled items on the agenda. Ordinarily, Board members will not respond to comments and no action can be taken. However, staff may respond, and the Board may give direction to staff.

D. For Information: School Director

This is a presentation of information and activities that have occurred since the previous Board meeting. These topics are informational only and no action will be taken by the board.

E. For Information: Board/Staff Information Updates

Board and staff present information updates since the previous Board meeting.

III. GENERAL ITEMS

A. ENROLLMENT REPORT AND 2020/21 STAFFING UPDATE

We will review our enrollment numbers and predictions for the upcoming school year, as well as related staffing recommendations.

DISCUSSION/ROLL CALL VOTE

B. LCAP UPDATE

We will discuss any recommended modification to our LCAP plan cycle given the conditions imposed by stay-in-place orders.

DISCUSSION

C. SCHOOL LUNCH PROGRAM

We will discuss potential needed changes to our school lunch program given realities of COVID-19 on costs and lunch service model.

DISCUSSION/ROLL CALL VOTE

D. BUDGET/FUNDRAISING UPDATES

We will be discussing guidance on our 2020-2021 Budget given the expected economic fallout from COVID-19.

DISCUSSION/ROLL CALL VOTE

IV. CONSENT AGENDA ITEMS

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

- A. Minutes of March 9 Regular and Special meetings
- B. Minutes of April 2 Special Meeting
- C. Personnel Update

ROLL CALL VOTE INDIVIDUALLY OR COLLECTIVELY

V. FUTURE MEETING NEEDS AND TOPICS – trustee requests of topics for future meetings

VI. MEETING REVIEW AND EVALUATION

A. Quick Evaluation of Meeting to improve process for future meetings

**VII. ADJOURNMENT
ROLL CALL VOTE**



**MINUTES OF THE REGULAR MEETING
BOARD OF TRUSTEES
ROSS VALLEY CHARTER SCHOOL**

**Ross Valley Charter School 102 Marinda Drive, Fairfax CA
For Agenda and Supplemental Materials go to:**

<https://sites.google.com/a/rossvalleycharter.org/rvc-board-docs/2020-04-23-regular-meeting>

April 23, 2020 7:06 P.M. via Zoom video conference

Board Members:

**Sharon Sagar, Chair
Amy Gramajo
Kristi Kimball
John Kirk
Cheryl Flick
Sonya Stanley**

I. PRELIMINARY

A. CALL TO ORDER

B. TRUSTEE ROLL CALL

	Present	Absent
Kristi Kimball	-	X
Amy Gramajo	X	
John Kirk	X	
Cheryl Flick	X	
Sharon Sagar, Chair	X	
Sonya Stanley	X	

C. APPROVAL OF AGENDA OF REGULAR BOARD MEETING OF April 23, 2020.

Approval of the Agenda was duly moved, seconded and approved by roll call vote 5-0-1.

II. COMMUNICATION

C. No public comment on items not on the agenda.

D. School Director Update

- Shared distance learning K/1 survey with teachers. Broad range of family needs.
- Finished interviews for K/1 and 2/3 teachers. Offered positions to two candidates.
- Looking at LCAP data for next board meeting.

- Many holes in county/state/federal support for struggling families. Focusing on food and housing security and tech access.
- Sharing FSACC fundraiser. Children's Center served 144 meals yesterday. Working with Marilyn, Jen and Torri.

E. Board/Staff Update

- Teachers are finding a better rhythm with distance learning. More face-to-face interacting.
- Not hearing from some kids. Teachers, Torri and Marilyn following up with these families by phone, online meetings, mailings, and school work deliveries as needed.
- Parents working on 5th grade graduation ceremony.
- Working on ways to get work out to families.
- Ms. Sagar call with superintendents today re kids dropping off in current climate.
- ADA construction project: may need to look for another funder. Continuing with plans and permits while waiting.

III. **GENERAL ITEMS**

A. ENROLLMENT REPORT AND 2020/21 STAFFING UPDATE– see chart

- 192 currently enrolled.
- 69 newly enrolled for next year.
- Projecting 212 students.
- Class loading scenarios for 2020/21: Nine non-standard class configuration (see tables).
- Based on 94% enrollment assumption.
- Nine non-standard keeps TK/K/1 classes smaller. All teachers roll up after one year.
- Using assistants and rearranging student numbers to more effectively teach math.

No public comment.

B. LCAP UPDATE

- LCAP plan: normally finalizing in June. Splitting into two-week process. New template due July 1st and actual LCAP due in December.
- Will look at data and results in May meeting.

No public comment

C. SCHOOL LUNCH PROGRAM

- Due to pandemic climate, not sensible to continue a la carte serving. Looking into sealed meals.
- National school lunch program is not a great subsidy.
- We'll likely have more families eligible for FRPL and need to address cost.

- Working with Good Earth. Jen Wolf is looking into other vendors.
- We cut food costs in half this year.
- Option: volunteers pre-pack lunches?

No public comment

D. BUDGET/FUNDRAISING UPDATES (see budget draft and assumptions)

- 2020/21 budget guidance given expected economic fallout from COVID-19
- See four-year budget assumptions.
- Finance committee met yesterday
- Edtec recommends assuming state LCFF COLA reduction by 5%.
- Possible extension of ADA project timeline.
- CARES Act money comes in next year.
- \$50K surplus
- \$270 PPP loan/grant with reserve helps balance for three years.
- Focus on petition/renewal process
- Fundraising numbers reflect what we've collected, assuming not much more.
- Fundraising committee meeting April 30th.
- Auction is going well. Sharon sharing with alumni.
- Shifting family giving asks to community support and thank you messaging.
- Adjusting family giving ask to \$850/child next year.

No public comment

Authorization of the Board Chair or School Director to execute a Small Business Administration Payroll Protection Loan Agreement with Westamerica Bank for up to \$290,000, as soon as available, was duly moved, seconded and approved by roll call vote, 5-0-1.

IV. CONSENT AGENDA ITEMS

- A. Minutes of March 9 Regular and Special (embedded) meetings
- B. Minutes of April 2 Special Meeting
- C. Personnel Update: None

Approval of March 9th Regular and Special Meeting minutes was duly moved, seconded and approved by roll call vote 4-0-2 (Ms. Kimball and Ms. Gramajo absent from 3/9/20 meeting)

Approval of April 2nd Special Meeting minutes was duly moved, seconded and approved by roll call vote 5-0-1 (Ms. Kimball absent portion of 4/2/20 meeting)

V. FUTURE MEETING NEEDS AND TOPICS

- Next year's plan and precautions
- LCAP data
- Charter renewal

VI. MEETING REVIEW AND EVALUATION

- Good to “see” everyone, and kids.
- Mr. Hickey purchased Zoom license for school account. Free during health crisis only.
- Include board meeting link in school newsletter going forward.

Meeting adjourned 8:29 P.M.

EXHIBIT “I”

From: [Luke Duchene](#)
To: [Sharon Sagar](#); [Conn Hickey](#)
Subject: Fwd: Westamerica Bank has sent you the document "12494090" to sign
Date: Friday, May 8, 2020 8:49:41 AM

Luke Duchene
Director
Ross Valley Charter

mobile: 760-487-8618
office: 415-534-6970
(sent via mobile device)

CONFIDENTIAL INFORMATION:

This email is for the sole use of the designated recipient(s) with a legitimate interest and may contain legally confidential information protected by the Family Education Act (FERPA) 20 USC 1232g. Any unauthorized review, use, distribution or disclosure is strictly prohibited. If you are not the intended recipient, please contact the sender by reply mail and destroy all copies of the original message. This email cannot be produced for a records request.

----- Forwarded message -----

From: Westamerica Bank <documents@rightsignature.com>
Date: Fri, May 8, 2020, 8:46 AM
Subject: Westamerica Bank has sent you the document '12494090' to sign
To: <luke.duchene@rossvalleycharter.org>

Thank you for applying for the SBA CARES Act Paycheck Protection Program. Your loan documents are now prepared and must be electronically signed by all principals within the company.

Once documents have been signed and returned electronically, loan funding generally occurs within one business day. The loan proceeds will be deposited directly into your Westamerica Bank business checking account.

Please do not respond to this message. This account is used for notifications only and it is not monitored. Send all correspondence to sba.lending@westamerica.com.



12494090 (12494090.pdf)
Reference #: 05adc2bf-94bc-4859-83df-dfa0a0b36c38
Status: Pending
Expires: 05/13/2020 11:46
Sender: Westamerica Bank

To review the document and sign with an electronic signature, follow this link:

WAB Loan #7415009229
 GP Loan #6170517201

U.S. Small Business Administration
PAYCHECK PROTECTION PROGRAM
NOTE

Borrower's Tax ID # (EIN/SSN)	471755679
Loan Date	May 07, 2020
Loan Amount	\$270,653.00
Interest Rate	1.00%
Borrower (Name/Address/City/ST/ZIP)	ROSS VALLEY CHARTER SCHOOL 25 DEER PARK LANE FAIRFAX, CALIFORNIA 94930

Words or phrases preceded by a checkbox () will apply only if the checkbox is marked ().

1. PROMISE TO PAY:

In return for the Loan, Borrower promises to pay to the order of Lender the amount of two hundred seventy thousand six hundred fifty-three 00/100 dollars interest on the unpaid principal balance, and all other amounts required by this Note.

2. DEFINITIONS:

"Loan" means the loan evidenced by this Note.

"Loan Documents" means the documents related to this Loan signed by Borrower.

"SBA" means the Small Business Administration, an Agency of the United States of America.

"CARES Act" means the federal Coronavirus Aid, Relief, and Economic Security Act (Public Law 116-136).

3. PAYMENT TERMS:

Borrower must make all payments at the place Lender designates. The payment terms for this Note are:

A. The term of this Loan shall be two (2) years from the Loan Date. This Loan shall mature on May 07, 2022 ("Maturity Date").

B. The Loan shall be payable monthly. The first six monthly payments are deferred.

C. Interest will accrue from the date of Loan (including during the deferral period) at the Interest Rate set forth above.

D. Payments will be required beginning December 07, 2020.

Your monthly payments will be an amount equal to all accrued but unpaid interest on that portion of the then-outstanding principal balance of the Loan (i.e., any portion of the Loan that has not been forgiven as described in Section 10), with the entire outstanding principal balance and all accrued but unpaid interest due and payable on the Maturity Date.

Your monthly payments will be an amount equal to the amount necessary to fully amortize the then-outstanding principal balance of the Loan (i.e., any portion of the Loan Amount that has not been forgiven as described in Section 10) at the Interest Rate specified above by the Maturity Date, with the entire outstanding principal balance and all accrued but unpaid interest due and payable on the Maturity Date.

E. There are no prepayment penalties for the Loan. Borrower may repay all or a portion of this Loan at any time without penalty.

F. The proceeds of the Loan shall be used for the following purposes only:

(i) payroll costs (as defined in the CARES Act, and in Section 2.f of the SBA *Interim Final Rule* dated April 2, 2020);

(ii) costs related to the continuation of group health care benefits during periods of paid sick, medical, or family leave, and insurance premiums;

(iii) mortgage interest payments (but not mortgage prepayments or principal payments);

(iv) rent payments;

(v) utility payments;

(vi) interest payments on any other debt obligations that were incurred before February 15, 2020; and/or

(vii) refinancing an SBA Economic Injury Disaster Loan (EIDL) made between January 31, 2020 and April 3, 2020, under the conditions as specified in Section 2.r.vii of the SBA *Interim Final Rule* dated April 2, 2020.

4. DEFAULT:

Borrower is in default under this Note if Borrower does not make a payment when due under this Note, or if Borrower:

- A. Fails to do anything required by this Note and other Loan Documents;
- B. Defaults on any other loan with Lender;
- C. Does not disclose, or anyone acting on their behalf does not disclose, any material fact to Lender or SBA;
- D. Makes, or anyone acting on their behalf makes, a materially false or misleading representation to Lender or SBA;
- E. Fails to pay any taxes when due;
- F. Becomes the subject of a proceeding under any bankruptcy or insolvency law;
- G. Has a receiver or liquidator appointed for any part of their business or property;
- H. Makes an assignment for the benefit of creditors;
- I. Has any adverse change in financial condition or business operation that Lender believes may materially affect Borrower's ability to pay this Note;
- J. Reorganizes, merges, consolidates, or otherwise changes ownership or business structure without Lender's prior written consent; or
- K. Becomes the subject of a civil or criminal action that Lender believes may materially affect Borrower's ability to pay this Note.

5. LENDER'S RIGHTS IF THERE IS A DEFAULT:

Without notice or demand and without giving up any of its rights, Lender may:

- A. Require immediate payment of all amounts owing under this Note;
- B. Collect all amounts owing from any Borrower; or
- C. File suit and obtain judgment.

6. LENDER'S GENERAL POWERS:

Without notice and without Borrower's consent, Lender may:

- A. Incur expenses to collect amounts due under this Note or enforce the terms of this Note or any other Loan Document, including reasonable attorneys' fees and costs. If Lender incurs such expenses, it may demand immediate payment from Borrower or add the expenses to the principal balance; and
- B. Release anyone obligated to pay this Note.

7. WHEN FEDERAL LAW APPLIES:

When SBA is the holder, this Note will be interpreted and enforced under federal law, including SBA regulations. Lender or SBA may use state or local procedures for filing papers, recording documents, giving notice, and other purposes. By using such procedures, SBA does not waive any federal immunity from state or local control, penalty, tax, or liability. As to this Note, Borrower may not claim or assert against SBA any local or state law or deny any obligation, defeat any claim of SBA, or preempt federal law.

8. SUCCESSORS AND ASSIGNS:

Under this Note, Borrower includes its successors, and Lender includes its successors and assigns.

9. GENERAL PROVISIONS:

- A. All individuals and entities signing this Note are jointly and severally liable.
- B. Borrower waives all suretyship defenses.
- C. Borrower must sign all documents necessary at any time to comply with the Loan Documents.
- D. Lender may exercise any of its rights separately or together, as many times and in any order it chooses. Lender may delay or forgo enforcing any of its rights without giving up any of them.
- E. Borrower may not use an oral statement of Lender or SBA to contradict or alter the written terms of this Note.
- F. If any part of this Note is unenforceable, all other parts remain in effect.
- G. To the extent allowed by law, Borrower waives all demands and notices in connection with this Note, including presentment, demand, protest, and notice of dishonor.

10. LOAN FORGIVENESS:

Pursuant to Section 1106 of the federal Coronavirus Aid, Relief, and Economic Security Act ("CARES Act"), the following provisions shall apply to the Loan:

- A. The Loan is subject to the limited loan forgiveness provisions of Section 1106 of the CARES Act, and the SBA Interim Final Rule dated April 2, 2020.

- B. The amount of loan forgiveness is determined by and is subject to the sole approval of the SBA
- C. Limited loan forgiveness is provided for amounts spent on payroll costs, rent and utilities payments, and interest payments on mortgages for Borrowers that apply. No more than 25.0% of the amount forgiven may be for costs other than payroll costs.
- D. The amount of loan forgiveness will be reduced if Borrower reduces the number of their employees (layoffs).
- E. Borrower is eligible for debt forgiveness on a covered loan in an amount equal to the following payments made during the 8-week period beginning on the Loan Date ("covered period"):
 - (i) payroll costs;
 - (ii) interest payments on mortgage obligations (excluding principal and prepaid principal);
 - (iii) rent; and
 - (iv) utility payments.
- F. The amount of forgiveness cannot exceed the principal balance of the Loan.
- G. Cancelled indebtedness will not be included in the Borrower's taxable income.
- H. To receive loan forgiveness, Borrower must apply for Debt Forgiveness through Lender. The Borrower must submit to the Lender servicing the loan an application, which must include documents verifying the number of full-time employees and the pay rates for the period described, including payroll tax filings to the IRS and State, income, payroll, and unemployment insurance filings, cancelled checks, payment receipts, transcript of accounts, or other documents verifying payments on covered mortgage loan obligations, lease obligations and utility payments, plus any other documentation the SBA deems necessary.
- I. ***There will be no loan forgiveness without Borrower's submission of the proper application and documentation to Lender.***

11. BORROWER'S NAME(S) AND SIGNATURE(S):

By signing below, each individual or entity becomes obligated under this Note as Borrower.

Borrower: ROSS VALLEY CHARTER SCHOOL

By X Luke Duchene
Luke Duchene

By X _____

By X _____

By X _____

By X _____

By X _____

**PAYCHECK PROTECTION PROGRAM
CORPORATE RESOLUTION TO BORROW**

Borrower: ROSS VALLEY CHARTER SCHOOL
25 DEER PARK LANE

FAIRFAX, CALIFORNIA 94930

Lender: Westamerica Bank
Fairfield Credit Administration
4550 Mangels Boulevard
PO Box 1200 MAC A-1B
Suisun, CA 94585

THE UNDERSIGNED, CERTIFY THAT:

The complete and correct name of the Corporation is ROSS VALLEY CHARTER SCHOOL ("Corporation"). The Corporation is at all times shall be, duly organized, validly existing, and in good standing under and by virtue of the laws of the State of California. The Corporation is duly authorized to transact business in all other states in which the Corporation is doing business, having obtained all necessary filings, governmental licenses and approvals for each state in which the Corporation is doing business. Specifically, the Corporation is, and at all times shall be, duly qualified as a foreign corporation in all states in which the failure to so qualify would have a material adverse effect on its business or financial condition. The Corporation has the full power and authority to own its properties and to transact the business in which it is presently engaged or presently proposes to engage. The Corporation maintains an office at 25 DEER PARK LANE FAIRFAX, CALIFORNIA 94930. Unless the Corporation has designated otherwise in writing, the principal office is the office at which the Corporation keeps its books and records. The Corporation will notify Lender prior to any change in the location of the Corporation's state of organization or any change in the Corporation's name. The Corporation shall do all things necessary to preserve and to keep in full force and effect its existence, rights and privileges, and shall comply with all regulations, rules, ordinances, statutes, orders and decrees of any governmental or quasi-governmental authority or court applicable to the Corporation and the Corporation's business activities.

At a meeting of the Directors of the Corporation, or if the Corporation is a close corporation having no Board of Directors then at a meeting of the Corporation's shareholders, duly called and held on 04-23-2020, at which a quorum was present and voting, or by other duly authorized action in lieu of a meeting, the resolution set forth in this Resolution were adopted.

The authorized person(s) listed below may enter into the Paycheck Protection Program Agreement and the agreement will bind the Corporation. Specifically, but without limitation, such authorized person(s) are authorized, empowered and directed to do the following for and on behalf of the Corporation:

Borrow Money. To borrow, from Lender on such terms of the Paycheck Protection Program Note between the Corporation and Lender, such sum of money borrowed; not to exceed the amount of two hundred seventy thousand six hundred fifty-three 00/100 dollars(\$270,653.00).

Execute Note. To execute and deliver to Lender the Paycheck Protection Program note.

The officers named below are duly elected, appointed, or employed by or for the Corporation, as the case may be, and occupy the positions set opposite their respective names. This Resolution now stands of record on the books of the Corporation, is in full force and effect, and has not been modified or revoked in any manner whatsoever.

The Corporation has no corporate seal, and therefore, no seal is affixed to this Resolution.

Any and all acts authorized pursuant to this Resolution and performed prior to the passage of this Resolution are hereby ratified and approved. This Resolution shall remain in full force and effect and Lender may rely on it until written notice of its revocation shall have been delivered to and received by Lender at Lender's address shown above (or such addresses as Lender may designate from time to time). Any such notice shall not affect any of the Corporation's agreements or commitments in effect at the time notice is given.

**PAYCHECK PROTECTION PROGRAM
CORPORATE RESOLUTION TO BORROW
(Continued)**

The following named persons are authorized officers of ROSS VALLEY CHARTER SCHOOL:

<u>NAMES</u>	<u>TITLES</u>	<u>ACTUAL SIGNATURES</u>
<u>Luke Duchene</u>	<u>School Director, President</u>	X <u><i>Luke Duchene</i></u>
_____	_____	X _____
_____	_____	X _____
_____	_____	X _____
_____	_____	X _____
_____	_____	X _____

We attest that the signatures set opposite the names listed above are their genuine signatures.

We each personally and on behalf of the Corporation certify that all statements and representations made in this Resolution are true and correct.

This Corporate Resolution to Borrow is dated 04-23-2020.

CERTIFIED TO AND ATTESTED BY AUTHORIZED OFFICERS:

X <u><i>Luke Duchene</i></u> Luke Duchene	Title: <u>School Director, President</u>
X _____	Title: _____
X _____	Title: _____
X _____	Title: _____
X _____	Title: _____
X _____	Title: _____

DISBURSEMENT REQUEST AND AUTHORIZATION

Borrower: ROSS VALLEY CHARTER SCHOOL

Lender: Westamerica Bank
Fairfield Credit Administration
4550 Mangels Boulevard
PO Box 1200 MAC A-1B
Suisun, CA 94585

LOAN TYPE: This is a Fixed Rate (1.000%) Paycheck Protection Program Loan for \$270,653.00 due on demand and, if no demand, on May 07, 2022.

PRIMARY PURPOSE OF LOAN: The primary purpose of this loan is for:

- (i) payroll costs (as defined in the CARES Act, and in Section 2.f of the SBA *Interim Final Rule* dated April 2, 2020);
- (ii) costs related to the continuation of group health care benefits during periods of paid sick, medical, or family leave, and insurance premiums;
- (iii) mortgage interest payments (but not mortgage prepayments or principal payments);
- (iv) rent payments;
- (v) utility payments;
- (vi) interest payments on any other debt obligations that were incurred before February 15, 2020; and/or
- (vii) refinancing an SBA Economic Injury Disaster Loan (EIDL) made between January 31, 2020 and April 3, 2020, under the conditions as specified in Section 2.r.vii of the SBA *Interim Final Rule* dated April 2, 2020.

DISBURSEMENT INSTRUCTIONS: Borrower understands that no loan proceeds will be disbursed until all of Lender's conditions for making the loan have been satisfied. Please disburse the loan proceeds as follows:

Amount paid to Borrower directly:	\$270,653.00
Westamerica Bank Business Checking Account #	-----
Note Principal:	\$270,653.00

BY SIGNING THIS AUTHORIZATION, BORROWER REPRESENTS AND WARRANTS TO LENDER THAT THE INFORMATION PROVIDED ABOVE IS TRUE AND CORRECT. THIS AUTHORIZATION IS DATED MAY 07, 2020.

BORROWER: ROSS VALLEY CHARTER SCHOOL

By X Luke Duchene
Luke Duchene

By X _____

By X _____

By X _____

By X _____


By X _____

RIX
RightSignature
SIGNATURE
CERTIFICATE

	REFERENCE NUMBER 05ADC2B 94BC 4859 83D D A0A0B36C38
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TRANSACTION DETAILS	DOCUMENT DETAILS
Reference Number 05ADC2BF-94BC-4859-83DF-DFA0A0B36C38	Document Name 12494090
Transaction Type Signature Request	Filename 12494090.pdf
Sent At 05/08/2020 11:46 EDT	Pages 13 pages
Executed At 05/08/2020 13:47 EDT	Content Type application/pdf
Identity Method email	File Size 606 KB
Distribution Method email	Original Checksum 5e5dd80eea505d e5ea a5 8 b0 5 d 5 8 0d 5e 8
Signed Checksum e a e8 b ace0 5bebbaa e 5 00 d b eaa b acb a 85ed	
Signer Sequencing Descending	
Document Passcode Descending	

SIGNERS

SIGNER	E-SIGNATURE	EVENTS
Name Luke Duchene	Status signed	Viewed At 05/08/2020 13:28 EDT
Email luke.duchene@rossvalleycharter.org	Multi-factor Digital Fingerprint Checksum 58b88d bb 50a d 0d80a a d c5 50 b e eedc e0 de a0	Identity Authenticated At 05/08/2020 13:47 EDT
Components 20	IP Address 76.253.15.214	Signed At 05/08/2020 13:47 EDT
	Device Safari on a Mac	
	Typed Signature 	
	Signature Reference ID 2FA67879	

AUDITS

TIMESTAMP	AUDIT
05/08/2020 13:47 EDT	Luke Duchene (luke.duchene@rossvalleycharter.org) signed the document on Safari on a Mac from 76.253.15.214
05/08/2020 13:47 EDT	Luke Duchene (luke.duchene@rossvalleycharter.org) authenticated via email on Safari on a Mac from 76.253.15.214
05/08/2020 13:28 EDT	Luke Duchene (luke.duchene@rossvalleycharter.org) viewed the document on Safari on a Mac from 76.253.15.214
05/08/2020 13:26 EDT	Luke Duchene (luke.duchene@rossvalleycharter.org) viewed the document on Chrome Mobile on an Android from 209.107.188.68
05/08/2020 12:49 EDT	Luke Duchene (luke.duchene@rossvalleycharter.org) viewed the document on Microsoft Edge on a Windows from 108.88.230.29
05/08/2020 12:06 EDT	Luke Duchene (luke.duchene@rossvalleycharter.org) viewed the document on Chrome Mobile on an Android from 209.107.188.68
05/08/2020 11:46 EDT	Luke Duchene (luke.duchene@rossvalleycharter.org) was emailed a link to sign
05/08/2020 11:46 EDT	Westamerica Bank (sba.endng2@westamerica.com) created document 12494090.pdf on Chrome on a Windows from 64.168.94.26

EXHIBIT “J”

From: [Westamerica Bank](#)
To: conn.hickey@rossvalleycharter.org
Subject: Paycheck Protection Program Loan Forgiveness Information
Date: Wednesday, May 13, 2020 11:11:25 AM



Paycheck Protection Program

Loan Forgiveness Information

Westamerica is pleased to have funded an SBA Paycheck Protection Program Loan for your business. Many customers have questions about loan forgiveness, so here are several critical points you should consider now that your loan has been disbursed.

Paycheck Protection Program loan amounts may be forgiven if in the eight weeks following the loan disbursement date you use the proceeds for eligible business expenses, including:

- Payroll Costs, including benefits;
- Interest on mortgage obligations, incurred before February 15, 2020;
- Rent, under lease agreements in force before February 15, 2020; and
- Utilities, for which service began before February 15, 2020.

Loan forgiveness is not automatic. You must submit a request to Westamerica Bank with documentation to verify loan proceeds were used for payroll and mortgage/rent and utilities during the eight week period after your loan funding.

When it's time to apply for loan forgiveness, you will need documentation to verify you spent your loan proceeds on the eligible categories. Make sure you are prepared to provide the following for certification:

- Documents verifying the number of full-time equivalent employees and pay rates.
- Documents showing payments of eligible mortgage interest, rent, and utilities.

We will be providing additional information about how to request loan forgiveness as SBA guidance is issued, so please be sure to check your email for messages sent from

SBA.Lending@westamerica.com. For detailed information on the Paycheck Protection Program, visit www.sba.gov.

Sincerely,

Westamerica Bank
1 (800) 848-1088





Our mailing address is:

Westamerica Bank
PO Box 1200
Suisun City, CA 94585

You are receiving this message because you completed a loan application on www.westamerica.com.
Want to change how you receive these emails? You can [update your preferences](#) or [unsubscribe from this list](#).

Please do not reply to this message. This account is used for notifications only and it is not monitored. If you would like to contact Westamerica, please call 1-800-848-1088.

Westamerica respects your privacy. For a complete description of our privacy policy, go to www.westamerica.com.

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This email was sent to conn.hickey@rossvalleycharter.org
[why did I get this?](#) [unsubscribe from this list](#) [update subscription preferences](#)
Westamerica Bank · 4550 Mangels Boulevard · A2H · Fairfield, CA 94534 · USA

EXHIBIT “K”



**RESOLUTION OF THE BOARD OF TRUSTEES
Ross Valley Charter School
A California Public Benefit Corporation**

Board Resolution #2020-05-14

ACCEPTANCE OF PAYCHECK PROTECTION PROGRAM LOAN

WHEREAS, Ross Valley Charter School (“RVC”) is a 501(c)(3) non-profit organization with fewer than 500 employees; and

WHEREAS, RVC received on May 8, 2020 a loan from the Small Business Administration (“SBA”) Paycheck Protection Program (“PPP loan”) in the amount of \$280,563 through Westamerica Bank; and

WHEREAS, applicants for PPP loans must certify to the following statements:

- *The Applicant was in operation on February 15, 2020 and had employees for whom it paid salaries and payroll taxes or paid independent contractors, as reported on Form(s) 1099-MISC.*
- *Current economic uncertainty makes this loan request necessary to support the ongoing operations of the Applicant.*
- *The funds will be used to retain workers and maintain payroll or make mortgage interest payments, lease payments, and utility payments, as specified under the Paycheck Protection Program Rule; I understand that if the funds are knowingly used for unauthorized purposes, the federal government may hold me legally liable, such as for charges of fraud.*
- *The Applicant will provide to the Lender documentation verifying the number of full-time equivalent employees on the Applicant’s payroll as well as the dollar amounts of payroll costs, covered mortgage interest payments, covered rent payments, and covered utilities for the eight-week period following this loan.*
- *I understand that loan forgiveness will be provided for the sum of documented payroll costs, covered mortgage interest payments, covered rent payments, and covered utilities for the eight-week period following this loan.*
- *I understand that loan forgiveness will be provided for the sum of documented payroll costs, covered mortgage interest payments, covered rent payments, and covered utilities, and not more than 25% of the forgiven amount may be for non-payroll costs.*
- *During the period beginning on February 15, 2020 and ending on December 31, 2020, the Applicant has not and will not receive another loan under the Paycheck Protection Program.*
- *I further certify that the information provided in this application and the information provided in all supporting documents and forms is true and accurate in all material respects. I understand that knowingly making a false statement to obtain a guaranteed loan from SBA is punishable under the law, including under 18 USC 1001*

and 3571 by imprisonment of not more than five years and/or a fine of up to \$250,000; under 15 USC 645 by imprisonment of not more than two years and/or a fine of not more than \$5,000; and, if submitted to a federally insured institution, under 18 USC 1014 by imprisonment of not more than thirty years and/or a fine of not more than \$1,000,000.

- *I acknowledge that the lender will confirm the eligible loan amount using required documents submitted. I understand, acknowledge and agree that the Lender can share any tax information that I have provided with SBA's authorized representatives, including authorized representatives of the SBA Office of Inspector General, for the purpose of compliance with SBA Loan Program Requirements and all SBA reviews; and*

WHEREAS, on April 23, 2020 the SBA provided, and has subsequently amended, a document titled "Paycheck Protection Program Loans Frequently Asked Questions (FAQs)" (the "Guidance") regarding whether "businesses owned by large companies with adequate sources of liquidity to support the business's ongoing operations qualify for a PPP loan;" and

WHEREAS, the Guidance advises that "all borrowers must assess their economic need for a PPP loan under the standard established by the CARES Act and the PPP regulations at the time of the loan application" and "[a]lthough the CARES Act suspends the ordinary requirement that borrowers must be unable to obtain credit elsewhere (as defined in section 3(h) of the Small Business Act), borrowers still must certify in good faith that their PPP loan request is necessary"; and

WHEREAS, the Guidance advises that applicants pay particular attention to the certification in the PPP loan application regarding "current economic uncertainty" as follows:

- *Specifically, before submitting a PPP application, all borrowers should review carefully the required certification that "[c]urrent economic uncertainty makes this loan request necessary to support the ongoing operations of the Applicant." Borrowers must make this certification in good faith, taking into account their current business activity and their ability to access other sources of liquidity sufficient to support their ongoing operations in a manner that is not significantly detrimental to the business.*

WHEREAS, the SBA Guidance also states that there is a safe-harbor available if an applicant repays the loan funds before May 7, as follows:

- *Any borrower that applied for a PPP loan prior to the issuance of this guidance and repays the loan in full by May 7, 2020 will be deemed by SBA to have made the required certification in good faith; and*

WHEREAS, SBA has amended the Guidance to extend this safe harbor period to May 14, as follows:

- *SBA is extending the repayment date for this safe harbor to May 14, 2020. Borrowers do not need to apply for this extension; and*

WHEREAS, SBA has amended the Guidance on May 13, 2020 to clarify the good-faith certification, as follows:

- *SBA, in consultation with the Department of the Treasury, has determined that the following safe harbor will apply to SBA's review of PPP loans with respect to this issue: Any borrower that, together with its affiliates, received PPP loans with an original principal amount of less than \$2 million will be deemed to have made the required certification concerning the necessity of the loan request in good faith, and*

WHEREAS, notwithstanding the updated guidance from the SBA indicating that the "current economic uncertainty" certification is deemed to be made in good faith for all loans below \$2M, RVC meets the requirement that "[c]urrent economic uncertainty makes this loan request necessary to support the ongoing operations of the Applicant" because it faces substantial financial risk due to COVID-19, including but not limited to:

- Preparation for cash deferrals in state funding: The Fiscal Crisis and Management Assistance Team ("FCMAT") is projecting that, due the COVID-19 pandemic, the State is likely, starting in June 2020 and potentially in May 2020, to implement cash deferrals as it did in the last recession.¹ In the event that the State were to defer May and June payments, RVC would need to cover \$347,000 of cash outlays, which would deplete the organization's cash reserves which as of May 13, 2020 were \$125.215;
- Unlike school districts, RVC does not have access to county treasurer Tax Revenue Anticipation Notes, at very low interest rates, or the authorization to propose a parcel tax to increase revenue.
- Ross Valley Charter (RVC) has no current lines of credit. This school year, 2019-2020, is its first year of self-sustaining operations, and therefore given the increasing likelihood of a severe, multi-year deep recession or depression forecasted by FCMAT, with uncertain future state funding and enrollment, it is *highly unlikely* that any commercial bank is going to provide loans in a timely fashion that are of sufficient size to support ongoing operations.
- RVC's only other option for working capital would be receivables sale ("factoring loans"). During the last recession, factoring loans made available to charter schools, but they were at fees that were large enough, sometimes 100% annualized, to be significantly detrimental to their borrowers' businesses. As the recession deepens, and lending risks increase, these very high rates are likely to increase. If such a situation were to occur RVC would need to keep buying new factored loans on future state revenue as current state revenue is used to pay off previous factored loans, driving RVC deeper and deeper into the red to pay the fees that apply to each loan. This inevitably has a significantly detrimental effect on the RVC's educational operations. In addition, these institutions could go bankrupt themselves which would like result in a permanent loss of access to RVS's own receivables that were the collateral for these loans.
- Unlike district schools in Marin, RVC has no access to parcel taxes. For example, RVC is located in the Ross Valley Elementary School District, which has a parcel tax that brings in an excess of \$2,000 per student. If RVC had the same per-student

¹ FCMAT Fiscal Alert, April 2020, "Effective Cash Management During Uncertain Times"

additional parcel tax revenue, that would mean more than \$400,000 in additional revenue every year. Most Marin district schools have similar or larger per pupil parcel tax revenues.

- RVC has no access to facilities bond revenues which districts in Marin use to fund their facilities.
- If district schools face bankruptcy, they are supported by state and county resources. If charter schools face insolvency, they are closed. This is an important factor in RVC not having access to private lending facilities during a severe recession when state revenues are falling.

WHEREAS, RVC has worked tirelessly with its back-office provider over the COVID-19 crisis to conduct a detailed cash flow projection for the next several months and into the 2020-21 school year that validates the assertions made above and specifically the borrowing need given the rapid decline in non-state revenues in 2019-20; and

WHEREAS, RVC was in operation on February 15, 2020 and had employees for whom it paid salaries and payroll taxes or paid independent contractors, as reported on Form(s) 1099-MISC; and

WHEREAS, the Board of Trustees has determined in good faith that the current economic uncertainty makes the federal Paycheck Protection Program loan necessary to support the ongoing operations of RVC; and

WHEREAS, the funds will be used to retain workers and maintain payroll or make mortgage interest payments, lease payments, and utility payments as specified under the Paycheck Protection Program Rule; and

WHEREAS, other revenue received during the months of May, June and July will be used for other purposes and to replenish RVC reserves; and

WHEREAS, RVC will provide to Westamerica Bank documentation verifying the number of full-time equivalent employees on the RVC's payroll as well as the dollar amounts of payroll costs, covered mortgage interest payments, covered rent payments, and covered utilities for the eight-week period following this loan; and

WHEREAS, RVC understands that loan forgiveness is expected to be provided for the sum of documented payroll costs, covered mortgage interest payments, covered rent payments, and covered utilities, and not more than 25% of the forgiven amount may be for non-payroll costs; and

WHEREAS, RVC understands that during the period beginning on February 15, 2020 and ending on December 31, 2020, it has not and will not receive another loan under the Paycheck Protection Program; and

WHEREAS, RVC staff has certified that the information provided in its application and the information provided in all supporting documents and forms is true and accurate in all material respects; and

WHEREAS, RVC has taken into account its current business activity and its ability to access other sources of liquidity sufficient to support our ongoing operations in a manner that is not significantly detrimental to the business; now, therefore, be it

Resolved by the Board of Trustees of Ross Valley Charter School, That Ross Valley Charter School meets all requirements of the PPP certifications; and be it further

Resolved by the Board of Trustees of Ross Valley Charter School, That Ross Valley Charter School has been properly awarded \$270,653 in the PPP loan; and be it further

Resolved by the Board of Trustees of Ross Valley Charter School, that RVC shall not return the funds awarded through the PPP loan prior to May 14, 2020; and be it further

Resolved by the Board of Trustees of Ross Valley Charter School, That the funds awarded through the PPP loan are hereby authorized to be used in a manner consistent with the terms of the Paycheck Protection Program Rules;

And be it further resolved that Luke Duchene, School Director, was authorized at the April 23, 2020 board meeting to enter into the Paycheck Protection Program Agreement and the agreement will bind the Corporation. Specifically, but without limitation, such authorized person(s) are authorized, empowered and directed to do the following for and on behalf of the Corporation:

- **Borrow Money.** To borrow, from Westamerica Bank (Lender) on such terms of the Paycheck Protection Program Note between the Corporation and Lender, such sum of money borrowed; not to exceed the amount of two hundred seventy thousand six hundred fifty-three 00/100 dollars(\$270,653.00).
- **Execute Note.** To execute and deliver to Lender the Paycheck Protection Program note.

Luke Duchene, School Director and President, is duly elected, appointed, or employed by or for the Corporation. This Resolution now stands of record on the books of the Corporation, is in full force and effect, and has not been modified or revoked in any manner whatsoever.

The Corporation has no corporate seal, and therefore, no seal is affixed to this Resolution.

Any and all acts authorized pursuant to this Resolution and performed prior to the passage of this Resolution are hereby ratified and approved. This Resolution shall remain in full force and effect and Lender may rely on it until written notice of its revocation shall have been delivered to and received by Lender at Lender's address shown above (or such addresses as Lender may designate from time to time). Any such notice shall not affect any of the Corporation's agreements or commitments in effect at the time notice is given.

Further resolved by the Board of Trustees of Ross Valley Charter School, that the School Director of Ross Valley Charter School is hereby instructed to further review guidance relating to the PPP as it is released by the SBA and is hereby authorized to take appropriate steps, including the return of the funds, if changes to the Guidelines cause Ross Valley Charter School to no longer meet the program requirements.

* * *

IN WITNESS WHEREOF, the Board of Trustees has adopted the above resolution by the following vote at a regular Board meeting this 14th day of May 2020.

AYES:

NOS:

ABSTENTIONS:

By: _____
_____, Secretary
Ross Valley Charter School

EXHIBIT “L”

May 20 email to RVC Families

Further Explanation of RVC's Acceptance of the PPP Loan

RVC Families,

I informed our school community on Sunday that we qualified for and accepted a PPP loan (which was part of the CARES Act stimulus bill). Our acceptance of this loan was not a decision we took lightly. I want to walk you through our process that led us to taking this loan.

Our board chose to pursue a PPP loan as we saw how dire this situation was for our school if we did not have access to funding to deal with the impact of this economic crisis. In the first round of funding we did not get a loan offer (the funding ran out), but in the second round we did. Before committing to signing the loan documents we consulted with our bank, outside lenders, and our lawyers about this loan and how it applies to our school specifically. I shared the news with our State Oversight in the California Department of Education, and they took no issue with us accepting the loan.

But, some have taken issue with our school's decision to accept this loan. Further, there is an organized group who used to post negative comments about our school on social media (in past years), which all but disappeared over the last year. This group seems to have reconstituted and started posting on Facebook and Next Door two days ago stating that we should not have taken this loan.

Many of the posts seem to compare our situation to that of other local districts. They are not the same, for reasons outlined below.

What did we consider as part of our decision to accept this loan?

- Three weeks ago, our state financial regulator directed all public schools to create additional, emergency cash reserves, to protect against state deferrals of our revenue, which the Governor just announced will start next month, and which in the last recession grew in length to 5 full months of deferrals.
- Charter schools are public schools which operate as non-profit organizations, and are therefore qualified to apply and receive funding through the PPP.
- If charter schools run out of money, they close. If school districts run out of money, they still remain open.
- Charter schools have expenses that district schools don't have, like paying monthly rent (for us this amounts to almost \$200,000 per year).
- Parcel taxes in our community do not include our school (they could have, but we were not written into the parcel tax), so we don't receive those funds (even though our families pay the tax). In RVSD, that amounts to approximately \$2,040 per student annually. If RVC received that amount per local student, it would amount to \$270,000 every year, the exact amount of our one-time loan.
- RVC, like many non-profit organizations, applied for and received the PPP. We have continued to pay all our employees, including aides, enrichment teachers, and aftercare workers, through the end of the school year.
- Our government funding already doesn't cover all of our bills. That is why we fundraise. Our fundraising effectively stopped on March 15 when the shelter-in-place order went into effect, which leads to a loss of about \$30,000 in funding.
- RVC is in its third school year, and we have been working to build our reserves to be prepared for challenging financial times. Before this crisis hit we were doing fine with about 45 days of cash on hand.
- The next several years are going to be painful for all public schools. One of the typical things that the state does to weather situations like this is to defer its monthly payments to schools. The Governor has already announced that payments normally made in June will not be paid in July and this is just the beginning. We need to ensure that our school is well-positioned, with healthy

reserves, to weather these deferrals, which in the last recession grew in length to five full months of deferrals. Without a loan, we will not be able to make payroll when the deferrals exceed 45 days.

- These deferrals for other local public Marin Schools (non-charter) are managed by getting low interest TRAN loans from the County Treasurer. Unfortunately, charter schools may not access these low interest loans. If we could, then we would not have to be as concerned about these deferrals that are coming.
- We are a small, not-for-profit business, and we are exactly the kind of operation that these loans were meant to help keep in business and pay their employees in times of cash shortages. There is still money available for those who are applying for these loans. We wish for all businesses, and not-for-profits, that need these funds to get them. I know many local businesses did in fact get this loan, as well as non-profits (like St. Rita's Church).

Regarding what is happening on social media, I myself have a policy of not posting or responding on social media to any of the claims 'stand' has made about our school in the past (I don't have a Facebook, Next Door, or Instagram account which helps). I did go against this policy (using Lauren's account, but making it clear that it was me posting) to stick up for our school (especially when they attacked our diversity and made up false claims about how we serve kids, including incorrect data about our test scores). I then stepped out of the conversation, but I have heard that they are continuing, and trying to expand their reach. My advice is to not engage in commenting on this online. It only makes them post more. If you do post, please take the high road and model civil discourse (even when others aren't). As a note, no one from this organization has reached out to our school to understand our circumstance for taking the loan, which they could have easily done.

I know this is already a stressful time, and we had hoped that taking this loan would allow us to have less stress about our immediate and nearterm survivability. But, I do acknowledge that some of you have valid questions about our decision and I hope that there is some deeper understanding of our circumstances and why we chose to accept this loan.

Please, if you have questions, comments, or concerns, reach out to me, or our board chair, Sharon Sagar (sharon.sagar@rossvalleycharter.org).

In Community,

Luke

EXHIBIT “M”

May 17 email to Parents
Our Finances - Weathering the Storm

As a public school, we are funded mainly by the State of California, with some additional money coming from the Federal Government and our Family Giving Campaign (and other smaller fundraisers).

Our first two years (as is the case for most startups) were tight financially. As we entered into this third year we were on solid ground with a decent (and growing) financial reserve.

As is the case for nearly every person, family, and institution, our financial picture changed with the realities of COVID-19, and has brought great uncertainty about the present and future.

With memories of the Great Recession with deep budget cuts and delayed funding to schools (school funding had officially "recovered" from the cuts of 11 years ago this past year), our board, business official (Conn Hickey), and I sprang into action to shore up our finances and plan for the future.

Our first step was to revise our budget to expect drastic spending cuts. Not only are funding cuts looming in the future, we have lost out on about \$30,000 in Family Giving (that normally comes in at the end of the school year). As a Charter School we, unfortunately, do not have access to financial tools available to districts that allow them to keep paying bills even when they have not received funding from the State. This is also a very difficult time to secure any loans. Our reserves were no longer enough to weather the storm. We were looking at the possibility of immediate cuts to deal with this reality.

With deeper need realized, our board authorized us to look into approval for a Payroll Protection (PPP) Loan (authorized by the CARES Act). We were pleased to find that (as a non-profit) we qualified for this program, and two weeks ago we were approved for a loan. Last week we accepted the loan.

This has been a big relief. While we still have anxiety about the future (as we all do), we have less stress about the present and can better prepare for what's to come.

In Community

Luke

EXHIBIT “N”

From: [SBEOVERSIGHT](#)
To: [Matthew Huddleston](#)
Cc: [Carrie Lopes](#)
Subject: FW: [EXTERNAL] Re: Paycheck Protection Program Loans
Date: Tuesday, June 16, 2020 2:42:15 PM
Attachments: [Board Approved 042320 Board Mtg Minutes.pdf](#)

From: Luke Duchene <luke.duchene@rossvalleycharter.org>
Sent: Tuesday, June 16, 2020 1:42 PM
To: SBEOVERSIGHT <SBEOVERSIGHT@cde.ca.gov>
Cc: Matthew Huddleston <MHuddleston@cde.ca.gov>
Subject: [EXTERNAL] Re: Paycheck Protection Program Loans

SBE Oversight,

Ross Valley Charter received a Payroll Protection Program loan in the amount of \$270,653.00. Attached are the meeting minutes from our 4/23 board meeting which authorized the receipt of this loan.

Please let me know if you have any questions.

Warmly,

Luke

Luke Duchene (he/him/his)
School Director

Mobile:

[REDACTED]

Office: 41
5-534-6970



I'd love to connect. [Here's my calendar link](#) to make finding time easy.

CONFIDENTIAL INFORMATION:

This email is for the sole use of the designated recipient(s) with a legitimate interest and may contain legally confidential information protected by the Family Education Act (FERPA) 20 USC 1232g. Any unauthorized review, use, distribution or disclosure is strictly prohibited. If you are not the intended recipient, please contact the sender by reply mail and destroy all copies of the original message. This email cannot be produced for a records request.

On Tue, Jun 16, 2020 at 1:18 PM Matthew Huddleston <MHuddleston@cde.ca.gov> wrote:

Charter Team,

The California Department of Education is asking all State Board of Education-authorized charter schools to report the amount of any Paycheck Protection Program loans received. Please send the loan amount, and the minutes of the governing board meeting which approved the receipt of the loan, to sbeoversight@cde.ca.gov by close of business on **July 1**.

If your charter did not apply for the Federal PPP loan, please respond as such.

Matt Huddleston

Education Programs Specialist

SBE Oversight Unit

CA Dept. of Education

916-323-5833

EXHIBIT “O”



April 20, 2020 Budget Draft Key Assumptions:

What follows is a four year budget with the following assumptions.

1. 2019-20 revenues remain as budgeted. This budget includes some state and federal aid for COVID 19. \$3K state money for uses related to COVID19 and \$8,000 from CARES Act. ADA is actual P2.
2. 2020-21 state LCFF cola is reduced by 5%, and cola for the next four years is zero. This is the current EdTec recommendation. Eric Premack of CSDC is recommending budgeting between zero and minus 10-20%. At minus 10%, many large school districts will likely fail, unless legislature suspends requirement to provide pink slips to tenured teachers by March 15.
3. 2020-25 salaries have no increase.
4. Non-Compensation expense rise at 1.5% per year, except health insurance costs to RVC which go up 4% per year.
5. Assumes enrollment of 215 next year and 222 the year after in 9 classrooms. ADA% is 95%, This year we closed at 94.88%, up from 94.14 in 18-19.
6. Assumes two new teachers starting next year, each earning \$68K per year with health benefits
7. No Spanish teachers (saves around \$12K per year) but art and music continue as is. There is \$51 budgeted for classroom aids, which is two classroom special education aids and two math aids, which is what we have now.
8. It includes a new expense line called Director's Contingency (Account # 5826) of \$10k, \$40, \$40K, \$30K, and \$30K in the 5 out years to fund surprises like further cola reductions. 2% additional cola reduction is around \$35K
9. The budget assumes a \$300,000 PCSD loan to fund a \$300,000 ADA project, depreciated over 8 years. There is also a 4%, 3 year amortizing \$100K loan assumed at the end of 2023-24 to pay off the PCSD loan and keep our cash flow positive in 2024-25. The elements of the project have now been estimated and \$300K seems to be a reasonable cap.
10. The resulting forecast retains a 12% minimum reserve throughout the 6 years.

The various rate assumptions are on page 9 below and the cash flow starts on page 11.

Ross Valley Charter School
Multi-year Projection
As of Mar FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
SUMMARY						
Revenue						
LCFF Entitlement	1,614,981	1,711,514	1,755,252	1,750,352	1,748,366	1,745,882
Federal Revenue	45,000	41,125	43,875	44,750	44,750	44,750
Other State Revenues	144,236	163,546	169,219	169,442	169,550	169,550
Local Revenues	148,489	209,193	209,193	209,193	209,193	209,193
Fundraising and Grants	180,525	203,800	210,240	210,240	210,240	210,240
Total Revenue	2,133,231	2,329,178	2,387,779	2,383,977	2,382,099	2,379,615
Expenses						
Compensation and Benefits	1,518,231	1,619,341	1,620,226	1,624,468	1,628,879	1,623,731
Books and Supplies	21,390	30,943	29,715	30,100	30,492	30,889
Services and Other Operating Expenditures	526,638	614,964	656,706	669,056	671,800	684,916
Depreciation	5,015	41,738	44,863	44,863	41,576	38,280
Other Outflows	-	14,220	4,976	4,257	3,856	3,311
Total Expenses	2,071,274	2,321,205	2,356,485	2,372,743	2,376,602	2,381,127
Operating Income	61,957	7,973	31,293	11,234	5,496	(1,513)
Fund Balance						
Beginning Balance (Unaudited)	204,167	266,124	274,097	305,390	316,624	322,120
Audit Adjustment						
Beginning Balance (Audited)	204,167	266,124	274,097	305,390	316,624	322,120
Operating Income	61,957	7,973	31,293	11,234	5,496	(1,513)
Ending Fund Balance	266,124	274,097	305,390	316,624	322,120	320,608
Total Revenue Per ADA	11,615	11,404	11,322	11,304	11,295	11,283
Total Expenses Per ADA	11,278	11,365	11,173	11,251	11,269	11,290
Operating Income Per ADA	337	39	148	53	26	(7)
Fund Balance as a % of Expenses	13%	12%	13%	13%	14%	13%

Ross Valley Charter School
Multi-year Projection
As of Mar FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Key Assumptions						
Enrollment Breakdown						
TK	10	13	-	6	6	6
K	27	36	36	30	30	30
1	31	32	36	36	36	36
2	35	34	36	36	36	36
3	29	41	36	36	36	36
4	29	32	39	39	39	39
5	34	28	39	39	39	39
Total Enrolled	195	215	222	222	222	222
ADA %						
K-3	93.7%	95.0%	95.0%	95.0%	95.0%	95.0%
4-6	95.3%	95.0%	95.0%	95.0%	95.0%	95.0%
Average ADA %	94.2%	95.0%	95.0%	95.0%	95.0%	95.0%
ADA						
K-3	124	147	137	137	137	137
4-6	60	57	74	74	74	74
Total ADA	184	204	211	211	211	211
Demographic Information						
CALPADS Enrollment (for unduplicated % calc)	193	215	222	222	222	222
# Unduplicated (CALPADS)	63	62	65	62	60	60
# Free & Reduced Lunch (CALPADS)	55	61	63	63	63	63
# ELL (CALPADS)	33	37	38	38	38	38
New Students	35	22	7	-	-	-
School Information						
FTE's	18.7	19.6	19.5	19.5	19.5	19.5
Teachers	10	11	11	11	11	11
Certificated Pay Increases		0%	0%	0%	0%	0%
Classified Pay Increases		0%	0%	0%	0%	0%
# of school days	179	179	179	179	179	179
Default Expense Inflation Rate		2%	2%	2%	2%	2%

Ross Valley Charter School
Multi-year Projection
As of Mar FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
REVENUE							
LCFF Entitlement							
8011	Charter Schools General Purpose Entitlement - State Aid	1,412,910	1,507,264	1,544,352	1,539,452	1,537,466	1,534,982
8012	Education Protection Account Entitlement	36,732	40,850	42,180	42,180	42,180	42,180
8019	State Aid - Prior Years	45	-	-	-	-	-
8096	Charter Schools in Lieu of Property Taxes	165,294	163,400	168,720	168,720	168,720	168,720
	SUBTOTAL - LCFF Entitlement	1,614,981	1,711,514	1,755,252	1,750,352	1,748,366	1,745,882
Federal Revenue							
8181	Special Education - Entitlement	20,000	24,125	26,875	27,750	27,750	27,750
8291	Title I	15,000	15,000	15,000	15,000	15,000	15,000
8293	Title III	2,000	2,000	2,000	2,000	2,000	2,000
8296	COVID funds 80% 19-20 Titile 1	8,000	-	-	-	-	-
	SUBTOTAL - Federal Revenue	45,000	41,125	43,875	44,750	44,750	44,750
Other State Revenue							
8319	Other State Apportionments - Prior Years	-	-	-	-	-	-
8381	Special Education - Entitlement (State)	98,809	112,746	116,417	116,417	116,417	116,417
8550	Mandated Cost Reimbursements	2,597	3,168	3,619	3,843	3,950	3,950
8560	State Lottery Revenue	39,708	44,160	45,597	45,597	45,597	45,597
8590	All Other State Revenue	3,122	3,472	3,585	3,585	3,585	3,585
	SUBTOTAL - Other State Revenue	144,236	163,546	169,219	169,442	169,550	169,550
Local Revenue							
8660	Interest	1,500	1,500	1,500	1,500	1,500	1,500
8676	After School Program Revenue	138,500	192,000	192,000	192,000	192,000	192,000
8693	Field Trip Donations	-	8,693	8,693	8,693	8,693	8,693
8699	All Other Local Revenue	1,489	-	-	-	-	-
8701	All Script	7,000	7,000	7,000	7,000	7,000	7,000
	SUBTOTAL - Local Revenue	148,489	209,193	209,193	209,193	209,193	209,193
Fundraising and Grants							
8801	Donations - Family	132,600	146,200	150,960	150,960	150,960	150,960
8802	Donations - Private	6,000	6,000	6,000	6,000	6,000	6,000
8803	Fundraising	-	-	-	-	-	-

005

Ross Valley Charter School
Multi-year Projection
As of Mar FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
8804 Fundraising - Fund Development	-	-	-	-	-	-
8811 Net Readathon Revenue	37,050	40,850	42,180	42,180	42,180	42,180
8812 Net Auction Revenue	4,875	10,750	11,100	11,100	11,100	11,100
SUBTOTAL - Fundraising and Grants	180,525	203,800	210,240	210,240	210,240	210,240
TOTAL REVENUE	2,133,231	2,329,178	2,387,779	2,383,977	2,382,099	2,379,615

Ross Valley Charter School
Multi-year Projection
As of Mar FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
EXPENSES						
Compensation & Benefits						
Certificated Salaries						
1100	Teachers Salaries	660,748	714,630	714,630	714,630	714,630
1103	Teacher - Substitute Pay	6,591	8,250	8,250	8,250	8,250
1148	Teacher - Special Ed	109,980	109,980	109,980	109,980	109,980
1200	Certificated Pupil Support Salaries	35,419	34,632	34,632	34,632	34,632
1300	Certificated Supervisor & Administrator Salaries	112,200	112,200	112,200	112,200	112,200
	SUBTOTAL - Certificated Salaries	924,938	979,692	979,692	979,692	979,692
Classified Salaries						
2101	Classified - Electives	69,100	63,770	61,995	61,995	61,995
2103	Classified - Classroom Aides	64,415	51,737	51,737	51,737	51,737
2300	Classified Supervisor & Administrator Salaries	54,863	59,850	59,850	59,850	59,850
2400	Classified Clerical & Office Salaries	43,000	44,000	44,000	44,000	44,000
2905	Other Classified - After School	36,495	51,810	51,810	51,810	51,810
2930	Custodian	24,600	24,600	24,600	24,600	24,600
	SUBTOTAL - Classified Salaries	292,472	295,767	293,992	293,992	293,992
Employee Benefits						
3100	STRS	157,935	180,263	177,324	177,324	177,324
3300	OASDI-Medicare-Alternative	35,869	36,832	36,696	36,696	36,696
3400	Health & Welfare Benefits	80,359	100,260	106,038	110,279	114,690
3500	Unemployment Insurance	12,050	11,222	11,201	11,201	11,201
3600	Workers Comp Insurance	14,609	15,306	15,284	15,284	15,284
	SUBTOTAL - Employee Benefits	300,822	343,882	346,543	350,784	350,048
Books & Supplies						
4100	Approved Textbooks & Core Curricula Materials	1,370	1,075	1,127	1,144	1,178
4200	Books & Other Reference Materials	-	1,505	1,577	1,601	1,649
4320	Educational Software	500	1,000	1,015	1,030	1,061
4325	Instructional Materials & Supplies	2,000	4,300	4,507	4,574	4,712
4326	Art & Music Supplies	1,000	1,500	1,523	1,545	1,592

Ross Valley Charter School
Multi-year Projection
As of Mar FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
4330 Office Supplies	1,500	2,000	1,200	1,218	1,236	1,255
4335 PE Supplies	-	360	365	371	376	382
4346 Teacher Supplies	3,200	4,000	4,000	4,000	4,000	4,000
4410 Classroom Furniture, Equipment & Supplies	120	2,000	1,000	1,015	1,030	1,046
4420 Computers: individual items less than \$5k	-	1,500	1,523	1,545	1,569	1,592
4430 Non Classroom Related Furniture, Equipment & Supplies	1,000	1,000	1,015	1,030	1,046	1,061
4710 Student Food Services	10,500	10,500	10,658	10,817	10,980	11,144
4720 Other Food	200	203	206	209	212	215
SUBTOTAL - Books and Supplies	21,390	30,943	29,715	30,100	30,492	30,889

Services & Other Operating Expenses

5200 Travel & Conferences	250	1,000	1,015	1,030	1,046	1,061
5300 Dues & Memberships	1,800	1,827	1,854	1,882	1,910	1,939
5450 Insurance - Other	21,000	21,315	22,168	23,054	23,976	24,936
5515 Janitorial, Gardening Services & Supplies	2,500	2,538	2,576	2,614	2,653	2,693
5525 Utilities - Waste	4,400	4,466	4,533	4,601	4,670	4,740
5535 Utilities - PGE & Sewer	12,000	15,500	15,733	15,968	16,208	16,451
5605 Equipment Leases	4,500	4,568	4,636	4,706	4,776	4,848
5610 Rent	168,980	187,625	193,254	199,051	205,023	211,174
5615 Repairs and Maintenance - Building	3,000	5,125	5,202	5,280	5,359	5,439
5803 Accounting Fees	12,600	13,600	13,804	14,011	14,221	14,435
5805 SELPA and other administrative Fees	3,780	4,267	4,472	4,539	4,607	4,676
5812 Business Services	65,025	67,626	70,331	73,144	76,070	79,113
5824 CDE Oversight Fees	16,150	17,115	17,553	17,504	17,484	17,459
5826 Directors Contingency	-	10,000	40,000	40,000	30,000	30,000
5828 Aftercare Expenses	7,400	1,025	1,040	1,056	1,072	1,088
5829 After school Enrichment Program	82,000	120,000	120,000	120,000	120,000	120,000
5830 Field Trips Expenses	800	15,595	15,829	16,066	16,307	16,552
5836 Fingerprinting	-	200	203	206	209	212
5843 Interest - Loans	1,000	900	-	-	-	-
5845 Legal Fees	5,000	5,075	5,151	5,228	5,307	5,386
5851 Marketing and Student Recruiting	15,500	15,733	15,968	16,208	16,451	16,698
5854 Counselling Contracting	5,890	14,700	14,921	15,144	15,371	15,602
5855 MH SPED Contractors	5,000	5,075	5,151	5,228	5,307	5,386
5857 Payroll Fees	3,240	3,289	3,338	3,388	3,439	3,490
5861 Prior Yr Exp (not accrued)	13,259	5,000	5,075	5,151	5,228	5,307
5863 Professional Development	9,000	15,000	15,225	15,453	15,685	15,920

008

Ross Valley Charter School
Multi-year Projection
As of Mar FY2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
5869 Special Education Contract Instructors	43,000	35,255	35,784	36,321	36,865	37,418
5875 Staff Recruiting	1,300	700	711	721	732	743
5880 Student Health Services	1,200	1,218	1,236	1,255	1,274	1,293
5881 Student Information System	3,664	3,719	3,775	3,831	3,889	3,947
5887 Technology Services	2,000	4,100	4,162	4,224	4,287	4,352
5910 Communications - Internet / Website Fees	5,000	5,075	5,151	5,228	5,307	5,386
5915 Postage and Delivery	400	645	676	686	696	707
5920 Communications - Telephone & Fax	6,000	6,090	6,181	6,274	6,368	6,464
SUBTOTAL - Services & Other Operating Exp.	526,638	614,964	656,706	669,056	671,800	684,916
Depreciation Expense						
6900 Depreciation	5,015	41,738	44,863	44,863	41,576	38,280
SUBTOTAL - Depreciation Expense	5,015	41,738	44,863	44,863	41,576	38,280
Other Outflows						
7438 Long term debt - Interest	-	14,220	4,976	4,257	3,856	3,311
SUBTOTAL - Other Outflows	-	14,220	4,976	4,257	3,856	3,311
TOTAL EXPENSES	2,071,274	2,321,205	2,356,485	2,372,743	2,376,602	2,381,127

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

Ross Valley Charter School
2019-20
As of Mar FY2020

	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Year 6 2024-25	Driver/ Rate Type
Revenues and related expenses							
Statewide LCFF Assumptions							
LCFF COLA	3.26%	-5.00%	0.00%	0.00%	0.00%	0.00%	
TK-3 LCFF Base	7,702	7,317	7,317	7,317	7,317	7,317	
4-6 LCFF Base	7,818	7,427	7,427	7,427	7,427	7,427	
TK-3 Gr Span Adj	801	761	761	761	761	761	
School LCFF Assumptions							
LCFF per ADA	8,793	8,380	8,323	8,299	8,290	8,278	
ILPT per ADA	900	800	800	800	800	800	
Unduplicated Pupil % (3 year avg)	31.04%	30.63%	30.16%	28.68%	28.08%	27.33%	
District UPP	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	
Other Federal and State Revenues							
EDCOE SELPA Federal Rate	125.00	125.00	125.00	125.00	125.00	125.00	Prior Year Enrollment
EDCOE SELPA State Rate	538.00	552.00	552.00	552.00	552.00	552.00	ADA
Mandated Cost Reimbursements: K-8	16.86	17.25	17.72	18.22	18.73	18.73	Prior Year Enrollment
Mandated Cost Reimbursements: 9-12	46.87	47.94	49.24	50.63	52.06	52.06	Prior Year Enrollment
State Lottery Unrestricted	153.00	153.00	153.00	153.00	153.00	153.00	ADA
State Lottery Restricted	54.00	54.00	54.00	54.00	54.00	54.00	ADA
Fees							
Authorizer Fees	1.00%	1.00%	1.00%				% of LCFF
Special Education Encroachment Fees		0.00	0.00				
Payroll							
Annual Pay Increase							
Certificated		0.00%	0.00%	0.00%	0.00%	0.00%	
Classified		0.00%	0.00%	0.00%	0.00%	0.00%	
Benefits							
STRS	17.10%	18.40%	18.10%	18.10%	18.10%	18.10%	% of eligible payroll
Social Security	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	% of eligible payroll
Medicare	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	% of total payroll
H&W average annual increase		4.00%	4.00%	4.00%	4.00%	4.00%	

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

011

Ross Valley Charter School
Monthly Cash Forecast
As of Mar FY2020

	2019-20													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	311,734	330,622	284,859	203,981	237,662	215,668	179,614	131,952	132,868	136,233	138,722	250,817			
REVENUE															
LCFF Entitlement	-	65,657	65,612	125,803	118,101	118,101	118,101	129,627	-	285,845	262,727	138,757	1,614,981	186,650	
Federal Revenue	-	-	-	-	-	-	-	-	-	25,167	4,917	667	45,000	14,250	
Other State Revenue	4,000	4,000	7,201	7,201	7,201	9,798	7,201	8,180	20,332	5,685	20,314	11,076	144,236	32,047	
Other Local Revenue	816	26,906	8,411	37,139	10,354	19,525	25,599	17,500	164,217	(168,247)	11,406	(5,135)	148,489	-	
Fundraising & Grants	1,289	166	14,401	46,123	38,814	22,836	5,822	49	45,783	3,635	10,801	6,408	180,525	(15,600)	
TOTAL REVENUE	6,105	96,729	95,626	216,266	174,470	170,260	156,722	155,356	230,332	152,084	310,165	151,772	2,133,231	217,347	
EXPENSES															
Certificated Salaries	66,530	73,568	78,505	79,400	80,890	77,110	77,544	81,272	42,128	105,955	82,020	80,017	924,938	-	
Classified Salaries	519	6,691	32,344	35,316	27,116	24,418	24,824	27,923	13,290	34,852	34,429	28,835	292,472	1,917	
Employee Benefits	34,218	21,612	23,433	15,054	25,534	24,035	38,292	27,142	7,418	30,379	30,527	23,032	300,822	147	
Books & Supplies	50	578	2,826	460	153	4,548	2,305	3,016	486	2,400	908	3,661	21,390	-	
Services & Other Operating Expenses	31,594	28,241	35,677	38,452	42,769	62,242	48,023	41,247	45,057	32,076	43,804	51,391	526,638	26,066	
Capital Outlay & Depreciation	-	-	-	-	-	864	144	144	144	418	418	2,883	5,015	-	
Other Outflows	-	-	-	-	-	-	-	1,682	22,058	(23,740)	-	-	-	-	
TOTAL EXPENSES	132,910	130,689	172,785	168,682	176,461	193,216	191,132	182,426	130,580	182,339	192,106	189,818	2,071,274	28,129	
Operating Cash Inflow (Outflow)	(126,806)	(33,961)	(77,159)	47,584	(1,991)	(22,956)	(34,410)	(27,070)	99,752	(30,256)	118,058	(38,047)	61,957	189,218	
Revenues - Prior Year Accruals	167,083	356	-	-	7,735	-	-	646	-	25,355	-	-	-	-	
Other Assets	19,506	-	-	-	-	(625)	-	-	-	-	-	-	-	-	
Fixed Assets	-	-	-	(566)	(14,401)	864	84	144	(3,856)	(3,093)	418	2,883	-	-	
Expenses - Prior Year Accruals	-	(3,850)	-	-	-	-	-	2,469	-	(34,475)	-	-	-	-	
Accounts Payable - Current Year	(36,341)	(1,848)	(797)	-	-	-	-	38,064	(89,404)	51,340	-	-	-	-	
Summerholdback for Teachers	(4,555)	206	412	412	412	412	413	413	207	424	424	424	424	424	
Loans Payable (Current)	-	(6,667)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	(3,333)	
Loans Payable (Long Term)	-	-	-	(10,416)	(10,416)	(10,416)	(10,416)	(10,416)	-	(3,472)	(3,472)	(3,472)	-	-	
Ending Cash	330,622	284,859	203,981	237,662	215,668	179,614	131,952	132,868	136,233	138,722	250,817	209,272			

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

Ross Valley Charter School
Monthly Cash Forecast
As of Mar FY2020

	2020-21													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	209,272	440,606	246,238	155,703	137,542	103,671	48,045	107,463	88,220	113,383	216,843	311,493			
REVENUE															
LCFF Entitlement	-	67,766	67,766	131,162	121,979	121,979	212,862	121,979	185,048	197,319	225,898	185,048	1,711,514	72,710	
Federal Revenue	-	-	-	-	4,250	-	-	4,250	-	12,063	4,250	-	41,125	16,313	
Other State Revenue	289	5,230	5,230	9,182	9,182	12,350	9,182	19,109	11,970	11,970	21,897	11,970	163,546	35,986	
Other Local Revenue	1,087	36,712	12,112	48,953	13,486	26,245	34,879	24,011	3,690	(8,772)	15,586	(7,489)	209,193	8,693	
Fundraising & Grants	12,183	12,183	12,183	12,850	12,850	16,616	12,850	12,850	53,523	9,261	21,966	14,484	203,800	-	
TOTAL REVENUE	13,559	121,891	97,291	202,147	161,747	177,189	269,773	182,199	254,230	221,841	289,597	204,012	2,329,178	133,701	
EXPENSES															
Certificated Salaries	57,569	80,349	84,780	84,780	83,717	83,717	83,717	84,780	84,780	83,717	84,780	83,008	979,692	-	
Classified Salaries	4,988	11,042	29,697	30,777	25,350	26,430	25,350	30,777	29,697	26,430	29,697	23,531	295,767	2,000	
Employee Benefits	32,906	27,145	32,818	29,534	28,347	28,429	32,836	29,534	29,452	26,995	27,456	18,277	343,882	153	
Books & Supplies	1,704	1,704	2,347	1,704	1,704	5,447	1,704	4,687	1,704	2,080	1,704	4,457	30,943	-	
Services & Other Operating Expenses	36,532	35,033	40,195	60,857	43,846	76,137	54,095	39,009	70,763	(23,080)	49,071	95,777	614,964	36,728	
Capital Outlay & Depreciation	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	41,738	-	
Other Outflows	500	495	490	486	481	476	471	466	461	456	452	8,985	14,220	-	
TOTAL EXPENSES	137,676	159,246	193,806	211,616	186,921	224,114	201,649	192,732	220,335	120,076	196,637	237,514	2,321,205	38,881	
Operating Cash Inflow (Outflow)	(124,117)	(37,355)	(96,514)	(9,469)	(25,175)	(46,925)	68,124	(10,533)	33,895	101,764	92,960	(33,502)	7,973	94,820	
Revenues - Prior Year Accruals	205,695	7,402	4,250	-	-	-	-	-	-	-	-	-	-	-	
Other Assets	15,805	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	(146,522)	(146,522)	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	3,478	
Expenses - Prior Year Accruals	(11,980)	(16,150)	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(4,664)	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	297,116	(2,889)	(2,894)	(13,315)	(13,320)	(13,324)	(13,329)	(13,334)	(13,355)	(2,928)	(2,933)	(106,438)	-	-	
Ending Cash	440,606	246,238	155,703	137,542	103,671	48,045	107,463	88,220	113,383	216,843	311,493	176,177			

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

Ross Valley Charter School
Monthly Cash Forecast
As of Mar FY2020

	2021-22												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	176,177	125,112	101,212	18,124	25,700	15,810	(15,391)	71,600	77,431	106,417	202,314	291,704		
REVENUE														
LCFF Entitlement	-	74,783	74,783	144,822	134,609	134,609	229,182	134,609	178,092	189,302	220,272	178,092	1,755,252	62,097
Federal Revenue	-	-	-	-	4,250	-	-	4,250	-	13,438	4,250	-	43,875	17,688
Other State Revenue	299	5,936	5,936	10,446	10,446	14,065	10,446	21,486	11,180	11,180	22,220	11,180	169,219	34,399
Other Local Revenue	1,087	36,712	12,112	48,953	13,486	26,245	34,879	24,011	3,690	(8,772)	15,586	(7,489)	209,193	8,693
Fundraising & Grants	12,580	12,580	12,580	13,247	13,247	17,135	13,247	13,247	55,244	9,541	22,660	14,934	210,240	-
TOTAL REVENUE	13,965	130,011	105,411	217,467	176,037	192,054	287,753	197,603	248,206	214,689	284,988	196,717	2,387,779	122,877
EXPENSES														
Certificated Salaries	57,569	80,349	84,780	84,780	83,717	83,717	83,717	84,780	84,780	83,717	84,780	83,008	979,692	-
Classified Salaries	4,988	11,042	29,492	30,572	25,194	26,274	25,194	30,572	29,492	26,274	29,492	23,408	293,992	2,000
Employee Benefits	33,350	27,212	32,850	29,573	28,393	28,476	32,874	29,573	29,490	27,043	27,497	18,019	346,543	2,192
Books & Supplies	1,588	1,588	2,241	1,588	1,588	5,388	1,588	4,616	1,588	1,971	1,588	4,383	29,715	-
Services & Other Operating Expenses	37,633	35,970	41,148	61,139	44,797	77,162	55,151	39,993	71,631	(22,450)	50,002	97,221	656,706	67,310
Capital Outlay & Depreciation	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	44,863	-
Other Outflows	442	437	432	427	422	417	412	407	402	397	392	387	4,976	-
TOTAL EXPENSES	139,308	160,338	194,681	211,817	187,849	225,171	202,673	193,679	221,122	120,689	197,490	230,165	2,356,485	71,502
Operating Cash Inflow (Outflow)	(125,343)	(30,327)	(89,270)	5,650	(11,812)	(33,118)	85,080	3,924	27,085	94,000	87,498	(33,448)	31,293	51,374
Revenues - Prior Year Accruals	107,846	21,606	4,250	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739
Expenses - Prior Year Accruals	(21,766)	(17,115)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(12,597)	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	(2,942)	(2,947)	(2,952)	(2,957)	(2,962)	(2,967)	(2,972)	(2,977)	(2,982)	(2,987)	(2,992)	(2,997)		
Ending Cash	125,112	101,212	18,124	25,700	15,810	(15,391)	71,600	77,431	106,417	202,314	291,704	260,143		

Additional Documentation Submitted by
 Ross Valley Elementary School
 District prior to February 1, 2021

Ross Valley Charter School
Monthly Cash Forecast
As of Mar FY2020

	2022-23													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast		
Beginning Cash	260,143	164,473	138,760	54,502	80,357	71,114	40,669	136,870	143,654	157,913	239,069	314,026			
REVENUE															
LCFF Entitlement	-	76,973	76,973	166,177	138,551	138,551	241,766	138,551	167,216	177,761	209,396	167,216	1,750,352	51,221	
Federal Revenue	-	-	-	-	4,250	-	-	4,250	-	13,875	4,250	-	44,750	18,125	
Other State Revenue	299	6,120	6,120	10,776	10,776	14,619	10,776	22,176	10,776	10,776	22,176	10,776	169,442	33,276	
Other Local Revenue	1,087	36,712	12,112	48,953	13,486	26,245	34,879	24,011	3,690	(8,772)	15,586	(7,489)	209,193	8,693	
Fundraising & Grants	12,580	12,580	12,580	13,247	13,247	17,135	13,247	13,247	55,244	9,541	22,660	14,934	210,240	-	
TOTAL REVENUE	13,965	132,384	107,784	239,153	180,309	196,549	300,668	202,234	236,926	203,182	274,068	185,437	2,383,977	111,315	
EXPENSES															
Certificated Salaries	57,569	80,349	84,780	84,780	83,717	83,717	83,717	84,780	84,780	83,717	84,780	83,008	979,692	-	
Classified Salaries	4,988	11,042	29,492	30,572	25,194	26,274	25,194	30,572	29,492	26,274	29,492	23,408	293,992	2,000	
Employee Benefits	33,697	27,386	33,024	29,746	28,567	28,649	33,047	29,746	29,663	27,216	27,670	18,019	350,784	4,354	
Books & Supplies	1,607	1,607	2,269	1,607	1,607	5,464	1,607	4,680	1,607	1,995	1,607	4,444	30,100	-	
Services & Other Operating Expenses	38,768	36,935	42,125	61,991	45,866	78,288	56,299	41,070	72,522	(21,778)	50,959	98,603	669,056	67,407	
Capital Outlay & Depreciation	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	44,863	-	
Other Outflows	382	377	372	367	362	357	352	347	342	337	332	327	4,257	-	
TOTAL EXPENSES	140,750	161,435	195,801	212,801	189,051	226,487	203,954	194,933	222,145	121,499	198,579	231,547	2,372,743	73,761	
Operating Cash Inflow (Outflow)	(126,784)	(29,051)	(88,017)	26,352	(8,741)	(29,938)	96,713	7,301	14,782	81,683	75,489	(46,110)	11,234	37,554	
Revenues - Prior Year Accruals	97,249	21,378	4,250	-	-	-	-	-	-	-	-	-	-	-	
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	3,739	
Expenses - Prior Year Accruals	(51,911)	(17,553)	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(12,597)	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	1,145	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	(5,366)	(5,371)	(5,376)	(5,381)	(5,386)	(5,391)	(5,396)	(5,401)	(5,406)	(5,411)	(5,416)	(5,421)	(5,421)	(5,421)	
Ending Cash	164,473	138,760	54,502	80,357	71,114	40,669	136,870	143,654	157,913	239,069	314,026	267,379			

EXHIBIT “P”



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

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

August 24, 2020

Sharon Sagar, Board Chair
Luke Duchene, Director
Ross Valley Charter School
97 Glen Drive
Fairfax, CA 94930

Dear Ms. Sagar and Director Duchene:

Subject: Ross Valley Charter Facility

On May 17, 2019 and October 18, 2019 Ross Valley Charter (RVC) was informed that the facility located on 102 Marinda Drive, Fairfax, CA 94930 was conditionally authorized to open and operate for the 2019–20 academic with the intent to complete the following renovation projects by August 19, 2020.

- Storage space to secure computers and other expensive electronic devices
- Installation of signage for drop off/pickup areas
- Americans with Disability Act (ADA) facility requirements
- Minor painting required throughout the facility

During a phone call on August 19, 2020, RVC stated that the following projects had been completed:

- Storage space to secure computers and other expensive electron devices
- Installation of signage for drop off/pickup areas

CDE is requesting evidence of the above completed projects to be submitted to CDE by August 28, 2020.

We understand that work was delayed due to COVID-19 and that RVC has provided an updated timeline for the completion of the outstanding ADA work to the CDE. RVC has committed to completing the work and anticipates completion by November 30, 2020. Please be advised that RVC is not allowed to serve students at the site until the CDE has conducted a site inspection and has provided the necessary authorization, as set

Sharon Sagar, Board Chair
Luke Duchene, Director
August 24, 2020
Page 2

forth by the California State Board of Education pertaining to the opening and operation of a new, expanded, and/or remodeled school.

RVC shall provide weekly updates of the progress of the ADA renovations, which will be submitted to SBEOVERSIGHT@cde.ca.gov by the last day of each month, beginning with August 28, 2020.

If you have any questions regarding this letter, please contact Carrie Lopes, Education Administrator, Charter Schools Division, by email at clopes@cde.ca.gov.

Sincerely,

Stephanie Farland, Director
Charter Schools Division

SF:cl

cc: Karen Stapf Walters, Executive Director, California State Board of Education

Sent via First Class Mail and Email to:
sharon.sagar@rossvalleycharter.org
luke.duchene@rossvalleycharter.org

EXHIBIT “Q”

From: [Carrie Lopes](#)
To: [Matthew Huddleston](#)
Subject: RE: Ross Valley Construction to meet ADA conditions
Date: Thursday, May 7, 2020 1:27:51 PM

Have they started construction at all?

Carrie Lopes
Charter Schools Division
916-323-2694

From: Matthew Huddleston
Sent: Thursday, May 7, 2020 10:39 AM
To: Carrie Lopes <CLopes@cde.ca.gov>
Subject: Ross Valley Construction to meet ADA conditions

Carrie,

Just got off the phone with Luke at Ross Valley, and they have hit a snag in their construction.

They were waiting for the inspection team to okay the work (making doorways wider with lips that are ADA accessible), and the fire inspector assigned to them said they have to include a new updated fire safety system with any construction. Luke says the estimate for that system is \$100k.

Clearly, they don't have that kind of money, and will not be able to move forward with the ADA conditions. Luke is working with the city to see if they can get a second opinion or stay (apparently this specific Fire inspector is a lot more stringent than others.)

Meanwhile, I was wondering if there is a Grant or some kind of Safety funds he could apply for?

Thanks,

Matt



102 Marinda Dr., Fairfax, CA 94930 / 415-534-6970 / RossValleyCharter.org

October 5, 2020

Via Email
mtrahan@rossvalleyschools.org

Marci Trahan, Superintendent
Ross Valley School District
110 Shaw Drive
San Anselmo, CA 94960

RE: Response to Purported “Notice of Violation”

Dear Superintendent Trahan:

Ross Valley Charter School (“RVC” or the “Charter School”) is in receipt of your letter, dated September 3, 2020, sent on behalf of Ross Valley School District (“RVSD” or the “District”), which styles itself as a “notice of violation” as that term is used in Education Code Section 47607(e). This letter serves as RVC’s response; however, as the District does not have any legal authority to issue a “notice of violation,” the Charter School is not obligated to respond, or to revise or conform any of its operations with RVSD’s alleged violations. We respond, instead, in the spirit of transparency and our respect for the local community.

FCMAT SUMMARILY DISMISSED RVSD’S CLAIMS OF FINANCIAL WRONGDOING

Not sufficiently sated with the invocation of an extra-legal process to drum up negativity about RVC, the District also sent its concerns about RVC to the Marin County Office of Education (“MCOE” or the “County”), demanding that MCOE exercise its legal authority to investigate, audit, or call for an audit of the Charter School’s Paycheck Protection Program (“PPP”) loan. MCOE determined it was necessary to send RVSD’s concerns to the Fiscal Crisis and Management Assistance Team (“FCMAT”), for FCMAT’s determination as to whether an investigation was called for.

The County’s counsel sent RVSD’s August 28, 2020 letter and exhibits (totaling 101 pages); an initial response from RVC (totaling 4 pages); and a September 4, 2020 letter and exhibits from RVSD (totaling 25 pages) to FCMAT, seeking guidance from FCMAT as to whether MCOE should invoke its legal authority to commence an extraordinary audit.

In under three weeks, FCMAT responded to MCOE with a two-page letter summarily dismissing RVSD’s concerns about the Charter School engaging in any fiscal improprieties around the PPP loan. FCMAT recommended that MCOE not exercise any of its investigative authorities to further review the Charter School’s PPP loan. (Attached as Appendix A.) The County’s counsel

communicated to RVSD and RVC that it would follow FCMAT's guidance. MCOE is not going to investigate RVC as relates to the PPP. (Attached as Appendix D.)

FCMAT's rapid and unhesitating opinion clearly shows the weakness of RVSD's allegations. We urge the RVSD Board to similarly cease this effort.

RVSD DOES NOT HAVE LEGAL AUTHORITY TO INVOKE EDUCATION CODE SECTION 47607(e)

Education Code Section 47607(e) is a new provision of law, which became effective on July 1, 2020. Section 47607(e) permits "the chartering authority" to deny a charter school's charter renewal petition "upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend." (Education Code Section 47607(e).) It is undisputed that the State Board of Education ("SBE") is "the chartering authority" of RVC. RVSD is not "the chartering authority" of RVC. Accordingly, the SBE alone has the legal authority to invoke the rights and obligations set forth in Education Code Section 47607(e).

The District's September 3rd letter expressly states: "...the District does not believe it is required to issue a notice of violation and provide RVC with a reasonable opportunity to cure the violations pursuant to Section 47607 before it may take action to deny RVC's renewal petition since it is not the chartering authority..." (Emphasis added.) Quite simply, the Charter School fails to see why RVSD would drag the parties through a process it knows the District does not have the legal authority to pursue.

The Legislature's choice to specify a definite article, "the" in Education Code Section 47607(e) is a significant one. It means that, unlike many of the other instances of the phrase "chartering authority" in Section 47607, the use in subdivision (e) necessarily limits the reach of that subdivision only to the entity currently authorizing a charter school seeking renewal of its charter petition. Such a limit makes sense with the purpose and scope of the subdivision, for two key reasons. First, only the current chartering authority would be able to authentically document whether a charter school committed "substantial fiscal or governance factors, or is not serving all pupils who wish to attend." Indeed, RVSD complained that it was limited in alleging this violation because it did not have access to all California Department of Education oversight documents. And second, with no formal relationship between "a" chartering authority and a charter school, there is no mechanism to hold a charter school accountable to any cures of alleged violations.

Education Code Section 47607 contains multiple mentions of "chartering authority," some with the definite article ("the"), some with the indefinite article ("a"). The weight and significance of the Legislature's choice of a definite article in subdivision (e) is illustrated with a few examples. In subdivision (a)(2), "a" chartering authority may grant one or more charter renewals. This recognizes the fact that charter renewals may be granted by one of several different entities (e.g., on appeal or by the original denying district of an SBE-authorized charter school). Subdivision (a)(3) states that material revisions may only be approved by "the" chartering authority. This recognizes the fact that material revisions may not be appealed like a new or renewal charter. Subdivision (a)(5) allows "the" chartering authority to inspect or observe the charter school. This recognizes the fact that only the current chartering authority may inspect or observe the charter school. Subdivision

(c)(7) sets forth a process for “the” chartering authority to determine accountability metrics for a Dashboard Alternative Status School. This recognizes the fact that such a charter school would seek renewal from its authorizer. And subdivisions (f)-(h) set forth the process for revocation by “the” chartering authority. This recognizes the fact that only the current chartering authority can revoke a charter.

RVC could continue on with this list, including distinguishing counter-examples. The maxim of statutory construction, however, does not change. The Legislature limited the scope and reach of subdivision (e) to “the” chartering authority, which, here, means only the SBE. Therefore, RVSD has no legal authority to invoke this procedure and its letter of September 3, 2020 has no legal import.

THE CHARTER SCHOOL’S RESPONSES TO ALLEGED VIOLATIONS

RVC provides the following responses to violations that the District alleges the Charter School committed. The Charter School provides these responses not from legal obligation, but rather so that the community can assess for itself how RVC has operated within applicable legal requirements. This response excerpts the District’s findings (in italicized text), followed by the Charter School’s response (in plain text).

A. Fiscal Mismanagement

The following, but not limited to, facts demonstrate substantial fiscal mismanagement concerns regarding the operation of RVC:

1. Timeline of Paycheck Protection Program Loan Process

Contrary to the various statements in the Resolution, the facts show the Resolution was approved by the Board after the loan was already applied for by Mr. Hickey on April 9; accepted by Mr. Hickey on April 23rd prior to the April 23rd Board meeting; was awarded by the SBA on April 27; was signed by Mr. Duchene on May 8th; and was funded on May 13th (“Westamerica is pleased to have funded an SBA Paycheck Protection Program Loan for your business.”). Yet none of these facts are included in the Resolution.

This alleged violation consists of a re-telling of the facts that led to RVC’s application for, and award of, a PPP loan. RVC does not dispute the dates cited by the District. What RVSD fundamentally misunderstands, though, is the crucial difference between applying for a PPP loan, and actually entering into a PPP loan. A loan application does not in any way commit RVC to agree to receive a loan.

Given the unexpected length of stay-home orders, and the extent to which life has been upended by COVID-19, it may be difficult to recall the particular landscape of unmitigated chaos that we all lived through in March and April. News, guidance, and state and local orders were changing multiple times per day. There was substantial confusion whether people would be safe leaving their homes. And the federal government was trying to stand up a massive financial relief program, the PPP loans, with very little notice and very few plans for implementation. The lack of clarity from the federal government resulted in chaos at the local and national banks across the country that were

thrust into the position of accepting applications for PPP loans. The scene was no different in the Bay Area.

RVC's Board authorized its business official, Conn Hickey, to apply for a PPP loan. The Board made this authorization with the knowledge that applying for a loan, alone, would not commit the Charter School to anything related to the PPP program. There was no contract, no financial commitment, no repayment terms, and no certainty whatsoever that RVC would be awarded a loan. Compounding the confusion was pressure to apply quickly, before PPP funds dried up.

On April 3rd, the day after the RVC Board authorized Mr. Hickey to apply for the loan, Mr. Hickey called Westamerica branch personnel. Westamerica took down the Business Official's information and said he would be added to a list to contact when the bank was ready to accept applications. On April 6th, Mr. Hickey contacted the bank again by phone and learned how the PPP application process was going to work, which consisted of an online application being "periodically available during the day." (Attached as Appendix C is phone call log.) On April 8th, all day, Mr. Hickey refreshed a browser window for the application every 15 minutes and did not get into the application. He again called the bank that day to express his frustration at not being able to get into the application and was told the bank customer service person was similarly frustrated. Finally, on April 9th, Mr. Hickey tried every 6 minutes, starting from the early morning and finally was able to access the online application shortly after 10:00 am. He called the bank personnel he had been working with to tell them he had been able to get into the application portal and submit the application.

In practical terms, the School Director or Board Chair could not have successfully navigated this process, or completed the application, because of the vigilance and focused attention needed to refresh a browser every six minutes. During those early days of school closures, the School Director and Board Chair were, instead, intently focused on ensuring that all students and employees had the resources they needed to engage in distance learning.

Contrary to RVSD's September 3rd letter, the RVC Board did have a lengthy discussion about the PPP loan, culminating in asking its Business Official to apply for it. The minutes of the April 2nd RVC special Board meeting clearly indicate that there was a long discussion of the economic uncertainty caused by COVID-19 that created the need for a PPP loan. The minutes also include a discussion of the loan and its attributes. What the minutes (which document only a brief summary of the meeting) may not clearly show for those not in attendance is that the Board very much wanted to apply for the PPP loan at Westamerica, was worried it might not be able to get the loan before the money ran out, and wanted its Business Official to focus on submitting the application.

As to the April 23rd RVC Board meeting, the District is correct that RVC posted the agenda for that meeting on April 20th, in compliance with the Brown Act. There were two reasons the agenda was not more specific about authorizing the School Director to execute the PPP loan.

First, national and local news made clear that on April 16th, funding had run out for the PPP. Thus, the Charter School lost hope at that time that it would be awarded the loan. As RVC was preparing its meeting agenda between April 16th and 20th, it was with the expectation that there would not be any funds available for a loan. RVC did not agendize the loan by name because it did not believe it would be awarded any PPP funds. Nevertheless, because there was so much turmoil and

speculation about a possible second round of PPP funding, RVC made the budget item on the agenda an action item. Indeed, April 23rd was also the day that the U.S. House of Representatives voted to approve a COVID-19 financial relief bill that infused more funding into the PPP program.

Second, the Westamerica email on April 19th was sent from a generic email account at the bank and was not from a bank employee. (Attached as Appendix D.) For this reason, the email was routed to the RVC Business Official's "promotions" email folder. Mr. Hickey had no knowledge of the existence of the email. He called the bank customer service personnel on April 21st to ask if the loan had been approved and was told they thought there was or was about to be a counteroffer made. (See attached Appendix C log of phone calls with Westamerica.) On April 23rd Mr. Hickey started looking for the email in his junk and promotional email folders and discovered the email from Westamerica that morning. Given the general concern that this loan might not be available, it is not reasonable to believe that Mr. Hickey would have seen this email the day it was sent on April 19th and done nothing for four days.

After discovering the counteroffer email on April 23rd, Mr. Hickey immediately contacted the School Director and Board Chair to discuss accepting the bank's calculation of the amount of PPP funds RVC qualified for and was authorized to accept the lower amount. The action of accepting the lower loan amount was not accepting receipt of the loan, as alleged by RVSD, but rather agreeing to change the application for the lower amount. The School Director and the Board Chair directed Mr. Hickey to agree to the bank's calculation of the amount of PPP funds RVC qualified for. Moreover, prior to the time of Mr. Hickey's April 23rd email to Westamerica on the morning of the RVC Board meeting, the only formal notice RVC had received was an email from Westamerica that PPP funds had run out on April 16th. Since there were no funds for the PPP loan, as far as RVC knew, Mr. Hickey could not have accepted or entered into a loan on April 23rd.

RVSD alleges that no "action item" regarding the budget was included in RVC's April 23rd meeting agenda. To the contrary, the agenda states "roll call vote" for the budget item, which clearly indicates that action will be taken. As the District may know, the Brown Act mandates that all votes during a teleconference meeting must be taken with a roll call vote.

RVSD also alleges that the School Director was not authorized to accept the PPP loan and execute the loan documents. To the contrary, the RVC Board meeting minutes from the April 23rd meeting state, "Authorization of the Board Chair or School Director to execute a Small Business Administration Payroll Protection Loan Agreement with Westamerica Bank for up to \$290,000, as soon as available, was duly moved, seconded and approved by roll call vote, 5-0-1."

We believe that these facts contributed to FCMAT recommending against MCOE using its investigation authority to look into improprieties around RVC's securing of a PPP loan.

2. Approval of Resolution Misrepresenting Facts Related to the Paycheck Protection Program Loan Process

However, the Resolution makes repeated references to unsubstantiated future and possible financial issues (e.g., potential cash deferrals, possible multi-year recession and difficulty in obtaining bank loans), not current problems as required for the loan. It is clear that RVC acquired the PPP loan to

increase its reserves in anticipation of future need, not to mitigate past or current economic hardship – the “current” nature of the “economic need” to which applicants must attest is for short-term cash-flow hardships created by current, and not future anticipated, COVID-19 related impacts.

RVC’s claims of current need for funding for the intended purposes of the PPP loan are false. Nor was any need or basis for the loan discussed or referenced at any time prior to applying for and obtaining the PPP loan. As reflected in the calculations for a PPP loan, it is based upon 2.5 times the average monthly payroll. The PPP loan is a short term payroll loan, not a loan for speculative future need.

In its May 14th PPP Resolution, the RVC Board did comply with regulations from the Small Business Administration (“SBA”), which came in the form of published Frequently Asked Questions (“FAQ”). RVC’s Board Resolution addressed the requirements of FAQ #31 and #37 in five pages of great detail. The primary need for the loan was the likelihood that the State would provide its cash apportionments from one to five months late. The State budget that was adopted in June, within RVC’s eight-week PPP period, which started on May 8th, delayed RVC’s June apportionment payment of \$153,434 to the month of July. RVC’s state payments are always delayed into the next month because it takes MCOE more than two weeks after state distribution to process these funds and transfer them to RVC’s bank account. As result, RVC received the deferred June state aid payment in August and not in July, causing the RVC cash balance to fall to \$211,847 on July 31. Without the \$270,536 loan received on May 8, RVC would not have been able to make its July 31 payroll.

In addition, the state budget that was passed within RVC’s eight-week PPP loan window is going to defer \$696,588 of RVC’s apportionment funds between February and June of 2021. School districts have ready access to low interest, short term cash funding through loans from the County Treasury, which public charter schools do not have access to. The MCOE business office, along with other county education business offices in the Bay Area, supported charter schools applying for PPP loans to obtain financing at similarly affordable rates for these cash deferrals.

Since RVC is only in its third year of operation, with only 12% reserves and since MCOE delivers state revenue to RVC in the month following when it receives it from the state, RVC is perpetually low on cash. Cash flow shortages are one of the primary reasons why the Charter School Finance Authority (“CSFA”) makes a \$250,000 startup loan available to new charter schools. That CSFA loan is now in its fourth year of being paid back and will be completely repaid by May of 2021. Furthermore, because RVC is a new school with a relatively short credit history, commercial banks are not likely to originate a line of credit in these extremely uncertain economic times to RVC, which has only 45 days of expenses in its reserves. During the last recession in 2008-2012, charter schools paid twenty percent or more for factored receivable loans to cover cash flow due to State apportionment deferrals that spanned up to five months. Twenty percent interest for eight months of borrowing the \$696,588 of state revenue deferrals is close to \$100,000. The standard in SBA FAQ#31 for considering other financing is whether the business’s “ability to access other sources of liquidity sufficient to support their ongoing operations in a manner that is not significantly detrimental to the business.” Adding \$100,000 a year for interest expense for the foreseeable future clearly will be detrimental to RVC’s educational mission. At the time these attestations of economic uncertainty were made, interest rates of 20% or higher using factoring of receivables appeared to be the only available option.

The SBA regulations were amended on May 13th with FAQ #46, the day before RVC's May 14th Board meeting approving the Resolution. The new regulations stated that any borrower that received less than \$2 million in loans will be provided a "safe harbor" and will be "deemed to have made the required certification concerning the necessity of the loan request in good faith." This regulatory change removed the legal uncertainty in not adequately documenting such necessity and completely undermines all the references throughout the complaint about violating federal law. Although FAQ #46 offers legal protection for the Charter School, RVC fully complied with FAQ #31 on May 14 in laying out its evaluation of current economic uncertainty. In this FCMAT concurred.

3. False Statements to the Federal Government in the PPP Loan Process

RVC's actions including, acceptance of the PPP loan and efforts taken to cover up the improper process that was undertaken to obtain the loan, including adoption of the Resolution rife with false statements, demonstrate that RVC administration and Board were complicit with the deceitful actions of Mr. Hickey in applying for and obtaining the PPP loan.

This finding recycles the previous two findings (that Mr. Hickey was not authorized to apply for a loan, and that RVC did not have current need for the PPP loan), both of which have been demonstrated, in the pages above, to be inaccurate. Mr. Hickey completed the loan application but did not authorize or execute the loan. He agreed only to lowering the amount requested, to match the amount the bank suggested, after consulting with those authorized to execute the loan. The Charter School's Board determined the likely need for a PPP loan on April 2nd. RVC faced immediate economic uncertainty, to the point where it would not have made payroll without the loan during the eight-week period covered by the loan. (It was eight weeks at the time; subsequent changes to legislation and regulation have extended this to 24 weeks). Here, though, RVSD adds in a claim of fraud by RVC.

The District's claims of fraud have no grounding in law or fact and are not made true simply because they are asserted and repeated. The crime of fraud requires intentionality to defraud, which never existed, and which RVSD has been unable to provide any evidence for. There was no falsehood, there was no cover up, and there was no unlawful action in the Charter School's PPP loan application process. It bears repeating that FCMAT, which is expert in fraud investigations, advised MCOE not to pursue an investigation into RVC over the PPP.

B. Governance Mismanagement, Violation of Charter, Violation of Law

The above-described facts demonstrating RVC's fiscal mismanagement also demonstrate substantial mismanagement in governance of RVC by its Board and administration. The following, but not limited to, facts further demonstrate RVC's governance mismanagement, violation of the RVC Charter, and violation of law:

1. Board Misrepresentation to the Public regarding Paycheck Protection Program Loan Application and Funding

In RVC Board Resolution No. 2020-5-14, RVC misrepresented to the public the series of events and justifications for its application for and receipt of a PPP loan.

RVSD's claim here, recycling the allegations addressed above, is that the Resolution falsely stated that on April 23rd, the School Director was authorized to borrow funds through the PPP program. As stated above, RVSD alleges that no "action item" regarding the budget was included in RVC's April 23rd meeting agenda. To the contrary, the agenda states "roll call vote" for the budget item, which clearly indicates that action will be taken. There were four agenda items in the "General Information" section of the agenda. Three of the four included the designation "discussion/roll call vote." One the four, the Local Control and Accountability Plan, was only agendized for "discussion." The Brown Act does not require the word "action" to appear on an agenda in order for an entity to communicate to the public that the Board will vote on an item. Given that the April 23rd meeting was a teleconference meeting, it is clear that the "roll call vote" designation indicates the Board was going to take action.

RVSD also alleges that the School Director was not authorized to accept the PPP loan and execute the loan documents. To the contrary, the RVC Board meeting minutes from the April 23rd meeting state, "Authorization of the Board Chair or School Director to execute a Small Business Administration Payroll Protection Loan Agreement with Westamerica Bank for up to \$290,000, as soon as available, was duly moved, seconded and approved by roll call vote, 5-0-1." The RVC Board properly agendized action on its April 23rd agenda, and then it did properly take action during that meeting to authorize the Board Chair or School Director to execute a PPP loan, as documented in the meeting minutes.

The District also attempts to quarrel with the content of the Charter School's PPP loan Resolution. As there is no government-required or even -approved resolution template, RVSD can cite no legal authority for its position. Indeed, even FCMAT acknowledged the efficacy of RVC's PPP Resolution, stating: "[h]owever, the school's five-page, comprehensive Board Resolution 2020-5-14, although it may be imperfect, establishes the intent of the board and its explanations of the charter school's qualifications to receive PPP funds." The District's claims have been undermined and do not rise to the level of substantial mismanagement, as alleged.

2. Improper Delegation of Authority

While the April 2, 2020, Board meeting minutes reflect that the Board ultimately approved Mr. Hickey's authority to sign checks, the Board did not approve authority to enter into contracts and agreements generally, nor do the minutes include any discussion or notes related to this issue.

As explained repeatedly above, Mr. Hickey simply applied for the PPP loan on behalf of RVC but did not enter into the PPP loan for the Charter School. He served as the contact person, but not the corporation's principal.

3. Repeated Failure to Comply with the Brown Act

Yet, there is a systemic failure to comply with the letter or spirit of the Brown Act.

This allegation recycles (again) allegations responded to in detail above and summarized here:

- RVC did not learn of the loan eligibility email until the day of the April 23rd Board meeting, so could not have agendized it in advance.
- Budget documents did not account for PPP funds because the Charter School was operating from information that all funding under the program had run out.
- The Business Official was not entering into the PPP loan, but simply moving forward with the application process.
- The Board properly voted to authorize the Board Chair or School Director to execute a PPP loan with Westamerica, and the meeting agenda permitted such a vote.

4. Failure to Comply with Americans with Disabilities Act

RVC is now approaching the start of its second year in the site yet it remains out of compliance with the ADA. Because the site is out-of-compliance with the ADA and therefore inaccessible to students with disabilities, RVC is not serving or able to serve all students who wish to attend the Charter School in violation of its Charter and the law.

It is not correct that RVC is out of compliance with the Americans with Disabilities Act (“ADA”). The site was constructed before the ADA came into existence and has been used continuously as a private school for several decades to serve students. When RVC took possession of the facility, when Cascade Canyon ceased operation in June of 2020, it agreed with its chartering authority that it should undertake a barrier removal project to insure that any handicapped student or parent had fully access to the school’s educational offerings. It has spent the past year working on this project.

Furthermore, RVC has been operating school entirely through distance learning, just as RVSD is. Accordingly, no students are accessing the school site. And yet, like RVSD, the Charter School is open and serving all students who wish to attend.

Although our voluntary ADA barrier removal project was delayed by COVID-19, closing down work and permitting for many weeks, we are in the process of completing our work and plan for the site to be ready to receive students when safety permits. RVC expects that it will have completed all ADA renovations per our agreement with our chartering authority by October 15th.

5. Failure to Comply with Fire and Life Safety Requirements

In addition to the need for ADA compliance, RVC was informed by the fire inspector that the Charter School must have an updated fire and life safety system.

RVC was approved to occupy the site with the existing Fire/Life/Safety system in place at the time of initial occupancy. It was the voluntary ADA barrier removal construction that generated the request for an upgrade in the system. The existing system remains in place. Infrastructure work has begun to facilitate this installation. The master panel is installed onsite, a contract for work is signed, and we expect the upgraded system to be installed by Winter Break.

Required Corrective Actions and Opportunity to Cure

The Charter School declines the District's invitation to take actions #1 through 4 in RVSD's list, and notes that all current Board Members, the School Director and Secretary to the Board all completed annual Brown Act training and Conflict of Interest training on September 16, 2020.

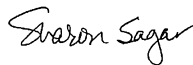
As mentioned above, RVC expects that it will have completed all ADA renovations per our agreement with our chartering authority by October 15th.

RVC has worked diligently to implement distance learning instruction for all of our students, including those with individualized education programs and other plans. We have not yet begun on campus in-person instruction for any students as of the date of this letter, so no 'disabled' student has been excluded from in-person instruction any more than all of the thousands of other students across the county who are waiting for their public schools to reopen their campuses to in-person instruction.

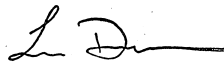
* * *

RVC has fully, and in good-faith, responded to all of the District's allegations through this extra-legal procedural vehicle. Given FCMAT and MCOE's lack of interest in this subject matter, we fervently hope that RVSD, too, will move on from the topic and focus instead on the student academic achievement and operational matters described in RVC's charter renewal petition.

Sincerely,



Sharon Sagar, Board Chair



Luke Duchene, School Director

Cc: Ross Valley School Board
Mary Jane Burke

Appendices Attached

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

APPENDIX A

September 18, 2020

Mary Jane Burke
County Superintendent of Schools
Marin County Office of Education
1111 Las Gallinas Avenue
San Rafael, California 94903

VIA: Robert Henry, Attorney at Law, rhenryedlaw@gmail.com

Dear County Superintendent Burke:

On September 1, 2020, you sought the assistance of the Fiscal Crisis and Management Assistance Team (FCMAT) in reviewing the available information regarding an August 28, 2020 request by Dannis Woliver Kelley, legal counsel for the Ross Valley School District. This request asked you to order an extraordinary audit of the Ross Valley Charter School based on allegations of potential fraud, misappropriation of funds or other illegal fiscal practices under the exclusive authority granted to county superintendents in California Education Code Section 1241.5(c).

Background

Ross Valley Charter School is authorized by the State Board of Education and is seeking a charter petition renewal before the Ross Valley School District in Marin County. The district's due diligence in reviewing the school's charter petition and other information resulted in concerns expressed in the above-mentioned request. The concerns center on the charter school's governing actions in procuring funds from the Coronavirus Aid, Relief, and Economic Security Act of 2020 (CARES Act) Paycheck Protection Program (PPP) as administered by the federal Small Business Administration (SBA). The district's legal counsel submitted the original request supported by multiple exhibits detailing the district's concerns, and submitted additional analysis and exhibits on September 4, 2020 at the invitation of your office. On August 31, 2020, the charter school submitted information in rebuttal.

Process

FCMAT reviewed the following submitted documentation:

- The initial August 28, 2020 request, 101 page report and exhibits,
- The charter school's August 31, 2020, four page response to the initial report, and
- The district's 25 page report and exhibits response dated September 4, 2020.

Furthermore, FCMAT had telephone conversations with personnel from your office, the California Department of Education and district's counsel.

FCMAT's review examined the reports and information submitted to you, PPP requirements and guidelines, and SBA Frequently Asked Questions applicability to obtaining PPP loans.

Observations

FCMAT's observations are summarized as follows:

- There may be concerns regarding the charter school's application for PPP funding, including PPP regulations and assurances. However, the SBA application process to qualify for the loan continues to evolve, may be considered subjective, and leaves much of the determination to qualify for PPP to the applicant and its evaluation process.
- There may be violations of the California open meeting law (Ralph M. Brown Act, California Government Code Section 54950 et seq.) in properly notifying the public, agendaing, and taking action regarding the charter school's intent and process in obtaining PPP funds. However, the school's five-page, comprehensive Board Resolution 2020-5-14, although it may be imperfect, establishes the intent of the board and its explanation of the charter school's qualifications to receive PPP funds.

Conclusion

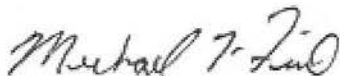
FCMAT concludes that the concerns and allegations raised by the Ross Valley School District are insufficient to rise to the level of justifying an extraordinary audit under Education Code Section 1241.5(c). Therefore, FCMAT does not recommend that the Marin County Superintendent of Schools pursue an extraordinary audit of this matter.

Based on the documentation provided, there may be legitimate concerns about the governance process used by Ross Valley Charter School, and the initial compliance with the SBA's PPP application and assurances requirements, and those concerns are more appropriately addressed by one or more of the following agencies:

- California open-meeting (Brown Act) concerns: Marin County District Attorney
- Paycheck Protection Program (eligibility, assurances): U.S. Small Business Administration, Office of Inspector General

FCMAT appreciates the opportunity to serve the Marin County Superintendent of Schools and extends thanks to you and your staff for their assistance.

Sincerely,



Michael F. Fine
Chief Executive Officer

APPENDIX B

----- Forwarded message -----

From: **Robert Henry** <rhenryedlaw@gmail.com>

Date: Sat, Sep 19, 2020 at 4:18 PM

Subject: FCMAT Report

To: Sue Ann Evans <sevans@dwkesq.com>, <sharon.sagar@rossvalleycharter.org>

Cc: Mary Jane Burke <mjburke@marinschools.org>, Michael Fine <mfine@fcmat.org>, Marci Trahan <mtrahan@rossvalleyschools.org>, Terena Mares <tmares@marinschools.org>, <sbe@cde.ca.gov>, <jcias@cde.ca.gov>, <sfarland@cde.ca.gov>, Brooks Allen <ballen@marinschools.org>

Dear Parties:

By letter dated August 28, 2020 the Ross Valley School District (District) requested the Marin County Office of Education (MCOE) to conduct an Education Code section 1241.5 audit of the Ross Valley Charter School (Charter School). The letter set forth several bases for requesting that MCOE conduct the audit.

After an initial review of the request MCOE referred the District's request to the Fiscal Crisis and Management Assistance Team (FCMAT).

You will find attached a copy of the FCMAT determination with respect to the District's request.

I have reviewed the FCMAT determination and I have discussed the matter with the chief executive officer of FCMAT . Based on my review of the FCMAT determination and my own review of the underlying issues I have concluded that MCOE should accept the FCMAT determination. I have also determined that in light of the FCMAT analysis and conclusion the MCOE should not invoke its discretionary authority under Educations Code sections 1240(a) (to superintend schools in the county), 47604.3 (COE right to request information from charter schools operating in the county), and 47604.4 (right of COE to "investigate and monitor" charter schools operating in the county).

After discussing the matters set forth above with the Marin County Superintendent of Schools and with the Deputy County Superintendent of Schools I have been authorized to advise you that the MCOE will not invoke its discretionary authority under any of the Education Code sections noted above.

Robert J Henry

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[Redacted signature area]

Our school mailing address is 102 Marinda Drive Fairfax, CA 94930 Phone (415)534-6970

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Our school mailing address is 102 Marinda Drive Fairfax, CA 94930 Phone (415)534-6970



Virus-free. www.avg.com

APPENDIX C

Conn Hickey Cell Phone Logs Regards Phone calls with Westamerica Bank Customer Service Personal in April and May 2020

- 4-3 13 min I called to start the application process by phone and provided my contact info to be informed when applications would be open
- 4-6 21 min Bank personnel explained in detail how the application process was going to work and that the web site would have the application available at any moment
- 4-8 3 min I called to express frustration that could not get in despite trying every 15 minutes
- 4-9 1 min I called to report success in applying
- 4-14 1 min I called inquiring on status of application as money was starting to run out according to national news
- 4-21 4 min I called again to ask if the loan had been approved. Evidence that I had not seen the 4-19 counteroffer email until 4-23
- 4-24 7 min I called to ask whether the bank would participate in what looked like a new possible funding round.
- 4-28 3 min Bank called letting me know RVC had a loan number and that I should look for an email confirming that.
- 5-1 3 min I called the bank to confirm having received the 4-29 email announcing the granting of the loan.

APPENDIX D

From: [Conn Hickey](#)
To: [SBA Lending](#)
Subject: Re: Paycheck Protection Program Loan Application – Information Request #12494090
Date: Thursday, April 23, 2020 10:27:22 AM

Dear Westamerica

We accept your counter offer.

Conn Hickey
Business Official
Ross Valley Charter

On Sun, Apr 19, 2020 at 9:52 AM SBA Lending <SBA.Lending@westamerica.com> wrote:

We received notification from the Small Business Administration that the SBA CARES Act Paycheck Protection Loan program funding limits were reached on Thursday, April 16, 2020 and they are no longer accepting applications.

Westamerica will continue processing and preparing submitted applications.

In the event the program receives additional funding and program rules and guidance allow us to do so, we will resume submission to the SBA for loan guaranty and approval.

We have received your application for processing and data verification. Your business appears to meet the criteria for a PPP loan, however we need additional information from your business to complete our processing:

Documentation submitted with your application supports a maximum loan amount of:
\$270,653.00.

You may accept this loan amount or you may complete the attached Payroll Calculation Worksheet and return to us with corresponding documentation of 2019 payroll.

If this loan amount is acceptable to you, please respond to this message stating the reduced loan amount is acceptable. We will proceed with our processing.

You may complete and submit the attached Payroll Calculation Worksheet which shows your calculations of your original loan request. Respond directly to this message requesting an additional review with the completed worksheet and corresponding documentation of 2019 payroll.

If you would like to submit documents containing non-public information via a secure document portal, please notify us by replying to this email and we will send you a link.

The Paycheck Protection Program is administered by the SBA and is limited to an authorized funding amount as designated by the federal government. The SBA has indicated that loans under the Paycheck Protection Program will be made available on a first come, first served basis. Given the limitations on SBA authorized funding and the significant volume of applications already submitted to Westamerica Bank and other lenders, not every qualified applicant will receive loan proceeds under the program.

Sincerely,

Westamerica Bank

1 (800)848-1088

The Federal Equal Opportunity Act prohibits creditors from discriminating against credit applicants on the basis of age (provided the applicant has the capacity to enter into a binding contract); color, religion, national origin, sex, marital status; because all or part of the applicant's income derives from any public assistance program; or because the applicant has in good faith exercised any right under the Consumer Credit Protection Act. The federal agency that administers compliance with this law concerning Westamerica Bank is: Federal Reserve Consumer Help Center, PO Box 1200, Minneapolis, MN 55840.



TITLE	Oct 5 Letter for Signing - Revised
FILE NAME	RVC LTR M. Trahan... of Violation.pdf
DOCUMENT ID	3c34e10fadd2cde33c7f1b8251d16a3898bbe006
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



SENT

10 / 05 / 2020
20:18:09 UTC

Sent for signature to Sharon Sagar
(sharon.sagar@rossvalleycharter.org) from
luke.duchene@rossvalleycharter.org
IP: 76.253.15.214



VIEWED

10 / 05 / 2020
20:19:34 UTC

Viewed by Sharon Sagar (sharon.sagar@rossvalleycharter.org)
IP: 73.92.11.159



SIGNED

10 / 05 / 2020
20:19:56 UTC

Signed by Sharon Sagar (sharon.sagar@rossvalleycharter.org)
IP: 73.92.11.159



COMPLETED

10 / 05 / 2020
20:19:56 UTC

The document has been completed.

Approved Minutes: October 13, 2020

**ROSS VALLEY SCHOOL DISTRICT
REGULAR BOARD MEETING – OCTOBER 13, 2020
MEETING MINUTES**

Audio Recording of Board Meetings Available on the District Website

Link: <http://www.go.boarddocs.com/ca/rova/Board.nsf/Public>

ATTENDEES

Present

Board of Trustees

- Trustee Anne Capron, Board President
- Trustee Annelise Bauer, Board Clerk
- Trustee Ryan O’Neil
- Trustee Wesley Pratt
- Trustee Mark Reagan

Superintendent & Administrative Team

- Marci Trahan, Superintendent
- Chris Carson, Chief Business Official
- Midge Hoffman, Special Projects
- Dr. Esther Salinas, Director of Human Resources
- Eric Saibel, Director of Student Services
- Julia Wolcott, Director of Curriculum & Instruction
- Sean Maher, Director of Information Technology

A. CALL TO ORDER

1. Meeting Called to Order

Minutes

- Meeting called to order at 6:05pm by Board President Capron.

B. CLOSED SESSION

1. Identify Closed Session Topics for Discussion

Minutes

- Board President Capron announced the two topics to be discussed in Closed Session.

2. Public Comment on Closed Session Topics

Minutes

- There were multiple emails related to Section B, Item 5: Conference with Legal Counsel Anticipated Litigation: Significant Exposure to Litigation Pursuant to Paragraph (2) of Subdivision (d) of Section 54956.9.

Unapproved Minutes: October 13, 2020

- All emails are available for viewing under Section D, Item 1: Public Comment Regarding Items On and Not on the Agenda and Section D, Item 3: Correspondence/Communication.

3. Recess to Closed Session

Minutes

- The Board Recessed to Closed Session at 6:06pm,

4. Conference with Legal Counsel Regarding Anticipated Litigation: Significant Exposure to Litigation Pursuant to Paragraph (2) or (3) of Subdivision of Government Code Section 54956.0: Special Education Program Dispute (1 case)

Minutes

- The Board of Trustees approved unanimously to approve staff's recommendation pursuant to Government Code Section 54956.0: Special Education Program Dispute.

5. Conference with Legal Counsel Anticipated Litigation: Significant Exposure to Litigation Pursuant to Paragraph (2) of Subdivision (d) of Section 54956.9

Minutes

- Discussion Only
- No Formal Action Taken

6. Adjourn Closed Session / Reconvene in Open Session

Minutes

- Board President Capron adjourned Closed Session and reconvened in Open Session at 7:36pm.

B. PROTOCOL ITEMS

1. Pledge of Allegiance

Minutes

- Procedural Only

2. Approval of Agenda and Time Allocations

Minutes

- *Motion: To approve the agenda and time allocations as amended.*
- By: Trustee Annelise Bauer
- Second: Trustee Mark Reagan
- Amendment:
Items E1 and E2 reversed order on the agenda.
- Roll Call Vote: Trustees Bauer, Capron, O'Neil, Pratt, and Reagan voted YES to approve the motion.
- Carried: 5/0
- Vote:
 - Annelise Bauer Yes
 - Anne Capron Yes

Unapproved Minutes: October 13, 2020

- Ryan O'Neil Yes
- Wesley Pratt Yes
- Mark Reagan Yes

C. COMMUNICATION

1. Public Comment Regarding Items On and Not on the Agenda Received by Email

- All emails are read by members of the Board of Trustees and administrative staff. Received public comment emails from multiple members on the community on the following topics.
 - Re-opening Schools
 - Timeline for Opening Schools and in What Phase
 - Protocols for Social Distancing
 - Protocols for Cleaning Sites
 - TK-5 Waiver
 - Cohorts
 - Learning Lost Mitigation Funding? How have the funds been spent?
 - Site Specific Plans
 - COVID Testing
 - Facilities Use Agreements
 - Ross Valley Charter Proposal for Renewal
 - MOU with Ross Valley Teachers Association (RVTA)

2. Board Announcements

Minutes

- Trustee Announcements: None

3. Correspondence/Communication to the Board

Minutes

- Duplicate emails were posted on both Public Comment Regarding Items on and Not on the Agenda Received by Email and this item.

E. PRESENTATION / ACTION

1. RVSD is holding a Public Hearing pursuant to Education Code Section 47605(b) concerning the provisions of Ross Valley Charter School's renewal petition and the local support of the Petition by teachers employed by the District, other employees of the District, and parents.

Minutes

- Public Hearing Only / No Formal Action Taken
- Presentation by Luke Duchene, School Director, Sharon Sagar, Board Chair, and other members of the RVC staff walked the RVSD trustees through their Power Point presentation outlining the charter's history, their programs, what their programs provides for parents and children of Ross Valley.

Unapproved Minutes: October 13, 2020

2. Update/Discussion Regarding Schools Reopening 2020-2021

Minutes

- Presentation / Discussion / No Formal Action Taken
- Communication to the public continues in the form of emails and district meetings.
- For more information refer to the Power Point presentation School Re-Opening 2020-21 Presentation #7 September 29, 2020: LINK:
<https://drive.google.com/file/d/1hmJL11Dpb1mjdqxe578m-8wxSCZFRFk/view?usp=sharing>
- Phases
 - Phase I: Virtual Learning Academy: Distance Learning with Daily Instruction
 - Phase II: Virtual Learning with Some In-Person Support
 - **Phase III: Hybrid Model of In-person & Virtual Learning**
 - Phase IV: In-Person with a Modified Day
 - Phase V: Full Return to In-Person Learning

Survey Results

- Reviewed Distance Learning Survey
- Between August 3rd and October 13, numbers have increased from 80 distance learning requests to 243 distance learning requests.
- 22.1% of K-5 families requested continued virtual learning
- 25% of 6th grade families requested virtual learning.
- Reviewed a TK-5 Grade, 6 Grade, and 7/8 Grade Re-Opening Schedule
- Reviewed the differences between the Cohorts
- An anticipated date for students returning to school in a hybrid model is November 3rd.
- All sites will start with student orientations geared to reorient students to the new school environment.
- School sites to send out correspondence to parents with dates and other information.

Parent Questions

- Staff responded to parents' questions. For more information review the Power Point presentation RVSD School Reopening – October 13, 2020.

F. CONSENT ACTIONS

Minutes

- *Motion: To approve/adopt/ratify all Consent Items as presented with no changes.*
- By: Trustee Anne Capron
- Second: Trustee Wesley Pratt
- Roll Call Vote: Trustees Bauer, Capron, O'Neil, Pratt, and Reagan voted YES to approve the motion.
- Carried: 5/0
- Vote:
 - Annelise Bauer Yes
 - Anne Capron Yes
 - Ryan O'Neil Yes

Unapproved Minutes: October 13, 2020

- Wesley Pratt Yes
- Mark Reagan Yes

Consent Items

1. Approved: Certificated, Classified, Administrative Personnel Actions

G. BOARD BUSINESS

1. Sub-Committee Updates/Reports from Trustees

Minutes

- Trustee Wesley Pratt: Upcoming JEPa meeting scheduled for Oct 5, 2020.

2. Approval of Regular Meeting Minutes for September 29, 2020

- *Motion: To approve the September 29, 2020, regular board meeting minutes as presented.*
- By: Trustee Wesley Pratt
- Second: Trustee Ryan O'Neil
- Roll Call Vote: Trustees Bauer, Capron, O'Neil, Pratt, and Reagan voted YES to approve the motion.
- Carried: 5/0
- Votes:
 - Annelise Bauer Yes
 - Anne Capron Yes
 - Ryan O'Neil Yes
 - Wesley Pratt Yes
 - Mark Reagan Yes

H. SUPERINTENDENT / CABINET REPORT

1. Updates from the Superintendent and Cabinet Staff

Minutes

- Updates Only / No Formal Action Taken
- Updates on work not contented to reopening schools.

Chris Carson: Business Support Services

- Midge Hoffman continues to work on District Special Projects
- Upcoming item: \$500K Loan to complete the work related to the Red Hill Improvement Project

Julia Wolcott: Curriculum and Instruction Updates

- Shout out to Literacy Coaches who are training for Readers & Writers workshop to be presented to all new teachers in the district.

Dr. Esther Salinas: Human Resources Updates

Unapproved Minutes: October 13, 2020

- RVSD hosted a COVID-19 testing site at the District Office
- Future dates will be scheduled. Staff will be notified of all future dates/times.

Eric Saibel: Student Services Updates

- Shout out to all the support staff who are working hard to get to make sure students return to a safe and supporting environment.

Marci Trahan, Superintendent

- Held the first Virtual Round Table Committee. Next meeting scheduled for October 22. The group is working on budgets and developing a one size fits all budget worksheet to be used by all sites. Upcoming topics: Overages for 2018-19 and 2019-20; fundraising efforts by sites and the YES Foundation and retooling the Round Table Committee Agreement.

I. MEETING REVIEW

1. Future Board Topics & Board Direction

Minutes

- Future Agenda Topics
 - Red Hill Project: Loan Request of \$500K for completion of District Improvements (Date TBD)
 -

2. Meeting Debrief

Minutes

- Trustees thanked Superintendent Trahan and Cabinet members for their hard work putting together tonight's presentation and in answering parent questions.

3. Motion to Continue Meeting Past 10:30pm

Minutes

- Not Applicable / Meeting ended at 9:51pm

J. ADJOURNMENT

1. Formal Adjournment of the Meeting

Minutes

- Trustee Capron formally adjourned the meeting at 9:51pm



**Tuesday, November 10, 2020
RVSD BOARD OF TRUSTEES REGULAR MEETING**

(Approximate Times)

CLOSED SESSION: 6:30 PM-7:30PM

STAFF RECOGNITION: 7:30PM-7:50PM

OPEN SESSION: 7:50-8:00PM

As a result of the COVID-19 pandemic, this meeting will be conducted virtually and will be livestreamed via YouTube at <https://youtu.be/dF93rFX-3DA>. There will be a 60 second delay between the meeting and the YouTube livestream. An audio recording of the meeting will be made available to the public on our district website within 72 hours following the meeting.

All Board, Cabinet, and Staff members will participate remotely.

(Closed session will begin at 6:30PM.) Closed Sessions are not open to the public. As a result, this portion of the meeting will not be included in the virtual meeting or available via YouTube livestream. The Virtual Meeting begins with Open Session at approximately 7:30PM. Public comments addressing items listed under Closed Session as well as those addressing items that are and are not listed on the Open Session agenda may be sent via email to publiccomments@rossvalleyschools.org. Emails received by 3pm on the day of the meeting will be included as an attachment in the Public Comment section of the Agenda. Emails received after 3pm on the day of the meeting will be included in the next regular meeting's Public Comment section.

For questions related to the Agenda, please call 415.451.4060 / Fax. 415.454.6840.

A. CALL TO ORDER

Subject **1. Meeting Called to Order**

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Procedural

The Board President, Board Clerk, or designee calls the meeting to order.

B. CLOSED SESSION (Approx. 60 mins.)

Subject 1. Identify Closed Session Topics of Discussion (P)

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Information, Procedural

Background

In accordance with the Ralph M. Brown Act (Government Code Section 54957.7), before conducting any closed session, the Legislative body must announce in Open Session the items to be discussed in Closed Session.

B. CLOSED SESSION (Approx. 60 mins.)

Subject **2. Public Comment on Closed Session**

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Procedural

Background

Traditionally, the Board hears public comments on Closed Session items in-person. However, as a result of the COVID-19 pandemic, all Board meetings are being held remotely and public comments are taken via email at publiccomments@rossvalleyschools.org.

Currently, because all Board meetings are being held remotely as a result of the COVID-19 pandemic, all public comments are taken via email at publiccomments@rossvalleyschools.org. The District will upload all emails submitted by 3pm on the day of the Board meeting (see attachments in the Communications section). Items submitted after 3pm on the day of the Board meeting will be uploaded on the next regular meeting's agenda.

B. CLOSED SESSION (Approx. 60 mins.)

Subject

3. Recess to Closed Session

Meeting

Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type

Action, Procedural

Recommended Action It is recommended the Board of Trustees recess to Closed Session.

Background

- The Board President, Clerk or designee will recess the Board to Closed Session.

B. CLOSED SESSION (Approx. 60 mins.)

Subject **4. Conference with Labor Negotiators Pursuant to Government Code Section 54957.6 - All Negotiating Groups: RVTA, CSEA, Confidential Classified, Classified Management, Certificated Management (Approx. 15 mins.) (D)**

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Discussion

Agency Designated Representatives

Employee Organizations

- Ross Valley Teachers Association (RVTA)
- Classified School Employees Association (CSEA), Golden Hinde Chapter 719

Presenters

B. CLOSED SESSION (Approx. 60 mins.)

Subject **5. Conference with Legal Counsel Anticipated Litigation: Significant Exposure to Litigation Pursuant to Paragraph (2) of Subdivision (d) of Section 54956.9 (Approx. 45 mins.) (D)**

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Discussion

Presenters

- [Marci Trahan, Superintendent](#)
- Sue Ann Salmon Evans, Legal Counsel, DWK

B. CLOSED SESSION (Approx. 60 mins.)

Subject 6. Adjourn Closed Session and Reconvene in Open Session

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Procedural

Background

- The Board President/Clerk or Designee adjourns Closed Session and reconvenes the Board in Open Session.

C. PROTOCOL ITEMS (Approx. 5 mins.)

Subject

1. Pledge of Allegiance

Meeting

Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type

Procedural

Board President/Clerk leads the Board, staff and audience in the Pledge of Allegiance

C. PROTOCOL ITEMS (Approx. 5 mins.)

Subject **2. Adopt the Agenda and Time Allocations (D/V)**

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Action, Discussion, Procedural

Recommended Action Recommended the Board adopt the Agenda and time allocations.

Background

- At this time, the Board President asks trustees if they approve of the published agenda and time allocations as presented.

D. STAFF RECOGNITION (Approx. 20 mins.)

Subject **1. Welcome and Recognition of District Staff: New Staff, Newly Tenured
Certificated Staff, and Employee Milestones (R)**

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Recognition

Background

At the beginning of each school year, the Board of Trustees welcomes newly hired employees, certificated employees who have received tenure, those employees who have reached milestone years of employment, as well as those returning employees who have accepted promotions. In this annual recognition, the Director of Human Resources will introduce each of RVSD's principals and administrators who will be honoring the employees featured in the presentation.

Presenter(s)

- [Marci Trahan, Superintendent](#)
- [Dr. Esther Salinas, Director of Human Resources](#)
- [Eric Saibel, Director of Student Services](#)
- [Chris Carson, Chief Business Official](#)
- [Sean Maher, Director of Information Technology](#)
- [Julia Wolcott, Director of Curriculum and Instruction](#)
- [Judith Barry-Gougeon, Brookside Principal](#)
- [Kristi Fish, Hidden Valley Principal](#)
- [Peg Minicozzi, Manor Principal](#)
- [Donna Faulkner, Wade Thomas Principal](#)
- [Matt Catanzarite, White Hill Principal](#)
- [Maria Lubamersky, White Hill Assistant Principal](#)

File Attachments

[RVSD_Staff Recognition_111020.pdf \(57,009 KB\)](#)

E. COMMUNICATION (Approx. 20 mins.)

Subject 1. Public Comment Regarding Items On and Not on the Agenda

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Information, Procedural

Purpose

The purpose of public comments is to permit any person in the audience to make a statement to the Board of Trustees.

Protocol

Typically, the Board of Trustees hears public comments in two ways. The first is through public comments on items not on the current agenda. The second is through public comments on posted agenda items, which will be called for by the Board President before a vote on each item is taken. Speakers are limited to three (3) minutes for their communication, unless the Board deems otherwise. The Board President will conclude public comments after a reasonable length of time and proceed with the agenda. In order for the Board and everyone in attendance to benefit from public comments, the Board requests that each speaker state his/her name and affiliation with the district (e.g. principal, parent, student, or community member).

Currently, because all Board meetings are being held remotely as a result of the COVID-19 pandemic, public comments are taken via email at publiccomments@rossvalleyschools.org. Public comments addressing items that are and are not listed on the agenda may be sent via email to publiccomments@rossvalleyschools.org. The District will upload all emails submitted by 3pm on the day of the Board meeting. Items submitted after 3pm on the day of the Board meeting will be uploaded on the next regular meeting's agenda.

Questions

The Board and staff welcome but cannot directly answer questions from the public or engage in conversations with the public during Board meetings. Please forward all questions via email to the Superintendent (Marci Trahan, at superintendent@rossvalleyschools.org) or Board President (Ms. Anne Capron, at trustee.capron@rossvalleyschools.org).

Items Not On the Agenda

The Board permits public comments on items not on the agenda if they pertain to the school district, are appropriate, and are not an impediment to the efficiency and orderliness of the meeting. The Brown Act prohibits Board discussion and deliberation on topics that are not on the published agenda, and no Board action shall be taken on any item not appearing on the agenda.

Concerns Regarding District Employees

Concerns about individual employees shall not be discussed in public at school meetings. Please contact the immediate supervisor (principal, administrator, superintendent) directly.

File Attachments

[10.27.20 - 11.10.20 Public Comments.pdf \(311 KB\)](#)

E. COMMUNICATION (Approx. 20 mins.)

Subject

2. Board Announcements

Meeting

Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type

Information

Background

- Trustees report on any district related news, activities, events, and other items which are not covered in sub-committee updates.

Board of Trustees

- [Trustee Annelise Bauer](#)
- [Trustee Anne Capron](#)
- [Trustee Ryan O'Neil](#)
- [Trustee Wesley Pratt](#)
- [Trustee Mark Reagan](#)

E. COMMUNICATION (Approx. 20 mins.)

Subject 3. Correspondence/Communication to the Board (I)

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Information

Background

At its meeting of June 7, 2016 the Board discussed an idea, previously proposed by a Trustee, to add a standing agenda item at each regular meeting to include all correspondence and communication from members of the public to the Board, received since the Board's prior meeting.

During the discussion and subsequent discussions including the meeting of August 9, 2016, the following parameters were suggested:

1. Correspondence to the superintendent and/or senior staff only would not be included, unless the correspondence is copied to one or more Trustees.
2. Correspondence to one or more Trustees involving current or potential agenda items and/or advocacy on a specific issue will be included.
3. Trustees may, at their discretion, consult with the Superintendent or his/her designee to determine if a communication should be included.
4. Correspondence to one or more Trustees regarding personal (non-advocacy) matters deemed by individual Trustees to be outside the scope of district business, will not be included.
5. "Correspondence" includes, but may not be limited to, electronic mail, regular US mail and hand-delivered notes.
6. The superintendent will make inquiries of other school districts, to learn if and where there exists a current practice of including in the agenda, communications from members of the public to the Board.
7. Information of a confidential nature shall be redacted from all communications prior to posting on a Board agenda.
8. Correspondence to the Board will be placed on the Board's agenda beginning in the 2016-17 school year, once members of the public have been notified of the new practice.
9. Correspondence involving complaints regarding personnel shall be referred through the District's uniform complaint process as outlined in Board Policy. Complaints regarding employees shall not be included as part of the agenda.

According to the General counsel for the California School Boards Association (CSBA), when communications are shared with the Board outside a meeting, the Board is essentially being lobbied and influenced. Making such information a part of the public record increases transparency.

At the Board meeting of August 9, 2016, the Board of Trustees adopted this new practice, effective with the September 13, 2016 meeting. This means all communications to the Board sent after the August 23, 2016 meeting is subject to this new process. Notice of the practice shall be included in the distribution of the August 23, 2016 agenda as well as in an electronic (BlackBoard) message to all RVSD families, to be sent on or before August 23, 2016.

See attached for the correspondence to the Board received since the last Board of Trustees meeting.

Prepared By

- [Anne Capron, Board President](#)
- [Marci Trahan, Superintendent](#)

File Attachments
[11.10.20 LKepley Re_RVC Petition .pdf \(99 KB\)](#)

11.10.20 RSandusky Re_RVC Charter Renewal review.pdf (102 KB)
11.10.20 JRivera Re_RVC Renewal Petition.pdf (65 KB)
11.10.20 RGoldman Re_Denial of RVC renewal petition.pdf (198 KB)
10.30.20 KCsizmadia Re_ Please address institutional racism in RVSD.pdf (418 KB)

E. COMMUNICATION (Approx. 20 mins.)

Subject 4. Report Out From Closed Session

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Procedural

Background

- The Board President, Clerk or Designee reports any actions taken on Closed Session items.

F. PRESENTATION / ACTION ITEM (Approx. 95 mins.)

Subject	1. Ross Valley Charter School Charter Petition Renewal Process: Public hearing at which the Board of Trustees will either grant or deny the Charter Renewal Petition in accordance with Education Code section 47605(b) (Approx. 45 mins.) (PH, D, V)
Meeting	Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING
Type	Action, Discussion
Recommended Action	Administration recommends that the Board of Trustees deny the Ross Valley Charter Renewal Petition and adopt the Staff Report as the findings in support of denial.

Background

Ross Valley Charter (RVC) is a charter school currently authorized by the State Board of Education. The current charter expires June 30, 2021. RVC submitted its charter petition seeking renewal of the charter to RVSD (Renewal Petition), with a certification of completeness, on August 10, 2020. The District and RVC have agreed upon a timeline for consideration of the petition.

Education Code section 47607(a)(2) provides that renewals of charters shall be governed by the standards and criteria in Section 47605(b). As a charter currently approved by the State Board of Education, Education Code, section 47605.9, requires the charter school shall submit the petition for renewal to the governing board of the school district within the boundaries of which the charter school is located.

District staff with support from legal counsel and consultant expert in charter school finance (Review Team), has carefully reviewed the Renewal Petition and pursued its due diligence on the history of RVC's operations, academic performance and fiscal status by seeking records and reviewing public records, documents provided by RVC as well as by California Department of Education, RVC's current authorizer and oversight agency. Finding concerns with fiscal and governance issues as well as Americans with Disabilities Act compliance and related issues with access for all students who wish to attend, on September 3, 2020, the Board issued a Notice of Alleged Violation (NOAV) identifying the concerns and seeking cure of the issues identified. RVC responded on October 5, 2020 (Response).

The Board of Trustees held a public hearing on October 13, 2020, on the provisions of the charter, at which time the Board considered the level of support for the Renewal Petition by teachers employed by the school district, other employees of the school district, and parents. (Ed. Code, section 47605(b).) As agreed with RVC, the determination on the Renewal Petition is scheduled for the November 10, 2020 Board of Trustees meeting.

After review of the Response, the Renewal Petition, and its attachments, as well as the documents received from the various sources, and the input at the public hearing, the District published its Staff Report on October 26, 2020, in accordance with Education Code section 47605(b), which recommends denial of the Renewal Petition for the reasons detailed therein.

CURRENT STATUS:

TIMELINE FOR ANALYSIS AND FINAL DECISION

Publication of findings and recommendations were posted on October 26, 2020 and provided to RVC the same day. As agreed with RVC, the Board of Trustees will render its decision on the Renewal Petition at its November 10, 2020 meeting.

PUBLIC HEARING PROCESS

In accordance with Education Code. Code, section 47605(b), at the November 10, 2020 meeting, the Board of Trustees will hold a public hearing at which time the Board will either grant or deny the Renewal Petition. RVC/Petitioners shall have equivalent time and procedures as afforded District staff/Review Team and to present any evidence and testimony to respond to the staff recommendations and findings. To ensure equivalent time, any presentation by the District will be timed and equal time will be provided to RVC/Petitioners. Following the presentations, the Board of Trustees will deliberate and make its determination whether to grant or deny the Renewal Petition.

FOR MORE INFORMATION

For further information, please refer to the documents attached to this agenda item. They may be downloaded for your review. If you need assistance, please feel free to contact the Superintendent's Office at 415-451-4060.

Presenters

- [Marci Trahan, Superintendent](#)
- [Sue Ann Salmon Evans, Dannis Woliver Kelley](#)

File Attachments

[Staff Report - Ross Valley Charter Renewal Petition 10.26.2020.pdf \(9,805 KB\)](#)
[Notice of Correction re Staff Report - Ross Valley Renewal Petition 10.30.20.pdf \(14 KB\)](#)
[RVC LTR re Response to Findings for Denial - Signed.pdf \(3,668 KB\)](#)
[District Reply to RVC Response 11.10.20.pdf \(207 KB\)](#)

F. PRESENTATION / ACTION ITEM (Approx. 95 mins.)

Subject **2. Update #10/Discussion Regarding COVID-19 Schools Reopening 2020-2021 (Approx. 45 mins.) (U,I)**

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Discussion, Information, Report

Background

On March 16, 2020, the Ross Valley School District was closed on orders from the Marin County Department of Health and Human Services (DHHS) due to COVID-19. Originally schools were told the closure would last for approximately two weeks, but ultimately the closure was extended through the end of the 2019-20 school year, and instruction to all RVSD students was provided through Distance Learning (DL). Due to the ongoing pandemic, the 2020-21 school year began in distance learning (Virtual Learning Academy). Staff have prioritized the health and safety of all students, staff, and families in developing health and safety protocols and procedures as well as a phased in approach to a return to on-site instruction. All plans are in accordance with county, state, and federal guidelines.

Staff has provided and will continue to provide the Board of Trustees and the public with regular updates. Linked below are Board items from each of the previous Board meetings.

- [October 27, 2020](#) Board of Trustees Meeting: Agenda Item D1 - Update/Discussion #9 Regarding COVID-19 Schools Reopening 2020-2021
- [October 13, 2020](#) Board of Trustees Meeting: Agenda Item E2 - Update/Discussion #8 Regarding COVID-19 Schools Reopening 2020-2021
- [September 29, 2020](#) Board of Trustees Meeting: Agenda Item D1 - Update/Discussion #7 Regarding COVID-19 Schools Reopening 2020-2021
- [September 15, 2020](#) Board of Trustees Meeting: Agenda Item D2 - Update/Discussion #6 Regarding COVID-19 Schools Reopening 2020-2021
- [August 25, 2020](#) Board of Trustees Meeting: Agenda Item E2 - Update/Discussion #5 Regarding COVID-19 2020-2021 Schools Reopening
- [August 4, 2020](#) Board of Trustees Meeting: Agenda Item E1 - Update/Discussion #4 Regarding COVID-19 2020-2021 Schools Reopening
- [July 20, 2020](#) Board of Trustees Meeting: Agenda Item F1 - Update/Discussion #3 Regarding COVID-19 Current and Options for Resuming Instruction in the Fall
- [June 16, 2020](#) Board of Trustees Meeting: Agenda Item G1 - Update/Discussion #2 Regarding COVID-19 Current and Options for Resuming Instruction in the Fall
- [June 2, 2020](#) Board of Trustees Meeting: Agenda Item F3 - Update/Discussion #1 Regarding COVID-19 Current and Options for Resuming Instruction in the Fall
- [May 19, 2020](#) Board of Trustees Meeting: Agenda Item F3 - Update/Discussion Regarding COVID-19 Current and Options for Resuming Instruction in the Fall
- [May 5, 2020](#) Board of Trustees Meeting: Agenda Item E5 - Update/Discussion Regarding COVID-19 Current and Potential Future Impact on School District Operations
- [April 21, 2020](#) Board of Trustees Meeting: Agenda Item D9 - Update on RVSD's Distance Learning Program Implemented Beginning March 16, 2020 as a Result of School Closure Due to the Coronavirus

Additionally, staff held a virtual Town Hall meeting on Thursday, July 23, 2020, to provide the parent community an opportunity for questions and answers. The meeting was recorded and can be accessed [here](#). The week of October 5, 2020, each school held virtual town halls in order to ensure parents/guardians understand the Hybrid Model so they are able to make the decision that is best for their child/ren and family between Hybrid Model or to remain in Virtual Learning Academy.

Note: The slide presentation is being developed and will be uploaded when it is ready.

For Discussion Tonight

UPDATE

Tonight's update may include (but is not limited to) information from:

- Marin County Department of Education (MCOE)
- Marin County Department of Health and Human Services (DHHS)
- California Department of Education (CDE)
- United States Department of Education (DOE)
- Centers for Disease Control (CDC)

Resources

- [Marin Schools COVID-19 Return to Site-Based Instruction \(11.5.20\)](#)
- [Marin County Health and Human Services Department - Schools \(10.20.20\)](#)
- [CDPH Updated Guidance on In-person, Small Group Instruction \(9.4.20\)](#)
- [Providing Targeted, Specialized Support and Services at School \(9.4.20\)](#)
- [CDC Operating schools during COVID-19: CDC's Considerations \(9.1.20\)](#)
- [CA Blueprint for a Safer Economy \(8.28.20\)](#)
- [CDC Preparing K-12 School Administrators for a Safe Return to School in Fall 2020 \(8.26.20\)](#)
- [Marin County Rethinking Schools: A Public Health Guided Return to Site-Based Classroom Instruction \(updated 8.12.20\)](#)
- [Marin County School Site-Specific Protection Plan \(updated 8.12.20\)](#)
- [CDC Guidance for K-12 School Administrators on the Use of Masks in Schools \(8.11.20\)](#)
- [CDPH and Cal/OSHA Guidance for Schools and School-Based Programs \(8.3.20\)](#)
- [CA Public Health Officials Release Guidance on Elementary School Waivers \(8.3.20\)](#)
- [COVID-19 and Reopening In-Person Learning Elementary Education Waiver Process \(CDPH\) \(8.3.20\)](#)
- [CDPH Waiver Letter Template and Cover Form \(8.3.20\)](#)
- [CDE Distance Learning Frequently Asked Questions](#)
- [COVID-19 Update – Dr. Matt Willis \(7.31.20\)](#)
- [CDPH COVID-19 Industry Guidance: Schools and School-Based Programs \(7.17.20\)](#)
- [CDPH COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California 2020-21 School Year \(7.17.20\)](#)
- [Marin Public Health Recommends Delaying Full Return of In-Classroom Learning \(7.15.20\)](#)
- [Marin County Public Health and Human Services](#)
- **Marin County Office of Education: Rethinking Schools**
- **California Department of Education (CDE): Coronavirus Response and School Reopening Guidance**
- [California Department of Education Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools \(June 2020\)](#)
- [Centers for Disease Control and Prevention \(CDC\) COVID-19 K-12 Schools and Child Care Programs](#)
- **Assembly Bill 77 Budget Trailer Bill**
- **Senate Bill 98 Budget Trailer Bill**

Presenter(s): Superintendent and Members of the Cabinet Team

- [Kristi Fish, Hidden Valley Principal](#)
- [Judith Barry-Gougeon, Brookside Principal](#)
- [Peg Minicozzi, Manor Principal](#)
- [Donna Faulkner, Wade Thomas Principal](#)
- [Matt Catanzarite, White Hill Principal](#)
- [Maria Lubamersky, White Hill Assistant Principal](#)
- [Eric Saibel, Director of Student Services](#)
- [Dr. Esther Salinas, Director of Human Resources](#)
- [Julia Wolcott, Director of Curriculum & Instruction](#)

- [Marci Trahan, Superintendent](#)
-

File Attachments

[School Reopening #10 - BdMtg 11_10_20.pdf \(41,919 KB\)](#)

F. PRESENTATION / ACTION ITEM (Approx. 95 mins.)

Subject **3. Recommended Approval of Board Bylaw 9270 - Conflict of Interest and Adoption of Resolution #11-20-21 Exhibit 9270 - Conflict of Interest (D/V) (Approx. 5 mins.)**

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Action, Discussion

Recommended Action It is recommended the Board of Trustees approve the updated Board Bylaw 9270 and adoption of Resolution #11-20-21 Exhibit 9270 - Conflict of Interest.

Background

The State Political Reform Act requires all public agencies to adopt a Conflict of Interest Code. A code designates positions required to file Statements of Economic Interests (Form 700) and assigns disclosure categories specifying the types of interests to be reported. Every local government agency is required to review its Conflict of Interest Code every two years. The District last updated the Conflict of Interest Code and Resolution on December 11, 2018.

As required, on September 30, 2020, the District submitted the 2020 Local Agency Biennial Notice indicating that an amendment to our Conflict of Interest Code is necessary. The amended code must be forwarded to the County Board of Supervisors no later than December 30, 2020, for review and approval. The County Board of Supervisors, as the Code reviewing body, is charged with the responsibility of approving any changes to the Conflict of Interest Code. The amended Code will not become effective until it has been approved by the County Board of Supervisors.

Presenters

- [Chris Carson, Chief Business Official](#)
- [Marci Trahan, Superintendent](#)

File Attachments

[BB 9270 - CONFLICT OF INTEREST.pdf \(111 KB\)](#)
[RESOLUTION # 11-20-21 CONFLICT OF INTEREST .pdf \(107 KB\)](#)

G. CONSENT ACTIONS (Approx. 5 mins. for All Consent Action / Approve by One Motion))

Subject	1. Recommended Approval of the Quarterly Williams Uniform Complaints Report Submission for July, August, September 2020 (Compliance)
Meeting	Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING
Type	Action (Consent)
Recommended Action	It is recommended the Board of Trustees approve the Quarterly Williams Uniform Complaint Report for July, August, September 2020.

Background

California school districts report to their local Office of Education on any complaints received involving the following areas:

- Textbooks and Instructional Materials
- Teacher Vacancy or Misassignment
- Facilities Conditions

The reports are submitted for Board review and approval four times in a school year (from July 1 to June 30.)

- **October:** Reporting period is July 1 through September 30
- **January:** Reporting period is October 1 through December 31
- **April:** Reporting period is January 1 through March 31
- **July:** Reporting period is April 1 through June 30

Upon Board approval, the report is submitted to the Marin County Office of Education.

Prepared By

- [Marci Trahan, Superintendent](#)
- [David Gehman, Director of Maintenance and Operations](#)
- [Dr. Esther Salinas, Director of Human Resources](#)
- [Eric Saibel, Director of Student Services](#)
- [Julia Wolcott, Director of Instruction and Curriculum](#)

File Attachments JULY, AUGUST, SEPTEMBER 2020.pdf (85 KB)
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Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

G. CONSENT ACTIONS (Approx. 5 mins. for All Consent Action / Approve by One Motion))

Subject	2. Receive for First Reading & Recommended Adoption Revised/Updated Board Policies (BP,AR,E) Series 4000 - Personnel, Title IX Policies (Governance/Policies)
Meeting	Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING
Type	Action (Consent)
Recommended Action	It is recommended the Board of Trustees receive for first reading and subsequent adoption the attached revised/updated Title IX Board Policies, Administrative Regulations, and Exhibits.

Background

Title IX of the Education Amendments Act of 1972 is a federal law that states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX is a federal mandate that protects students attending educational institutions from sex discrimination. All students are protected from discrimination by Title IX, regardless of sexual orientation, gender identity, nationality, immigration status, race or ability. Title IX protects boys and men as well as girls and women. Title IX also applies to organizational employees, such as teachers, staff, and administrators.

Policies for review and approval are listed below:

Nondiscrimination in Employment - AR 4030

December 2019

Administrative Regulation: Updated to reflect **NEW LAW (SB 778)** which delays until January 1, 2021, a requirement for districts with five or more employees to provide at least two hours of sexual harassment training to supervisory employees and at least one hour of sexual harassment training to nonsupervisory employees. Regulation also reflects **NEW LAW (AB 9)** which allows complaints of employment discrimination to be filed with the Department of Fair Employment and Housing up to three years after the alleged act.

July 2020

Administrative Regulation: Updated to reflect **NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026)** which require that allegations of sexual harassment that meet the federal definition be investigated through Title IX complaint procedures, as described in AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, rather than the complaint procedures detailed in this regulation.

Sexual Harassment - BP/AR 4119.11/4219.11/4319.11

July 2020

Board Policy: Policy updated to reflect **NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026)** which require that complaints of behavior that meets the federal definition of sexual harassment be addressed through new Title IX complaint procedures. Title of compliance officer changed to Title IX Coordinator pursuant to federal regulations, and responsibility assigned to Title IX Coordinator to receive complaints and determine the appropriate complaint procedure to use.

Administrative Regulation: Updated to reflect **NEW LAW (SB 778, 2019)** which (1) requires a district with five or more employees to provide two hours of sexual harassment training to supervisory employees and one hour of sexual harassment training to nonsupervisory employees by January 1, 2021 and every two years thereafter, and (2) requires new nonsupervisory employees and employees promoted to supervisory positions to receive the training within six months of hire or promotion. Regulation also reflects **NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026)** which require the district to designate a Title IX Coordinator and disseminate the Coordinator's contact information.

Title IX Sexual Harassment Complaint Procedures - AR 4119.12/4219.12/4319.12

July 2020

NEW Regulation: Reflects **NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026)** which establish a Title IX complaint procedure for addressing complaints of behavior that meets the federal definition of sexual harassment. Regulation describes the types of behavior subject to these complaint procedures, the process for filing a complaint with the Title IX Coordinator, the requirement to offer supportive measures to the complainant, the option for the parties to participate in an informal resolution process, required notifications, the investigation process, issuance of a written decision, the right to appeal the decision, and the requirement to maintain records of sexual harassment complaints and training materials for seven years.

Prepared By

- [Esther Salinas, Director of Human Resources](#)
- [Eric Saibel, Director of Student Services](#)
- [Marcy Trahan, Superintendent](#)

File Attachments

[AR 4030 - NONDISCRIMINATION IN EMPLOYMENT.pdf \(147 KB\)](#)
[AR 4119.11, 4219.11, 4319.11 - SEXUAL HARASSMENT \(PERSONNEL\).pdf \(143 KB\)](#)
[AR 4119.12, 4219.12, 4319.12 - TITLE IX - SEXUAL HARASSMENT COMPLAINT PROCEDURES \(PERSONNEL\).pdf \(169 KB\)](#)
[BP 4119.11, 4219.11, 4319.11 - SEXUAL HARASSMENT \(PERSONNEL\).pdf \(139 KB\)](#)

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

H. BOARD BUSINESS (Approx. 15 MINS.)

Subject **1. Sub-Committee Updates/Reports from Trustees**

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Information

Background

Sub-Committee updates from the Board of Trustees.

- [Trustee Annelise Bauer](#)
- [Trustee Anne Capron](#)
- [Trustee Ryan O'Neil](#)
- [Trustee Wesley Pratt](#)
- [Trustee Mark Reagan](#)

H. BOARD BUSINESS (Approx. 15 MINS.)

Subject **2. Approval of Meeting Minutes for October 27, 2020 (D,V)**

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Action, Discussion, Procedural

Recommended Action It is recommended the Board of Trustees approved the meeting minutes for October 27, 2020.

Questions

- [Executive Assistant to the Superintendent and Board](#)

File Attachments
[RVSD BD MTG MINUTES 10.27.20.pdf \(247 KB\)](#)

I. SUPERINTENDENT / CABINET REPORT (Approx. 15 mins.)

Subject **1. Updates (I)**

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Information

Cabinet Updates

- Updates from Human Resources: [Dr. Esther Salinas, Director](#)
- Updates from Student Services/Special Education: [Eric Saibel, Director](#)
- Updates from Business: [Chris Carson, CBO](#)
- Updates from Business: [Midge Hoffman, Special Projects](#)
- Updates from Curriculum and Instruction: [Julia Wolcott, Director](#)
- Updates from Office of the Superintendent: [Marci Trahan, Superintendent](#)

Articles of Interest

- [EdSource: California voters pass most school construction bonds, parcel taxes on ballot](#)
- [Education Week: Getting schools open: Misguided or visionary?](#)
- [Politico \(morning round up\): California pitches new school testing plan](#)
- [EdSource: Shorter exams will replace California's annual Smarter Balanced tests](#)

J. MEETING REVIEW (Approx. 10 mins.)

Subject **1. Future Board Topics & Board Direction**

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Discussion, Information

Background

Topics identified in the meeting to bring back at a future date as well as suggested topics for future board meetings.

Board of Trustees

- [Trustee Annelise Bauer](#)
- [Trustee Anne Capron](#)
- [Trustee Ryan O'Neil](#)
- [Trustee Wesley Pratt](#)
- [Trustee Mark Reagan](#)

Superintendent and Cabinet Team

- [Marci Trahan, Superintendent](#)
- [Midge Hoffman, Chief Business Official](#)
- [Julia Wolcott, Director of Curriculum and Instruction](#)
- [Esther Salinas, Director of Human Resources](#)
- [Eric Saibel, Director of Student Services & Special Education](#)

J. MEETING REVIEW (Approx. 10 mins.)

Subject	2. Meeting Debrief
Meeting	Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING
Type	Discussion

J. MEETING REVIEW (Approx. 10 mins.)

Subject **3. Motion to Continue Meeting Past 10:30 (D,V)**

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Action, Procedural

Recommended Action If applicable, recommend to continue the meeting past 10:30 p.m.

Background

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

K. ADJOURNMENT

Subject **1. Board President or Designee Adjourns the Meeting**

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Procedural

Background

- Board President and/or his/her designee formally adjourns the board meeting and announces the time the meeting is adjourned.

L. MEETING PROTOCOLS / GENERAL INFORMATION

Subject 1. Meeting Protocols and Information

Meeting Nov 10, 2020 - RVSD BOARD OF TRUSTEES REGULAR MEETING

Type Information, Procedural

- **Time Allocations:** Times indicated for items on the agenda are approximate. Actual time when an agenda item is taken up and considered may be different.
- **Consent Agenda Procedure:** All items are approved by a single action. Any member of the Board may remove an item from the Consent Agenda for separate discussion.
- **Accommodations for Individuals with Disabilities:** Assistance will be provided to those requiring accommodations for disabilities in compliance with the Americans with Disabilities Act of 1990. Interested persons must request accommodations at least 48 hours in advance of the meeting by contacting the Superintendent's Office at: Ross Valley School District Office, 110 Shaw Drive, San Anselmo, CA 94960. Phone: 415-454-2162, Fax: 415-453-3152.
- **Agenda and Supporting Documents:** A copy of the Agenda and all back-up documentation can be downloaded from BoardDocs at <http://www.boarddocs.com/ca/rova/Board.nsf/vpublic?open>. Information is also available at the District Office 72 hours prior to the meeting. Supporting documents/writings related to a Board meeting agenda item that are distributed to at least a majority of Board members less than 72 hours before a noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District office, 110 Shaw Drive, San Anselmo, California 94960. Such documents/writings may also be available on the District's website. (Government Code 54957.5 (b)).
- **Public Comments:** Currently the Board of Trustees hears public comments in two ways. The first is through "Announcements and Communication" (Agenda Section B), which is intended for public comments on items not on the current agenda. The second is through public comments on posted agenda items, which will be announced by the Board President before a vote on each item is taken.
 - **Purpose:** The purpose of public comments is to permit any person in the audience to make a statement to the Board of Trustees.
 - **Protocol:** Speakers are limited to three (3) minutes for their communication, unless the Board deems otherwise. The Board President will conclude public comments after a reasonable length of time and proceed with the agenda. In order for the Board and everyone in attendance to benefit from public comments, the Board requests that each speaker state his/her name and affiliation with the district (e.g. principal, parent, student or community member).
 - **Questions:** The Board and staff welcome but may not answer direct questions from the public or engage in conversations with the public during Board meetings. Please forward all questions via email to the Superintendent (Dr. Rick E. Bagley, at superintendent@rossvalleyschools.org) or Board President (Ms. Anne Capron, at trustee.capron@rossvalleyschools.org).
 - **Items Not On the Agenda:** The Board permits public comments on items not on the agenda, but pertaining to the school district, if appropriate, and not an impediment to the efficiency and orderliness of the meeting. No Board action shall be taken on any item not appearing on the agenda.
 - **Board Response:** The Brown Act prohibits Board discussion and deliberation on topics that are not on the published agenda.
 - **Concerns Regarding District Employees:** Concerns about individual employees shall not be discussed in public at school meetings. Please contact the immediate supervisor (principal, administrator, superintendent) directly.
- **Written Communication to the Board:** General counsel for the California School Boards Association (CSBA) opines that when communications from the public are shared with the Board outside a Board meeting, Trustees are potentially being lobbied for the purpose of influencing decisions on a particular matter of advocacy. Making such information part of the public record increases transparency.

Effective with the September 13, 2016, meeting of the Board of Trustees, written correspondence to one or more Trustees received after August 23, 2016, may, depending upon the nature of the communication, be included in the Board's agenda under the item, "Correspondence/Communication to the Board." The Board may periodically review and/or revise this practice, as it deems necessary.

Guidelines for determining whether a particular written communication to the Board will be added to the agenda include:

- Correspondence to the superintendent and/or senior staff only would not be included, unless the correspondence is copied or blind copied to one or more Trustees.
- Correspondence to one or more Trustees involving current or potential agenda items and/or advocacy on a specific issue will be included.
- Trustees may, at their discretion, consult with the Superintendent or his/her designee to determine if a communication should be included.
- Correspondence to one or more Trustees regarding personal (non-advocacy) matters deemed by individual Trustees to be outside the scope of district business, will not be included.
- "Correspondence" includes, but may not be limited to, electronic mail, regular US mail and hand-delivered notes.
- Information of a confidential nature (e.g. students' names) shall be redacted from all communications prior to posting on a Board agenda.
- Correspondence involving complaints regarding personnel shall be referred through the District's uniform complaint process as outlined in Board Policy. Complaints regarding employees shall not be included as part of the agenda.



110 Shaw Drive, San Anselmo, CA 94960 | Phone: 415.454.2162 | Fax: 415.454.6840 | www.rossvalleyschools.org

Superintendent: Marci Trahan | Board of Trustees: Annelise Bauer • Anne Capron • Ryan O'Neil • Wesley Pratt • Mark Reagan

August 16, 2020

Via Email

Luke Duchene
School Director
Ross Valley Charter
PO Box 791
Fairfax, CA 94978
luke.duchene@rossvalleycharter.org

Re: Ross Valley School District
Ross Valley Charter

Dear Mr. Duchene:

The Ross Valley School District ("District") received the Ross Valley Charter Renewal Petition ("Petition") which was submitted to the District office along with a signed certification that Petitioner deems the Petition to be complete. In light of the certification of completeness, the District will begin its review and evaluation of the materials submitted.

In order to comply with the requirements of Education Code section 47605, we propose the below schedule for presentation and consideration of the Petition. We note and appreciate your agreement to schedule the process in accordance with the Board's regularly scheduled meetings. In order to confirm your written agreement, please sign on behalf of Petitioner below where indicated as this schedule is slightly beyond the timelines set forth in section 47605.

- August 10, 2020 Receipt of Petition by the District with signed certification that petitioner deems the petition to be complete;
- October 13, 2020 Public hearing concerning the provisions of the Petition and the level of support for the Petition by teachers employed by the District, other employees of the District, and parents;
- October 26, 2020 Publication of findings and recommendations;
- November 10, 2020 Determination of whether the District will grant or deny the Petition.

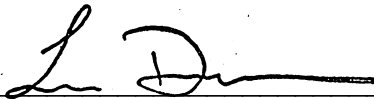
Should you have any questions or comments, please do not hesitate to contact me.

Very truly yours,



Marci Trahan, Superintendent
Ross Valley School District

This serves as written agreement to the schedule set forth above in accordance with
Education Code section 47605.



Luke Duchene on behalf of
Petitioner Ross Valley Charter School

RE: Renewal Petition of Ross Valley Charter

To whom it may concern,

We are writing to you as the parents of a 3rd grader and 1st grader at Ross Valley Charter (RVC). RVC is an incredible community of kids, teachers, staff and families, all of whom support and care deeply about one another and the world around them.

It is not an understatement to say that RVC has changed our lives. Our son and daughter have thrived in Ms. Rebecca's and Ms. Emily's classes, where they have learned to love themselves and their friends, advocate for those in need, and think carefully about how to be positive members of our community and stewards of our environment. They deeply value social justice at only 6 and 8 years old.

Our school's CAASPP data speaks for itself. But a school is so much more than its test scores. RVC is a school where equity is at the heart of the school community and relationships, where the teachers nurture all students. Our teachers engage and support the whole child, particularly social and emotional learning in this time of great challenge. Whether a student comes to the school speaking English or Spanish, whether a student is underserved or wealthy, and whatever their interests and prior academic experiences, they all grow and thrive. It is truly remarkable and unmatched. RVC has the unique power to transform the lives of people from every corner of the community, building students who will make the world better.

It is a remarkable effort that goes into helping young students become their best selves, and I can only imagine how much more the school can do in its next 5 years. It is our sincerest hope that you will renew RVC's charter so that our students can continue their love of learning for years to come.

Sincerely,

Connor & Julie

From: Alexis Thorpe [REDACTED]
Subject: re: Renewal Petition of Ross Valley Charter
Date: October 9, 2020 at 2:48 PM
To: info@rossvalleycharter.org



To Whom It May Concern, re: Renewal Petition of Ross Valley Charter,

I'm writing to let you know why RVC works for our family and how much this charter school means to us.

I have a Kindergartner and a 3rd grader and am a resident in the Ross Valley School District. Before we joined RVC, our family had experiences in a local school that led to us looking for a different educational approach. Having the opportunity to choose a public school that really fit our family's needs allowed us to find the right fit for our kids and I'm sincerely grateful for the charter option. It's important to us to be in a school that has the freedom to adjust their approach as they learn about their students and have opportunities to bring new elements to the curriculum - project based learning gets my kids excited about learning in a way they weren't expressing in their previous classes. Even in this new strange reality of Zoom school, my kids are eager to sign-in to class at RVC every day. No more moans and groans - and their skills and measurable assessment markers are growing at a pace I didn't think was possible. The main take-away for us is that our children are *really really* happy at RVC. Individuality is celebrated, social-emotional learning is RVC's specialty AND in building confident learners, a cohesive group has formed in the classroom. These kids celebrate each other's wins and know they are a part of something really special.

I am so grateful to have the opportunity to choose RVC for my family and sincerely request that their charter renewal petition is approved so they can continue to serve this community of students and families as they do so well.

Warm Regards,

Alexis Thorpe

October 7, 2020

Re: Renewal Petition of Ross Valley Charter

To Whom it may Concern:

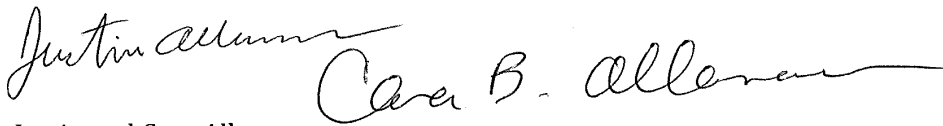
We are writing to express our support for the Charter Petition Renewal of Ross Valley Charter School ("RVC). We are residents of San Anselmo and have a kindergarten and second-grade student enrolled at RVC.

One of our main reasons for sending our children to RVC is the multi-age classes, which aren't offered at our local RVSD school. This structure results in longer periods of time with the same teacher, which allows the teacher to develop a deeper understanding of a child's strengths and needs. This is something we felt particularly important for our children. Also, this structure provides opportunities for older children to serve as mentors and to take leadership roles.

We also wanted a school option with greater diversity than offered by our neighborhood school, Wade Thomas. While Wade Thomas is a very high performing school, it is mostly white, english as a first language and well off. In contrast, according the Department of Education website, the RVC student population is 53% white as compared to 76% at Wade Thomas and includes about 20% English Language Learners as compared to about 4% at Wade Thomas.

We have been very pleased with the quality of education at RVC and strongly support the renewal of their charter.

Sincerely,

Handwritten signatures of Justin Allamano and Cara B. Allamano. Justin's signature is on the left, and Cara's is on the right, overlapping slightly.

Justin and Cara Allamano

Talia Di Manno
San Rafael, CA 94901

Ross Valley Charter
102 Marinda Dr.
Fairfax, CA 94930
October 7, 2020

To Whom It May Concern, re: Renewal Petition of Ross Valley Charter,

My son began Kindergarten at Ross Valley Charter in September, and I feel so fortunate to have found a school where the approach to education serves the various learning needs of its students; teachers work so hard to support students; and staff maintains such a constant level of communication with parents in challenging times.

I found Ross Valley Charter while searching for the right school for my son. I was very concerned that his particular learning needs would not be met at our local school. He is resistant to the traditional, top-down approach to learning, and needs his interest and curiosity to be sparked before he feels open to learning. He also has attention challenges, and needed a more integrative and creative learning environment than our local school was able to offer. I knew, in effect, that he could thrive in the right learning environment, and would likely struggle otherwise. When I found RVC I felt so incredibly relieved. Its mission and methodology are right on par with my son's needs, and its ambitions to teach to the heart, body, and mind correspond with recent research about the needs of our children.

I have been so happy to see these methodologies playing out in the last several weeks (and especially despite the challenges of zoom). Thanks to the daily dedication of my son's teacher, Miss Tatiana, he is learning and enjoying school. Tatiana's approach is creative, joyful, and socially conscious. Tatiana chooses activities that encourage learning through various media—visual, aural, reading/ writing, and kinesthetic. My son has especially enjoyed creating a tactile, "Touching the alphabet" book, making letters with play do, and learning numbers by measuring his toys with a ruler. Our teacher brings joy into the classroom every day: favorites are her fantastic puppets (each with his or her own voice); song and dance; and virtual field trips to learn from experts about animals. I am also deeply appreciative for the social-emotional learning and civic consciousness that my son is learning in kindergarten. Our teacher reads books about emotions, losing teeth, and sharing. She gives the kindergartners lessons about diversity; appreciating community helpers such as our brave fire fighters; and how to be anti-racists (in the first week, for example, we read books about different skin colors and the students were given many shades of colored construction paper to make their own self portrait). Finally, our teacher makes an extra effort to make each student feel appreciated. This week, for example, she read a book about Haiti to celebrate one of the student's cultural background on her birthday. My son just told me that his favorite thing about Miss Tatiana was when he got to have a one-on-one

meeting with her; she has created a special bond with each of her students by making learning fun and accessible, and caring deeply about their interests and passions.

I would, finally, like to stress that Ross Valley Charter distinguishes itself by ensuring that there are open lines of communication between parents and staff. This summer when parents were feeling anxiety about what school would look like, RVC reached out to parents every two weeks to share any information they knew about the school opening, and ask parents to complete surveys about their preferences. These emails reassured me that we would be in good hands. Several of my friends whose children were set to start in other schools in Marin, in contrast, were so anxious through the summer because they received little to no communication from their schools. I have also so appreciated that our teacher and the administration has been so open to input from parents. My son was struggling in the first two weeks of school, and I did not know what to do. Administration invited me to have a conversation with my son's teacher, and my concerns were met with an open mind and heart. I have, finally, appreciated RVC's efforts to establish community among parents and staff...so far we have attended several zoom meetings so that we can all get to know one another. We have also been able to volunteer to help set up outdoor classrooms that the children will use when in-person instruction begins.

In conclusion, I strongly stand by the value of Ross Valley Charter for our young, lifelong learners and community of parents and staff. I would also like to emphasize that having a local charter has made this type of education accessible to families for whom private schools are not a financial option. I am happy to answer any questions, and can be reached at [REDACTED]. Thank you for your time and consideration.

Sincerely,

Talia Di Manno

Julie Quater

October 11, 2020

To Whom It May Concern,

As one of the founding parents of the program that grew into the Ross Valley Charter School, I can attest to the vision that could have only been realized with the charter designation and I'm writing in strong support of the school's' charter renewal.

While I have always been an advocate for the type of innovative education that is RVC's foundation, my support for their renewal is focused on their success and effectiveness in meeting diverse student needs and serving students of color who have been previously under served. Not only is RVC meeting these students' educational needs, they are meeting their social/emotional needs by building a community that empowers parents to engage in their children's education and school experience so they see themselves and their families reflected in the school culture.

RVC, because they are a charter school, has been able to create the kind of education that reflects diverse student needs and build partnerships among themselves and with parents that educationally and developmentally nurture every child, particularly those who are most frequently left behind.

It is an honor to support the renewal of RVC's charter and anticipate how much more they will do for children over the next five years.

Sincerely,



Julie Quater

September 29, 2020

To Whom It May Concern, re: Renewal Petition of Ross Valley Charter,

I am writing as the Grandmother of a student attending Ross Valley Charter. I want to add my appreciation and gratitude for the existence of this school and its programs, dedicated staff, and for the high quality of education I have seen exhibited there as a volunteer in my Grandson's classroom.

I have witnessed the academic rigor as well as the humanity and compassion of the teachers and staff at RVC. The students express energy, enthusiasm, and well-being which is the highest intention of the RVC Community.

I am particularly impressed by the leeway the teachers have in how they present their lessons and curriculum, allowing them to bring creativity and inventiveness to their teaching and good spirit into their classrooms. The happy, busy classrooms are abuzz with "stations" of learning with appropriate academic, social, and physical challenges. One group can be doing math equations while another group is sewing and decorating their stuffed animals.

Of import to me as the Grandparent of a biracial child is the cultural and ethnic diversity of the RVC Community and the attention the director and staff pay to this. There is an appreciation for diverse family cultures and a growing emphasis on representation within the consciousness and the curriculum at the school.

Due to the current Distance Learning Program at RVC I have had the opportunity to interact with my Grandson's teacher, virtually. She is a gifted young staff member whose devotion is both charismatic and exemplary. I work every day with my Grandson on the assignments and "missions" by which she instructs and despite the challenges, her teaching is stellar. I know how hard the staff is working to provide for the range of needs amongst their families, even in the uncertainty of These Viral Times.

The Ross Valley is fortunate to have RVC in its midst as an innovative and thriving educational community whose last year's test scores were amongst the highest in the cohort of elementary schools.

Sincerely,

Phyllis Kirson, Grandmother, Retired ESL Instructor and Classroom Volunteer

From: 'Shirlee Newman' via Info info@rossvalleycharter.org
Subject: Renewal Petition of 'Ross Valley Charter'
Date: October 1, 2020 at 5:43 PM
To: info@rossvalleycharter.org
Cc: Shirlee Newman [REDACTED]



To: Whom it May Concern:

May I take a moment to remind 'the powers that be' that Ross Valley Charter's School Director, teachers, support staff and many volunteers are dedicated to meeting the educational needs, with super sensitivity to the personal well-being, of every child and family in their school environment and community.

Aside from being a welcomed grandparent of a new student, I was a teacher in regular and SPED education here in Marin County and in Hawaii for over thirty years.

It is appalling to me to see how destructive the RVSD is acting toward an incredibly talented and meaningful institution, that parents fully support and have a voice that is heard, the Ross Valley Charter School.

Perhaps this is a distraction away from the business of taking care of the school district, where there is a place for everyone. It sounds like the RVSD needs to be investigated for the matters of 'power and dissatisfaction.'

It has always amazed me that often, when there needs to be reconsideration in the administrative hierarchy, those very administrators might busy themselves with more and more paperwork.....and making as many changes as possible, shuffling enough to help justify their high paying jobs. This is as unbecoming to a Marin County School District as the U.S. government's supposed leadership, also filled with distractions, away from the important business at hand.

Since the start of the school year, our family has felt like an integral part of RVC School, even under the constraints of the major changes for everyone.

These children are to inherit a very different world, and they must be prepared, at all costs.

RVSD, get down off the soapbox, stop bandwagoning for control, when it's not needed. Be good models for our children, as they are inheriting enough of a debacle. Work together, respect each others' differences and, as John Kennedy said, "Celebrate each others' differences."

Very satisfied family member of RVC School,
Shirlee Newman

Sent from my iPad

From: Margaret Evans [REDACTED]
Subject: Renewal Petition
Date: October 2, 2020 at 11:46 AM
To: info@rossvalleycharter.org



To Whom It May Concern:

I would like everyone to know how grateful we are for the Ross Valley Charter. They have have been so helpful and accommodating during a very challenging 2 years. We can't thank them enough for the convenience of their location and their helpful staff and patient, kind teachers.

Thank you so much to all of you - we couldn't have done it without you!

Maggie Evans

October 7, 2020

Re: *Ross Valley Charter School – Charter Renewal Petition*

To Whom It May Concern:

I write to express my strongest and most enthusiastic support for Ross Valley Charter! This incredibly unique multi-age program was life-changing for my children, and I will forever be grateful for the education and community they experienced during their elementary school years with RVC (and its predecessor Multi-Age Program, or “MAP”). RVC’s teachers make a point to connect with each student individually each morning. The RVC teachers work together to hold each other accountable to the principles and values upon which the school was founded and share best practices and learnings. And the teachers welcome and embrace parent participation to the extent that any parent may want to support the school in this way. The school became a second “family” for my children, and they have relationships with the teachers and other parents from RVC even now as they progress through middle and high school.

My children developed curiosity and a love of learning from the project-based approach, and they developed a passion for the arts through daily, in-classroom studies of world-famous artists, singing circles every day in class where they sang classics from around the world (not just “kid songs”), and several classroom plays produced each year in which the children made the costumes, sets, and learned all their lines, and performed brilliantly with the support and encouragement of their teacher and classmates. It was safe and supportive environment that encouraged and enabled children to take risks, make mistakes, and learn from them without fear of embarrassment.

At RVC, my children got an opportunity to be the “younger” cohort in the multi-age classrooms, during which they would learn from their elder mentors and have the freedom and flexibility to excel with the elder children in some areas, and stay at their own cohort’s level in other subjects. The multi-age classrooms give a child a broad continuum of ability levels that allows this to happen – learning at their readiness level and advancing faster in some areas and slower in others, always with other students in the class at their same level so there is never shame for being “behind” and always an option for advancing faster as their development and learning occurs. When they are the “older” cohort in the multi-age classrooms, they learn from teaching and mentoring their younger peers, feel empowered by already knowing and understanding the classroom routines and structure, and have leadership opportunities to read to and help others in the class. This inspires both confidence and courage. My children have carried these qualities learned in the multi-age educational environment on into their middle and high school years and their elementary experience continues to be an excellent foundation upon which they grow into young adulthood.

RVC has now become one of the most diverse, enriching, supportive, warm and caring school environments in our local region. The additional support that RVC provides to English-language learners gives these children a true community that understands the issues that English-language learners face and supports their unique needs. All students have a teacher for two years in a row, allowing for deeper and richer relationships between teacher and student – and this greater knowledge of each other enables greater learning. It eliminates the anxiety and fears that may accompany changing teachers every single year and having a whole new set of

classmates every year. Not *all* children need this, but for those that *do*, it is truly life-changing to have those anxieties melt away and feel like school is a home away from home.

I urge you to approve RVC's renewal petition, to allow this school to continue to serve some of our community's most vulnerable students who have found their home and family at RVC, and to serve all students who thrive in a multi-age, project-based, performing arts-oriented, community-building, warm and loving school.

Thank you for your careful attention to RVC's application, and for all that you do to serve children.

Best Regards,



Andrea Sumits

October 4, 2020

Re: Renewal Petition of Ross Valley Charter

To Whom It May Concern,

I am writing in support of the continuance of the exceptional Ross Valley Charter School. I am an independent tutor who sees only students from RVC. In this role, I have a lot of contact with the kids, parents and teachers.

I hear firsthand from students about how much they love their school. I also consistently hear good feedback from parents. As a supporter of students with learning differences, I work closely with their special education staff and see how much they care about the welfare of each child. The teachers and director as well are very dedicated to each student.

I like how much student diversity there is at RVC and the community and family environment the school has created. Additionally, the staff goes out of their way to support underserved children and their families, offering much more than just educational support, especially during the time of Covid. Their dedication is heartwarming and exceptional.

As an alternative school, RVC attracts some students who don't fit in elsewhere because of their extra behavioral and/or academic challenges. The staff goes the extra mile to support these kids so that they can find a home at RVC and thrive.

It says a lot about RVC that even though they may have a student body with more challenges, they still have managed to have higher scores than other less diverse schools in the region. They are obviously doing something right and the school should continue to be supported in all ways. RVC is truly an asset to Marin schools.

Sincerely,

Laura Brainard

LearnUp Tutor


October 1, 2020

To Whom It May Concern,

I wanted to share with you how RVC has changed our Daughter's life and has given her a love for school.

We live in the Kentfield school districts, one of the most sought after districts in Marin to be in, we have sat through numerous school meetings and the one phrase is always the same " we moved here for the school district". Well that is not our case. We have lived in that school district for 25 years and our older son who is in High School went through the entire Kentfield district from K-8 and it was great for him, he had a great learning experience, and this was much different for our Daughter.

We entered the Bacich after several years of not being there (age gap of kids) and it was so much bigger than when our son was there, more classes, bigger class size. Kindergarten and First grade was fine for our daughter, but I could tell something was missing, she has a love of nature and being outdoors and honestly she is just super creative and I started to see her more of being a circle and trying to be placed in a square box and Bacich. Also, because she was a bit different she started to get bullied and it seemed to happen more and more and it didn't seem like the school cared too much about it when we would bring it up to them. I started to notice she wasn't loving school, but she never complained, she went every morning with a smile on her face.

Towards the end of second grade I just saw her super unhappy, I reached out to RVC knowing they had just gotten the go ahead to move to the new site for the upcoming school year and I made the decision to move her.

She was so brave going to a new school where she didn't know anyone, she really was brand new. She started to come out of her shell in so many ways and not just based on the learning ways, she started to become chatty which to most teachers and parents might frown upon but this was opposite for me, it made me happy. I told her teacher at a conference that this was the year of change socially for her, I was fine with that, I wanted her to be herself and free to speak her mind.

Then in March when she was really loving school the shelter in place happened and honestly I really felt like RVC did an amazing job leading the distant learning. These kids are RVC embody the phrase RVC uses " powered by curiosity" and because of that they are out of the box thinkers and the art these kids created during SIP was amazing, the conversations on zoom with teachers were pure and genuine no sugar coating what was going on in the world.

I said this to Director Luke and my daughters' teachers: these kids being so creative were amazing during this transition of distant learning, they were amazing.

The last thing I want to say about RVC, these teachers really care for these kids, they love these kids and you can tell it when they are teaching in person, on line or sitting in on a board meeting, they care.

I know for us I do not ever second guess our decision to move our daughter to RVC, She is learning more hands on things, building things, thinking outside of just the "core box" and honestly that is the best thing and way for her to learn and we are so thankful for RVC!

Thank you

From: Sundew Mosher [REDACTED]
Subject: endorsement letter
Date: October 6, 2020 at 10:52 AM
To: info@rossvalleycharter.org



Regarding the Renewal Petition of Ross Valley Charter

To 'Whom It May Concern,

Our two children (currently 3rd and 7th graders) have had the privilege of attending four schools in the RVSD: Heartwood for two years, Brookside for a combined 6 years, Whitehill for 2 years, and now RVC for about a month. I have never had any complaints about any of the programs, but so far RVC is our family favorite! We are impressed with the organization and dedication of this program! Adapting to online school has been a challenge for everybody, but the teachers and staff at RVC make it fun and effective. The teachers are obviously going the extra mile to meticulously prepare for the day and the year. At RVC learning is both sophisticated and joyful! We are so happy that we decided to join this community.

Gratefully,
Sundew, Hal, [REDACTED] Mosher

October 6, 2020

To Whom It May Concern, re: Renewal Petition of Ross Valley Charter
From: The Nabatian Family

Our son joined Ross Valley Charter mid-year in 2nd grade and was placed in Miss Emily's class. After the first few days, we could see that there was something different about my son's experience in this school. It was like a light switch flipped on in his brain that hadn't been there before. He became a more engaged student, delving deeply into project-based learning about National Parks. At his first "EXPO" (where the students share what they have learned) their entire 2/3 classroom was transformed into a National Park. He was so incredibly proud of his contributions in the forms of short writing, artwork and being a "junior ranger" and answering questions from his peers. After that experience, he really wanted to visit Yosemite and we were able to go there as a family a few months later. Our trip was a success because my son was incredibly enthusiastic about seeing all the features that he had studied so deeply. I think this helped give him a lifelong appreciation for National Parks!

The flexibility of the inquiry-based curriculum and mixed aged classes have really worked for our son's learning style. He has been able to bond with each of his teachers and feels seen by them. He has developed friendships with peers of all ages and grades. He has grown as a reader, writer and as someone who cares about the world. Now a 5th grader, he will graduate from RVC this spring, and I think will be well-prepared for middle school.

We are very grateful to have Ross Valley Charter as an educational option!

Thank you,

The Nabatian Family
San Rafael

From: Satya Khan [REDACTED]
Subject: Renewal petition letter
Date: October 7, 2020 at 6:53 AM
To: info@rossvalleycharter.org



To Whom It May Concern, RE: Renewal Petition of Ross Valley Charter,

I am a parent of two children who have attended Ross Valley Charter for more than two years, and strongly ask that you support this wonderful school. Any parent would appreciate choice when evaluating education options for their children, and having this option has allowed our family to entrust our childrens' education to a school that we know is the best fit for our needs.

I have been impressed by many aspects of Ross Valley Charter, such as the inclusiveness for families of different economic and cultural backgrounds, the leadership and inventiveness in adapting to the pandemic, and the care of every teacher and staff member that I have personally felt towards my children and our family by extension. Every person at Ross Valley Charter works hard to give the kids what they each need to learn, thrive, and feel safe, and our family would be devastated to lose this valuable resource.

I have seen my own children grow not only academically, but as a direct result of their experiences at school, they are also able to express themselves creatively and are turning into caring people who are curious about the world around them. Please support this school by unhesitatingly renewing their charter petition.

Warmly,
Satya Khan

October 7, 2020

re: Renewal Petition of Ross Valley Charter School

To Whom It May Concern,

We are writing to express our continued support of Ross Valley Charter. We have both a 5th grader and 1st grader, both of whom have thrived at RVC since their arrival. The teachers, administrators, and staff at RVC have worked tirelessly to build a loving, caring environment where our local children are enjoying an enriching education with long-lasting friends.

Our family wholeheartedly supports the successful renewal of RVC's Charter petition. It's been a boon to our family and the community at large in West Marin.

Kind regards,

Travis and Judy Connell

From: **Hidat Tikue** [REDACTED]
Subject: Whom It May Concern, re: Renewal Petition of Ross Valley Charter
Date: October 7, 2020 at 12:31 PM
To: info@rossvalleycharter.org



Good afternoon,

My family has joined the Rose Valley Charter school this year as my son joined the Kindergarten. Being first time parent sending their kid to school, the decision was not easy. But we were fortunate enough that we ended up in the RVC. We are forever grateful that we got the chance to join this amazing school and community of parents. I didn't know much about the school until one day RVC banner caught my eye while driving on San Francisco Blvd in Fairfax. Then I started researching about this Charter school. I have always liked Charter school for many reasons. But RVC's curriculum was in line with what I was looking for my son's school. Once we were part of the school, I was amazed at how the principal, the teachers and all the staff were so helpful and available in answering any questions and doubts that came up during the time when we had to navigate on the school system. This school year being unprecedented with so many uncertainty, new rules and regulations, the school made sure that we were updated about any news and things that affect our kids and our family in general. I am always inspired by Mrs. Tatiana, my sons Kindergarten Teacher. I am amazed at how energetic she is, how much she cares about our kids and her love of education in general. She made it so easy for us during this difficult time of Distance learning. In general, I am so happy and consider our family so lucky to be part of this RVC community.

From: Jay Shuster [REDACTED]
Subject: Charter renewal endorsement letter
Date: October 7, 2020 at 12:53 PM
To: info@rossvalleycharter.org



re: Renewal Petition of Ross Valley Charter

To Whom It May Concern,

Our daughter has attended Ross Valley Charter for the past 3 years for grades 1st-3rd.

While the other public school in the area was unable (or refused) to accommodate some of our daughter's specific learning needs, we found RVC responsive and proactive when it came to meeting these challenges. Both the teachers and administration are very accessible and have helped us figure out the best path forward for her level of development.

During this time of Covid quarantine RVC has also executed a learn-from-home routine that is working great for our child and us; their design to make this as stream-lined and easy as possible has succeeded.

I have a general sense of ease and confidence in RVC to make my child's experience there fun and productive; The proof is in an 8 year-old's willingness to engage and participate with a smile on their face! A smile our daughter wears daily!

Sincerely,

An RVC parent

Amanda F. Thompson



10/07/2020

Whom it May Concern:

This letter is in support of the Renewal Petition for the Ross Valley Charter School.

Last year, my youngest son was struggling with school. I had him enrolled in second grade at the local public school, where he was becoming disruptive because the work was too easy for him. My son had to attend therapy, where the psychologist suggested that my son may be gifted. The psychologist then suggested I find him a school that will support his needs. Unfortunately, our public school did not have the bandwidth to support my son's learning. I had to find another option.

Thankfully our community has Ross Valley Charter (RVC) as an option. This is our first year here and despite the pandemic I am watching my son thrive in third grade. The style of teaching at RVC encourages my son to keep thinking about a topic, which keeps him from being bored. He's allowed to question and dive deeply into topics, which has helped develop his critical thinking skills. Furthermore, the multi-age format allows him to study intellectually with peers in the grade above him, while keeping him engaged with his peers at his level developmentally.

Also, in our short time at RVC I am thoroughly impressed by the relationship between the school and the parents. The teachers and administrators are welcoming and always have an open ear. They are super clear with their communication, and they communicate with parents often so that we're not left in the dark. Furthermore, the community itself is a welcoming place. I spent years at our public school feeling like a stranger; within one month of RVC I feel like we're at home.

Please continue renewing the Ross Valley Charter School. It's heartening to have a place where my child thrives. As a single working mother, this charter option truly supports my family's need on an educational, emotional, and social level. Children are succeeding with this model. My child is succeeding with this model. It is an integral part of our community, and it needs to be maintained.

Sincerely,

A handwritten signature in black ink, appearing to be 'AFT'.

Amanda F. Thompson, MLIS

From: Gregory Kellett [REDACTED]
Subject: Letter of support
Date: October 7, 2020 at 2:03 PM
To: info@rossvalleycharter.org



To Whom It May Concern, re: Renewal Petition of Ross Valley Charter':

We are writing in support of Ross Valley Charter School.

At a time when all of our other educational options had been depleted, Ross Valley Charter School more than filled the gap.

We could not be more pleased with the quality of care, rigor and organization we have found in this fantastic community of teachers and parents.

As the parents of a 10year old, we have been particularly impressed with RVC's ability to quickly adapt to the challenging circumstances brought forth this year. The school's ability to provide a dynamic and engaging curriculum to our child given the situation has been remarkable.

It is easy to see how RVC is a vital part of our county's educational system (for which we are extremely grateful).

You may find that the more you explore... the more you will recognize this to be true.

Thank you for your favorable review of RVC and its endeavors.

Gregory Kellett and Stacey Morgenstern... parents of [REDACTED]

From: [REDACTED]
Subject: Renewal petition
Date: October 7, 2020 at 4:16 PM
To: Info info@rossvalleycharter.org



To Whom It May Concern:

My name is Dulce Santos. I'm writing this letter to support RVC school in Fairfax, CA. for their renewal petition. I have a student who attends to 3rd grade in this fabulous school. I really like how school works with my child's goals and expectations. My child feels safe, protective, loving, caring and in a good environment on the school campus. My child feels free to talk to any school staff and students of any concerned/info she/he might have.

Our small school has a big diversity of students in which every student can access to talk about their culture and how to respect and share ideas one to another.

Our experience in RVC school was/is very positive. I, the mother of a student, feel free to talk to my primary language and share any concerns, any ideas in person, email or by phone. RVC school likes to keep connecting and involving our parents in our community and education. The most important thing is that our students are ready to learn and pass from dependent to independent little by little.

Director Luke is the most responsible head of the school I had ever met in my life. He is always there to help our children. He is very diligent and he always pays attention to any detail. RVC school is always watching our children's well being about our children's education, emotionally and sociable life as well. I volunteered some hours a week on the RVC school campus and I was a witness of how the school followed the protocols and core values every day. I also can say that I keep helping them through the distance.

RVC school keeps taking very seriously that being present in our distance learning classes and keeping in touch with the student and parents from different methods is the best at this time. They don't want any student to get left behind.

We, as a parent of a RVC student I can see my student is thriving and achieving his/her goals. We are part of the community and we are creating a new future for our next generation which are our kids. For me it is a pleasure and a privilege to help in the classroom and in the distance for now. I feel so lucky to have this school for my child and feel that many of our children can benefit from these resources and programs which are active in RVC school.

That's the reason I support RVC school for a renewal petition and keep helping and benefit our kids for so many years.

Kindly Regards,
Dulce S.

From: [REDACTED]
Subject: Renewal Petition of Ross Valley Charter' and send the letter
Date: October 7, 2020 at 8:35 PM
To: info@rossvalleycharter.org
Cc: [REDACTED]



To Whom it May Concern,

As grandparents of a pupil attending Ross Valley Charter School, we would like to express our very strong support for the renewal of the charter. We have been very impressed with the management and the staff of RVC in this difficult time. They have managed to set up an excellent virtual program. We have observed some of the Zoom classes and are impressed with the way teachers have adapted the learning experience as best they could.

Please renew the charter to reward the excellent performance and allow our granddaughter (and soon enough her baby brother) to continue to attend this excellent school. We truly appreciate having more than one public school option.

Best regards,

Jean (John) Mordo
Past Mayor of the Cities of Los Altos and Los Altos Hills



From: [REDACTED]
Subject: Renewal petition of Ross Valley Charter
Date: October 7, 2020 at 8:38 PM
To: info@rossvalleycharter.org



re: Renewal Petition of Ross Valley Charter

To Whom It May Concern,

I write in favor of renewing the charter of Ross Valley Charter.

I have two kids currently attending RVC. It's been great for them. One started with RVSD's MAP program at Manor and the younger is native to RVC. My oldest child attended Wade Thomas before White Hill and HS 1327. All these schools have been great. We are most fortunate to live in a district with so many great public schools.

Perhaps the greatest aspect of the RVC experience is the school's singular, sincere and compassionate focus on the wellbeing of each and every student in the school.

Ross Valley Charter is a valuable public school option for our community.

Thank you,

Sam Lueck
Fairfax

October 5, 2020

Natalie Long
San Rafael, CA

TO: Whom It May Concern, re: Renewal Petition of Ross Valley Charter

My partner and I put a lot of thought into where we'd send our two boys to elementary school. We'd invested in a Montessori Preschool experience and were looking to continue to foster a "student-led" approach in hopes that our boys would take ownership of their own learning, and be encouraged to explore the world through their own curiosity. Our local elementary school has an amazing reputation, but we kept being confronted by what drives reputations and ratings of schools -- and it's always come down to the test scores.

I've been studying up on education for the past ~10 years (even before I had children) because I've considered entering the field professionally. I feel strongly that the system we've inherited from the industrial era is outdated. Our children are showing up on college campuses in droves and having to call their parents for help (per [Julie Lythcott-Haims](#) work). Our kids (in general) are not being taught how to think critically and I fully believe this is a byproduct of 'teaching to the test' in our traditional public elementary schools.

When my oldest was ready for kindergarten, Ross Valley Charter was being formed. I attended every informational session and "meet and greet" or picnic they offered. I interviewed every teacher, every Board member and the new Director (Luke Duchene) once he was hired. I was really torn -- because there was a lot of controversy in the community surrounding our charter. We ended up taking the jump when offered a spot from the lottery and we've never regretted it!

Ross Valley Charter starts with the WHOLE CHILD philosophy. I've seen, over several years of being in the community, how the school embodies this core belief. I've met fellow parents whose kid was asked to sit in the corner in "time out" when they couldn't sit still in a classroom. I've heard from parents that interviewed every school in the county and then chose RVC. I've met a parent whose child is so neuro-diverse that he'd been kicked out of 3 schools prior to joining RVC; and he would flee the classroom or hide under the desk for months before the anxiety of being at school diminished (at RVC)... and now he is thriving. It's stories like these (in addition to my own children's experience) that have me convinced that a child-centered approach is critical. RVC meets the child where they're at; and nurtures a child's intrinsic motivation to learn.

I've now had the honor of working with 5 different teachers at RVC and I have never experienced such dedication to the children and the discipline of teaching. Our teachers worked tirelessly over the summer to help plan for distance learning. They showed up on Community

calls. My oldest teacher (with whom he has a special bond) called my child over the summer to connect and 'check in'. My youngest son wrote letters back and forth to our intervention teacher (when his regular teacher went into retirement due to a health condition) this summer; and she would send him packets of fun games to play, activities to do and even art projects with supplies. I can promise you that my friends in other local schools were not having this interaction with their children's teachers.

Next, I really admire the vision that our Director Luke and the Board of RVC have for our school. Since we launched almost 5 years ago, we've been on a trajectory to become INQUIRY-BASED. This vision is what originally sold me on the school. Let's the child's curiosity fuel the learning - the curriculum can be weaved in. This is education the way *everyone* wants to experience it! My oldest was absolutely captivated by the inquiry unit last winter on National Parks. He dove into landforms, science experiments like volcanoes, and reading that all centered around his study of Lassen National Park. He was so interested that when COVID-19 seemed not to be going anywhere, my partner decided to drive the boys to Tennessee to visit my family instead of fly. On the way home, they visited Mt. Rushmore, the Badlands, Yellowstone, the Tetons, and Lassen -- all because my son's passion was fueled by his inquiry study. When the kids are so engaged in what they are learning, I've noticed that their passion fuels us parents too! Our RVC art teacher came up with such creative ways to teach art over distance learning, that the kids and I would study the artists and do the activities together. We had a blast and they continue to remind me that "there are no mistakes in art."

Lastly, I want to mention RVC's commitment to creating a more equitable environment and community. This year, I've joined the Diversity and Inclusion Committee and we are side-by-side Director Luke as he and the school leadership team embrace the structural changes that are required to serve our very diverse student body. I've seen firsthand how the teachers are taking advantage of distance learning to share more voices -- from read-a-loud's to mindfulness and 'warmup' exercises, they are finding ways for each and every student to see faces like theirs throughout their assignments and inquiry missions. We have a way to go like all public schools, but we are making headway and families are noticing.

I'm extremely proud to be a member of this amazing RVC Community! Thank you for allowing me to share my voice in our Charter renewal process.

Warm regards,



Natalie Long
(Mother of a current RVC 1st grader and 3rd grader)

From: Kimberly Hicks [REDACTED]
Subject: RVC Statement of Support
Date: October 8, 2020 at 6:05 AM
To: info@rossvalleycharter.org



To Whom It May Concern,
Re: Renewal Petition of Ross Valley Charter

Our family has been at RVC since it opened in 2017 when our older child started kindergarten. We had previously been at another school for TK and we knew that we needed a fresh start with a different approach for our child. Specifically, our child's gender expression was not well supported at our previous school and, as a result, our child had a tremendous amount of anxiety and had a hard time participating in many school activities.

RVC was an attractive choice for our family because of their emphasis on the social emotional well being of children. Supporting individual expression is central to RVC's prioritization of fostering children's social emotional well being. This is evident in how the school challenges stereotypical gender roles and celebrates diversity in gender expression. Throughout kindergarten, our child's self esteem and confidence grew. Halfway through the first grade, our family felt RVC was a safe place for our child to transition to she/her pronouns. Now in the third grade, our child continues to thrive in an environment that supports nontraditional gender expression and has found community in both her classroom peers and teaching staff.

From: Angesom Brhane [REDACTED]
Subject: Whom It May Concern, re: Renewal Petition of Ross Valley Charter
Date: October 8, 2020 at 3:30 PM
To: info@rossvalleycharter.org
Cc: [REDACTED]



We have been desperately looking for good schools our kids can go and earn the knowledge and skill sets they need in their childhood education. We ended up enrolling our son to a great school and it is called Ross Valley Charter School. We are grateful to have RVC as a school our children will start their life long learning with. With all the great teachers and community at large, we can't be happier. Thanks RVC.

Best Regards!

AnGESOM Mezgebo
[REDACTED]

From: Peter Carnochan [REDACTED]
Subject: Letter of support
Date: October 9, 2020 at 9:20 AM
To: info@rossvalleycharter.org



October 9, 2020

To whom it may concern,

I am a parent of a seven-year-old boy at Ross Valley Charter. I am writing in support of the petition to renew its charter.

Ross Valley Charter is a fantastic school. It is creative, supportive, inclusive, and diverse. Our son is deeply connected to the school community. The teachers are dedicated and skilled. It would be a deep loss to our family if the school were not able to continue.

It has been painful to me to watch members of the Stand community repeatedly misrepresent the school as somehow anti-progressive and self-centered. Nothing could be further from the truth. The school is progressive and deeply concerned about the community.

We looked at both Manor and RVC when we were picking a school for our son. It was clear to us that RVC offered a program that was better suited to the learning needs of our son. We urge the board to renew the school's charter.

Sincerely,

G. M. Peter Carnochan

--
Peter Carnochan, Ph.D. Psy [REDACTED]
[REDACTED]

From: Erica Phillipson [REDACTED]
Subject: To Whom It May Concern, re: Renewal Petition of Ross Valley Charter
Date: October 9, 2020 at 10:13 AM
To: info@rossvalleycharter.org



To Whom It May Concern,

This letter is in reference to the Renewal Petition of Ross Valley Charter.

When my family and I decided to move to the Bay Area, our first and most pressing concern was our choice of school for our children.

My oldest child (now in 4th grade) had an awful experience with his teacher in his previous school, so it was vital that we find a school with kind teachers who love teaching.

There were a few other factors that were important when choosing a school for our children:

- We needed to find a Charter School as we were still looking for a home and we did not want to be bound to a specific school area in case we could not find a home in that area.
- We noticed how the standard teaching methodology of our childrens' previous school was not conducive to creative thinking and being confident, calm students. Everything was very rushed and standardized, there was barely any space in the day for child-led thinking and inquiry. We wanted a new way of learning for our children.
- We wanted a diverse school community as we feel it is vital for our children to be open to other cultures.

I am glad to say that we found all of this and more at Ross Valley Charter!

Their progressive teaching methodology, combined with passionate teachers, a diverse school community and kind school staff who are always open to listening to concerns and helping in any way they can, has created a wonderful learning environment and school. I would not send my children to any other public school in Marin County.

Our family firmly supports the Petition to renew Ross Valley Charter.

Thank you.

Kind regards,

Erica Phillipson

From: Erin Hall [REDACTED]
Subject: Renewal Petition of Ross Valley Charter
Date: October 9, 2020 at 12:47 PM
To: info@rossvalleycharter.org



To Whom it May Concern:

RE: Renewal Petition of Ross Valley Charter

I am a resident of Fairfax and I have 2 sons who attend Ross Valley Charter. This is the 3rd school year for both children at RVC. I was thrilled to find RVC after relocating from New York. I was looking for an alternative to the typical public school, and specifically looking for educational approaches that incorporate cross-curricular teaching where students could learn different subjects within class projects and themes. RVC's Inquiry educational approach was exactly what I was looking for. Students get to take deep dives into several themes throughout the school year and get to follow their own curiosity within these themes. Within an Inquiry theme the teachers incorporate lessons around writing, history, social studies, art, science, public speaking and more. The students take on projects within themes such as how to clean up our oceans, history of our town, discovering local wildlife, the magic of plants and more.

My sons' have thrived at RVC. They are engaged in learning and feel cared for in the RVC setting. The teaching staff and the administrative staff really get to know each student and family personally and offer support in a myriad of ways to ensure that each child is provided an outstanding education.

Even with distant learning, I couldn't ask for anything more from RVC. They are attentive to the educational needs, as well as to the emotional wellbeing of all the students. I am grateful to be part of the RVC community.

Best,
Erin Hall
RVC Parent

October 9, 2020

RVC Charter School
Via: info@rossvalleycharter.org

Re: Renewal Petition of Ross Valley Charter

To Whom It May Concern,

Our daughter who attends Ross Valley Charter school is in 2nd grade. She has been with RVC since TK.

Prior to learning about RVC, we explored many local schools. We are so happy that we connected with RVC. The community the school creates with our children and parents is special. We couldn't be happier with RVC. This includes school plays, fund raisers, parent meetings.... The teachers and director have a welcoming policy where we, as parents, feel welcome and comfortable.

Our daughter is thriving. She adores her teachers and loves to learn. We couldn't ask for a better environment for our daughter to learn.

We have great confidence with Director Luke and RVC as a whole to provide the best possible education for our daughter. Additionally, the communication between the school and parents goes beyond what I ever expected from a school.

We strongly support RVC's petition for renewal.

Sincerely,
Joe Gusich
Proud Father of RVC student!

[REDACTED]

From: Jeff Gerbic [REDACTED]
Subject: Letter of Support
Date: October 9, 2020 at 1:49 PM
To: info@rossvalleycharter.org
Cc: Amy Goldstien [REDACTED]



To Whom It May Concern, re: Renewal Petition of Ross Valley Charter

The following Belief and Purpose Statement encapsulates why we as parents support our children's education at Ross Valley Charter.

"California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a multicultural, multilingual, and highly connected world."

<https://www.cde.ca.gov/eo/mn/mv/>

Without question, this is what Ross Valley Charter is providing for our children.

We give our wholehearted support to Ross Valley Charter's Petition for Renewal!

Sincerely,

Amy and Jeffrey Gerbic
Proud RVC parents of a 1st grader and a 4th grader.

Sarah Peck
San Rafael, CA 94901

re: Renewal Petition of Ross Valley Charter

To Whom It May Concern:

It has been an incredible struggle to find the right school for my children. One of my children, currently in 3rd grade, may have sensory processing issues. Due to this and our experiences at various other schools (private and public), I knew he would not thrive in the traditional public school model. Each child learns differently and it is the job of the parent to find the right fit for their child and family. That is why I am so grateful to have the option of choosing a charter school and particularly, Ross Valley Charter.

My 3rd grade son is excited to attend school now and especially with math. He feels challenged and supported. He is receiving a diverse curriculum that allows him to adjust to his way of learning. My kindergartener daughter, who would fight going to school in previous years, rushes to log-in to school. She happily completes all her school work and is very attentive and participates in class.

What I most appreciate about Ross Valley Charter is the availability and support of the administration and teachers. I have always felt that my voice matters, that my children matter and that the school will help my son in all his challenges. I cannot say the same about any other school my children attended. I sincerely hope that Ross Valley Charter gets their renewal.

Best regards,
Sarah Peck
Mother to two children at RVC

October 6, 2020

To Whom It May Concern - Re: Renewal Petition of Ross Valley Charter:

I am writing in support of Ross Valley Charter's (RVC) continued charter renewal. My daughter is a kindergartener at RVC, and we are very happy with the schools administration, teachers, curriculum and community.

We live in West Marin and spent a lot of time looking at public school options for our daughter. We sought a school that really valued education, and offered dynamic and creative opportunities for learning. Our daughter is equally interested in reading and creative expression. So, we wanted to find a place that really teaches in a way that supports all aspects of growth and development. We were also interested in finding a diverse school with a multicultural environment.

We chose Ross Valley Charter because of the multi-age groups, the project-based learning, and the commitment to listening to the students and supporting them learning about topics that spark their interest and light them up. Their administration is also incredibly communicative and effective and we feel extremely supported by a well run team that works well together and cares deeply about the children and the families in the school.

We are excited to have five more years (after this school year) to be a part of this wonderful program. Please support Ross Valley Charter, it's community, and our family, in offering inspired educational opportunities in Marin County.

Sincerely,



Maile Sivert

9/29/20

re: Renewal Petition of Ross Valley Charter

To Whom it may concern:

I am a parent of 2 children who attend Ross Valley Charter School. This is our first year at the school and I can not express how impressed I am with the professionalism, personalization and care with which the school operates. The school has taken on the massive challenge of distance learning and made it educational, interesting and fun for the students. I am very grateful for this incredible effort made to facilitate our family with 2 working parents.

This is in great contrast to the end of the last school year at a different school. The school both of our kids were at last year basically simply ceased in March. There was seemingly little effort or success in any plan to complete the school year. I realize it was a difficult time and many schools struggled with such an abrupt event. But I was greatly disappointed in our previous school.

I am looking forward to our continued enrollment in Ross Valley Charter School and have no reason to believe this won't be a continued positive experience for years to come.

Warmest Regards,

(Name left off for the protection of my children)

To Whom It May Concern:

RE: Renewal Petition of Ross Valley Charter

We want to express our gratitude for Ross Valley Charter Leadership including Director Luke, teachers and all ancillary staff. Our son is in the 4th grade at RVC and he loves his school. He loves learning and all of the exploration that they do in their inquiry based learning. He is thriving as a reader, and longs to go back to school. The community is supportive and the children learn to be both mentor and mentee in the multi-age approach.

It was very important to have RVC as an option for our son. We moved to Ross Valley because the schools were meant to be so great. We started in our local school for Kindergarten and sadly it was not a great first year for our son. We looked for an alternative that would meet his needs, and also support his love of learning and very importantly, his creativity.

Fortunately, we started with RVC when it opened, and our son was beginning the 1st grade. Since that time our school has grown in size and community. RVC has really proven, especially during these difficult times during the pandemic to have what it takes to continue to support our kids. Our son has a fantastic teacher and the transition from 3rd grade to 4th grade with a new teacher has for the most part been seamless. She has been incredibly organized which has helped us immeasurably as we continue to navigate online learning. Being online is not our ideal situation, but considering this is what is safest at this time, RVC has done an extraordinary job for our children. They continue to move towards being in person again in the safest way possible. There is a lot of communication that is required between the teachers and director and they all love what they do.

We are so grateful for RVC and believe they have a gift. Please move to renew our Charter as it meets the needs of so many children who otherwise would be struggling. Choice is never a bad thing.

Warmly,



Mother and Father of a 4th grader at RVC

o to Whom it may
Concern:

I love my School
RVC! It deserves
to stay open, my
School is just right

o for me, because
every class is not
too easy but not too
hard, and I love my
teacher

o



October 9, 2020

To Whom It May Concern:

As one of the original Ross Valley Charter School teachers, I heartily support RVC's charter renewal.

RVC teachers and staff have worked tirelessly to create and continually improve our school. We have been very pleased with our results in our first four years:

- We have increased enrollment every year.
- We have surpassed our goals for having a diverse student population.
- Our students have performed well on standardized tests.
- We have a wonderful campus in Fairfax, across the street from the public library.
- Our budget is solid, with a growing reserve.
- We have created a robust and cohesive distance learning program during the pandemic.
- We have included parents as partners in educating children.

I look forward to continuing to teach at RVC for the next term of our charter. Although some of our original teachers have retired, we have added wonderful new teachers who have brought fresh ideas and have blended into our teaching staff beautifully. We also have a strong and responsive leader in our School Director, Luke Duchene, and a board that listens to the input of staff and families.

We plan to continue providing a quality education for our students, including the extra effort we put into supporting our more vulnerable children.

Thank you for considering renewing our charter so we may continue to do this good work.

Sincerely,



Chris Lyons
4th/5th grade teacher
Ross Valley Charter

Stephanie Daniel



9th October 2020

**School Board
Ross Valley Charter Petition Renewal**

To Whom It May Concern,

We are new to RVC this year and already the experience we have had there from our prior school has been a night and day improvement in terms of organization, leadership and attention to all the factors that are important in holding an educational community. We have always valued freedom in choice around educational opportunities that fit best for the needs of our child and our family and are so glad RVC is an option. We love the mindfulness based curriculum, the format of inquiry based learning and the ability the kids have to demonstrate mastery over learning in various ways that fit the preferences and natural gifts of my child rather than having only 1 conforming approach to learning. I've been so impressed that despite having to do class online, my daughter has gotten up and to her desk without much complaint from the start, which is much more than I can say from our previous experience at her old school. The variety of activity and ways to connect to and with the kids is seen in the format that flows throughout the day and her teacher is amazingly skilled at holding their attention and guiding them with minimal frustration, a ton of love and presence, as well as grace. I'm so happy to be part of the RVC community and look forward to continuing into the future together.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stephanie Daniel', with a large, stylized flourish at the end.

Stephanie Daniel

Mom to a 4th grader

From: **Margarita reales Reales** [REDACTED]
Subject: Petición de renovación de la carta de Ross Valley Charter school.
Date: October 9, 2020 at 8:05 PM
To: Elizabeth Ellis elizabeth.ellis@rossvalleycharter.org



Quiero manifestar lo importante que es la escuela RVC para mi y mi hijo y la comunidad, estoy muy contenta con toda la dedicación que los maestros ponen para ayudar a los estudiantes y no solo por ellos si no también por las familias, en lo personal creo que esta escuela marca la diferencia, los maestros son excepcionales y maravillosos. todo el personal es único, Es muy importante que esta maravillosa escuela permanezca abierta para ayudar a nuestros niños con la educación y superación. Pido con todo mi corazón que permanezca laborando, necesitamos más escuelas como lo es RVC. Estoy muy feliz que mi hijo esté y sea parte de esta escuela con estos maestros excelentes e inigualables , Con mucha sencillez , Sonia Reales.

October 9th, 2020

Re: Renewal Petition of Ross Valley Charter

To whom it may concern,

I am a first grader at Ross Valley Charter. I love my music class and my friends. I am excited to go back to school. I want to be in the classroom with my friends. Ms. Leah is my teacher and she is nice.

I want to keep going to my school please.

Sincerely,

First Grader at RVC

October 9th, 2020

Re: Renewal Petition of Ross Valley Charter

To whom it may concern,

We are the parents of 2 children in Fairfax, CA and we, like so many parents in Marin County support Ross Valley Charter.

Just 3 months ago we were driving along Sir Francis Drake Blvd on our way home from visiting family in Gualala, CA when we passed through the town of Fairfax. Upon our return home I started researching the area along with the local schools. Our son had been attending a Dublin Unified School District elementary school and was enrolled in alternative program called Pathways, which featured mixed-age classes along with parent-participation. Although we loved the program, we were looking to move our family to a location more immersed in nature. While researching Fairfax we came across Ross Valley Charter and were so excited to see that a program similar to Pathways existed in another city. At RVC our son, who would be entering 1st grade, would be surrounded by an entire school and administration that followed multi-age and inquiry-based learning. After enrolling at RVC and moving to Fairfax, we feel so incredibly lucky to not only live in such a beautiful place full of nature and wonder, but to be enrolled in a school that our family can grow with. There is a strong sense of community at this school and we can't wait to continue to build relationships and watch our children grow and thrive in this environment.

Our brief background story tells you how important this school is to the community. The reason we moved to Marin County was because of our son's acceptance into RVC. There is so much I can say about how amazing RVC is but our main priority was enrolling our son in a school that we knew would have support, flexibility, community and passionate educators which I can say we've found at RVC. Even though we are so new to the community they have welcomed us with open arms. My husband has been involved with being a groundskeeper and I've taken on the role of room parent for our son's class.

For all these reasons I strongly support and urge you to renew the Ross Valley Charter.

Sincerely,

Matthew and Katrina Frame

10/09/2020

To Whom It May Concern:
Re: Renewal petition of Ross Valley Charter

I am writing this letter in support of the Ross Valley Charter School. We enrolled our son when he was in second grade after we learned that our son had some learning differences which were not being addressed at the school he was attending.

As part of our search for a new school we met with some of the staff at RVC. The meeting included the special education staff, the 2nd grade teacher and the principal. In this meeting we discussed a plan for helping our son get the support he needed. We were so greatly impressed with the dedication and commitment shown by all of the staff at RVC that we immediately knew this was the right school for our son.

In addition to having all of the support services our son needs we see that he thrives in the project based learning environment. The children take pride in showing their work to friends and family at the end of semester "expo" where all of the writing, art, and multimedia creations of the class are displayed.

We are grateful to have the choice of this public charter in our area. We support the renewal of the charter 100 percent.

The image shows two handwritten signatures in black ink. The first signature on the left is 'Moses Sedler' and the second signature on the right is 'Astrid Mackwitz'. Both signatures are written in a cursive, flowing style.

Moses Sedler and Astrid Mackwitz

Ross Valley Charter Renewal Petition

October 9, 2020

To Whom It May Concern,

re: Renewal Petition of Ross Valley Charter

We wanted to take a moment, as parents of a student currently attending Ross Valley Charter, to express just how thrilled we are to have RVC as an option for our child, and also just how impressed we are with the dedication of the staff and how well they collaborate with parents to create such a healthy learning environment.

At a time when distance learning is the new norm - along with all of its inherent challenges - we have witnessed our teacher and the school as a whole employ creative means to keep children engaged. It is not always easy for people to adapt to change, but the teachers and staff at RVC continually fine-tune their delivery, incorporating feedback from parents.

We are also very thankful for the cultural diversity in our classroom and that our child's teacher - and RVC in general - take such a concerted effort in celebrating diversity.

We kindly ask that you consider Ross Valley Charter's Renewal Petition, as this is a school that is dedicated to the complete wellness of our children in all areas of academics, emotional health, and physician health. A school that is committed also to building community amongst its teachers, staff, and parents.

Sincerely yours,

Parents of Kindergarten student @ RVC

October 9, 2020

re: Renewal Petition of Ross Valley Charter

To Whom It May Concern,

Our son joined Ross Valley Charter (RVC) midway through first grade. At that time his reading was limited, but by the end of the year he was reading books on his own. Now in the third grade he's reading at a grade level above. Since then he's had in depth studies on the history of Fairfax, medieval times, National Parks and American Indian studies. He has participated in plays and is learning ukulele. The in-depth project-based learning has not only facilitated his learning of math, science, English, art and history it has foster a fierce love of learning.

As multi-racial family living in Marin, I feel that RVC's student body reflects a diversity not represented in any other schools in Marin. As former afterschool teacher and educator that worked in Ross Valley School District as well as a former student of the school district, I feel that I have been able gain an informed perspective on the local schools. Although the local elementary schools have their strengths, for my son I felt that RVC's curriculum and mission is more suited to our family's needs and values. RVC offers something unique among the schools that allows for learners to dive deep immersing the students into the curriculum.

The staff and faculty are generous and supportive. During this national crisis of the pandemic the stability and adaptability of both the teachers and staff has helped us to support our child in much needed ways. We feel so fortunate to have landed in RVC and we look forward to our son completing his elementary school education there.

Thank you,
Victoria Canby
San Anselmo, California

Amelia Baurmann


October 9, 2020

Re: Renewal petition of Ross Valley Charter

To Whom It May Concern

I am writing in support of Ross Valley Charter School, where I have just moved my third grade son this year. I had previously had him enrolled in our local RVSD public school, where he seemed to be falling behind from the very beginning. Sadly, he hated going to school and by the end of first grade believed that he was "stupid." My son is a terrific reader with a wonderful vocabulary and a lot of curiosity about the world, and what could be a love of learning was, in my view, getting stamped out.

When RVC was first opening I was interested in it for my son, but intimidated by the intense conflict within the community that surrounded it. I also had assumed that my son would do just fine in the traditional school anyway. After all, his father had gone to the same RVSD school and done well in life in spite of learning differences that he had struggled with. However, after three years trying to nurture self esteem in my child within the traditional learning paradigm I felt I really had to try something different if only to experiment with how he might respond to a new environment and through that gain further understanding of his challenges.

In the past few months at RVC, even under the frustrating and limiting circumstances of distance learning, I am seeing my son grow and put forth effort in ways that he never has before. I am not even sure that I can say exactly what is happening in his school day that is different or why it seems to be working for him. I can say that I feel optimistic, for the first time since he started kindergarten, that he will learn to understand his own unique intelligences and ways of learning, and develop confidence and joy around the learning process. In my view, at this stage of a child's development, that is the most important element of their education.

Sincerely,

Amelia Baurmann
RVC parent

To Whom It May Concern, re: Renewal Petition of Ross Valley Charter:

RVC is such a wonderful school, everything from the unique teachers to the hands-on education style. Everything including the students is special in its own way!

Some of my favorite things about the school are: The competitive games on the yard, The swings out front, the great selection of books. I may not have liked every class or subject but I enjoyed going to school with my friends every day, the sense of community at RVC is wonderful and healthy. And best part teachers and students alike are kind! (Most of the time)

One example is they let me do a lesson on what to do if a classmate has a seizure because I have epilepsy. We did a drill where we called a group of students up and one of them pretended to have a seizure and the others had to do what they thought was right. This came in handy when I was knocked out on the playground while playing a ballgame. I was okay but my classmates treated it like a seizure, because it could have been. I felt happy that they knew what to do.

All in all RVC is wonderful and I hope this finds the staff well.

Sincerely,

A solid black rectangular redaction box covering the signature area.

To Whom It May Concern, re: Renewal Petition of Ross Valley Charter:

Thank you for this opportunity to share our experience at Ross Valley Charter. We came to Fairfax from San Francisco under very stressful circumstances. Our then 5th grader's classroom had erupted into violent interactions between students, and he'd become nearly silent in order to avoid being targeted. In contrast, our then 3rd grader was having the opposite experience and was leaving a well-established crew of friends. We were all sad to leave the comfort and familiarity of our community there.

The teachers and staff at RVC made this transition incredibly easy. They not only willingly accepted the us mid-year into their program, but the kids felt welcomed and supported in their new spaces. Ms Chris was able to see and meet our 5th grader's needs and gave him the time and space to warm to his new surroundings with gentle encouragement toward increasing involvement. By the end of the school year, he ended up claiming extra time while presenting on a person who inspired him. Ms Katie created a similarly welcoming environment for our 3rd grader, who appreciated the ability to move around the classroom and sit where he felt most comfortable (sometimes staying on the edge of the group to warm up before jumping into the group dynamics).

As a fellow educator, I was happy to see the inquiry-based learning approach being used at RVC. Many schools *say* they are using inquiry-based practices, but RVC does the full arc with amazing results. In our first few months, we witnessed the school transform to teach out their learnings via an open house for the community. The 5th grade classrooms filled with different states, with the kids playing key roles in the state's history or economy (our guy was a fisherman in Massachusetts). The 3rd grade became a wax museum (press a button and our George Washington gave his full history and key contributions). The kids chose their roles, so the variety in the museum spanned the gamut of athletes to inventors to artists.

While it may be easy to dismiss these activities as similar to other elementary schools, RVC takes inquiry further, dives deeper and reports out better.

Prior to choosing RVC, I read a lot of accounts on charter schools and the history and contentious environment surrounding this school. I've witness some of the local pushback and some bad behavior from opponents. But having a choice in schools allows for families to find the approach to learning that works best for their child. RVC's community is more diverse than the other schools in this area of Marin, in part because it is so welcoming of different learning styles. Director Luke fosters a warm and open environment. He regularly answers questions and leads tours for those who wonder why this school is necessary. And it is necessary.

The warmth and support of this program carries with the children as they move forward. When our oldest entered White Hill, his pod teacher expressed that this group of kids were among the most kind, thoughtful, considerate and empathic children she'd ever worked with. Three quarters of her classroom had come from RVC. The school graduates the kids with the message that they always have a home there and this is apparent in the alums who return to help with school upkeep and construction projects.

I sincerely hope that you will see the immense benefits of RVC, that you will take a tour, talk to the families and see the kids engaged in their work with interest and curiosity. This is a special place.

Thank you again for taking our experience and the experience of the many families and community members who support this school into consideration. We greatly hope you will renew RVC's charter.

Best,
Julie Sullivan, EdD (parent of two RVC alums)

To Whom It May Concern,

I am writing with 100% support for how much my family and I love the Ross Valley Charter. We were at a different public school before coming here and needed to leave because our daughter's first grade situation was such a mess and causing her to have so much stress. We are so grateful for having a CHOICE for a public school that best fit our daughter and her learning needs. The Ross Valley Charter is the perfect fit for our daughter and us as a family. She could not wait to get back to school after the summer and looks forward to class (Zoom) every day.

The director of our school, Luke is fantastic, as are all of the teachers. It is obvious that everyone involved at RVC has a deep love for children and understanding how to best bring out their love for learning.

CHOICE is always imperative.

Thank you.



October 8, 2020

To Whom It May Concern, re: Renewal Petition of Ross Valley Charter:

I am writing this letter of support as a parent of a current kindergarten student at Ross Valley Charter (RVC) and as an educator with over 20 years of experience from classroom teacher to literacy specialist to Assistant Director of the Graduate School of Education at Touro University California in Vallejo where I now support preparation of novice teachers.

When choosing a school for our child, my husband and I felt fortunate we had two public school choices—our local district elementary school or RVC. Shortly after visiting schools and meeting with teachers and administrators, our choice of RVC was clear. We felt the multi-age classrooms at RVC would give our child the opportunity to learn and develop at his own pace and to forge strong bonds with teachers. We appreciated the explicit focus on social emotional learning. Finally, we were excited about the integrated curriculum and inquiry approach. Our child is a very hands-on, independent learner and we believed that RVC would nurture his curiosity and allow him to take the lead in his own learning.

Starting kindergarten through distance during a pandemic has been challenging and eye-opening. However, my child's teacher has established a warm and supportive community where the students are excited to learn each day. She has gotten to know each child and their families, assessed students' academic knowledge and skills, and already begun to differentiate instruction based on assessments. The TK/K schedule includes social-emotional check-ins, discussions about feelings, and guided breathing. My child was excited to teach me *star breathing* and we now practice it often. Finally, integration and inquiry are still at the core of the curriculum. My child's class each received a container of worms and has been doing worm reading, writing, and math as they learn the science of worms and their essential role in the health of the planet. In these uncertain times, I am consistently impressed at how RVC has stayed true to the philosophies that drew us to the school.

As a parent and an educator, I fully support RVC's renewal petition. RVC has a proven track record of success and renewal will mean the school can continue to provide a valuable option and welcoming school community for local families for many years to come.

Thank you for your consideration,

A handwritten signature in black ink, appearing to read 'Page Hersey', written over a horizontal line.

Page Hersey

Fairfax, CA Resident and RVC Parent

Assistant Director, Graduate School of Education, Touro University California

October 10, 2020

To Whom It May Concern

Re: Renewal Petition of Ross Valley Charter

I am a single mother of a 2nd grader. I send my daughter to Ross Valley Charter because of its research-based approach to education, multi-age classrooms, and diverse student body.

In 2020, I have been especially appreciative of the opportunity to send my daughter to the most diverse school in the Ross Valley Elementary district. Ross Valley Charter is made up of 20% English Learners in 2019-2020, which is indicative of diversity and consistent with the statewide rate of 19%, while the remaining schools in the district are made up of 4% English Learners in 2019-2020. As a result, my daughter is very comfortable with diversity, and values it. There is simply no other school in the district that would have provided this.

Please approve this wonderful school's charter petition.

Sincerely,

Arielle Sumits

Fairfax, CA 94930

From: Himi Khan [REDACTED]
Subject: Re: Renewal Petition for Ross Valley Charter School
Date: October 11, 2020 at 11:38 AM
To: info@rossvalleycharter.org



To whom it may concern,

We want to enthusiastically support the renewal of Ross Valley Charter. Our 10 year old son has flourished immensely over the last couple of years at RVC. He has experienced a wonderful classroom environment with incredibly well trained teachers and has developed a great understanding of the various subjects taught at his grade level. Mathematics, science, language arts and topics of multiculturalism are weaved seamlessly in the curriculum. In addition to the teachers, Luke Duchene has been an excellent leader and we have been super aligned with his vision of excellence, integrity, courage and commitment in all that we do as a community. We are looking forward to our child's experiences at RVC.

Best,

Himi

Himi Khan and Prapti Mehta
Parent of [REDACTED]

From: Vince Draddy [REDACTED]
Subject: Renewal Petition of Ross Valley Charter
Date: October 11, 2020 at 2:44 PM
To: info@rossvalleycharter.org



To Whom it May Concern,

I wanted to share what a fantastic experience our son is having at Ross Valley Charter School. He started out in kindergarten at Manor School and while the staff is very kind and friendly, our son has thrived in the multi-age setting. We were going to change from Manor one way or another.

He is now in fourth grade and has developed strong bonds not only with his peers but with the teachers and administrators as well. It's like an extended family, which is especially useful since he is an only child. He feels like he has a freedom to explore and be himself in an extremely supportive environment. He loves it.

We feel there can be a place for various types of learning environments and we want to let you know how much we have benefited as a family from RVC.

Thank you for your consideration.

Sincerely,

Roxanna and Vince Draddy

Evin Levey
Kentfield, CA

October 9, 2020

re: Renewal Petition of Ross Valley Charter

To Whom It May Concern,

I am writing in support of the renewal of the charter for Ross Valley Charter school. RVC provides an invaluable option for children and families who are being failed by our district school system. The combination of project based learning, and a multi-age program create a unique environment where every child can flourish.

My eldest child was very disengaged at our local elementary school, and we tried many tactics before reluctantly deciding to move schools. After just a few weeks in the RVC environment we knew we had made the right decision. Over 3 years later we continue to see the benefits of a child continually engaged and challenged by staff who truly care for him and his well being.

Yours faithfully,

Evin Levey

10.07-2020

A quien corresponda; con respecto
a: Peticion de renovacion de la
carta de Ross Valley.

Ross Valley Charter es la escuela
donde asiste mi hija. Ella empezo
empezo en esta escuela en el
primer año, ahora esta en segundo
año. Para ella has sido muy positivo
en su vida personal y educativo.
Para ella los maestros son increíbles
y los mejores. Para mi como madre
tambien pienso que los maestros
siempre estan dispuestos a escuchar
y a alludar. Estamos muy agradecidos
don el director y con todo el
personal de la escuela.

Atte.

Nostenen Rosamunda A



From: Holly Pepper [REDACTED]
Subject: Petition support letter
Date: October 11, 2020 at 5:04 PM
To: info@rossvalleycharter.org



October 10, 2020

To Whom It May Concern,

I am writing to you on behalf of Ross Valley Charter School for the Renewal Petition. We at Ross Valley Charter (RVC) would like to continue to be able to provide the community with a robust, equitable, and progressive education for our children and future children to experience and engage in. Part of RVC's charm is their truly dedicated teachers and staff, research based methods of learning and its small size that encourages a supportive environment for children to thrive in.

We have been a part of RVC for two and a half years. My husband and I toured over 25 elementary schools (mainly in San Francisco) and RVC stood out as a unique school that followed core values of learning such as: touching and doing rather than computer programs, mistakes are valuable tools towards learning, and student's voices are heard amongst friendships, the staff, and in public speaking. I volunteered once a week in the classroom for both years and I saw these principles implemented every day.

Because of this and many more reasons, Ross Valley Charter is a wonderful school to have in your community and should be seen as a strength worth STANDING up for. I kindly ask you renew our charter.

Thanks for reading,
Holly Pepper

From: David Drewry [REDACTED]
Subject: Letter of Support for RVC
Date: October 11, 2020 at 8:52 PM
To: info@rossvalleycharter.org



October 9, 2020

To Whom it may concern,

The quality that I believe Ross Valley Charter School brings to our community more than anything is acceptance and a place of belonging. The one-size-fits-all approach to learning that most public schools have may be fine for most kids, but what about those who don't fit the conventional mold?

RVC creates a truly unique learning environment that allows kids to grow at their own pace, develop a unique project based studies out of their interests, and most importantly to feel loved and valued for who they are.

I could go on and on about how my child has come into her own during her 3 plus years at the school. However, I think it might mean more to speak about the many kids who I have personally witnessed enter this school with severe challenges and over time, completely turn around, come to life, and thrive in this type of learning environment. I have been a parent volunteer for the last 3 and a half years. I have worked closely with many kids and have helped some of the older classes with yearbook and video projects. I have heard the accounts of kids who were locked in isolation rooms in traditional schools before transferring to RVC. Through persistent love and acceptance, these kids would find their place and are now prospering, and in some cases model students.

Some of the most challenged kids in Marin County thrive and prosper in the environment that RVC provides!!! If you read just one line from this letter read that one. I'm talking about the full range from just being ultra-sensitive, like my daughter, to severe learning disabilities and language barriers. It breaks my heart to think of what would happen to these kids if there was not the RVC option. And even for kids without disabilities, the environment allows any kid to grow at there own pace and to focus on things that they are drawn to. Maybe for one kid they need to focus more on art, music, and creativity for a couple of years and more academic subjects the next. Ross Valley Charter lets the student

and more academic subjects the next. Ross Valley Charter lets the student chart their own path through learning rather than being crammed into a pre-cast mold.

I am on my second round through the schools of Marin. I have a 30-year-old and an 8-year-old. The 30-year-old attended 13 years of school in Marin. Some in the public school system and some in a private “hippy-dippy” alternative school. My son needed that for a time. He was not fitting into the mainstream academic program in second grade and was falling behind and starting to be labeled “the dumb kid” because of a learning disability where he could not distinguish the difference between the vowel sounds. The alternative school, Temba it was called, gave him a chance to find out who he was in a loving environment. He re-entered the public school system in 7th grade and by then he was confident and able to prosper. He still had academic challenges due to his learning disability but it didn’t matter because he was so solid in himself by then.

Schools like RVC give students a chance to find themselves and learn at a time when they are at their most vulnerable. The fact that it is a public school and free to all to attend means that those who need it can benefit no matter what income bracket their family belongs to.

I support this school with all my heart and I hope you will too.

Sincerely,

David Drewry

David Drewry
Filmmaker - Editor - Director
San Anselmo, California



From: Emma Rigge [REDACTED]
Subject: Letter in support of RVC
Date: October 11, 2020 at 8:58 PM
To: info@rossvalleycharter.org



To Whom it may concern,

School was a very challenging experience for me personally, as I was a very sensitive child. The result for me was a traumatized experience of learning and feeling branded as "not bright". Something that has taken decades to shake off. So I knew that I would never put my daughter, who is also highly sensitive, through that same kind of hell. It was clear to me early on that our child is very artistic and creative and we needed a school that would offer different models of learning, and also one that puts value on the importance of each child's social and emotional development. That is why I am so grateful that we could choose RVC for our daughter. The fact that she was going to be able to perform in not one but three plays in her first year of kindergarten was just the cherry on top!

It has been such a joy to witness my child and all her cohorts blossoming, each so individually, as I have volunteered many hours each week, and got to know so many different kids. I am so often moved to watch how the teachers at RVC manage to turn around the trajectory of kids who are having difficulties. Quite a few of these children have come to RVC late after having struggled in their previous public school. I have seen in the course of a year real transformation that brings tears to my eyes. These kids now are like completely different children - bright eyed, open, engaging with adults and full of delight to be at school. I also know that this kind of change doesn't come with the quick snap of the fingers; the teachers at RVC put their heart and soul into their classes every day, and with such passion and dedication that is awe-inspiring.

RVC is an asset to this school district and exemplary in every department. As a community of families the gratitude that we feel to Mr Luke and all the teachers and aides who make this school all that it is, is monumental.

Yours sincerely,

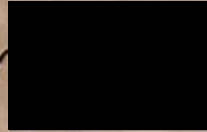
Emma Rigge

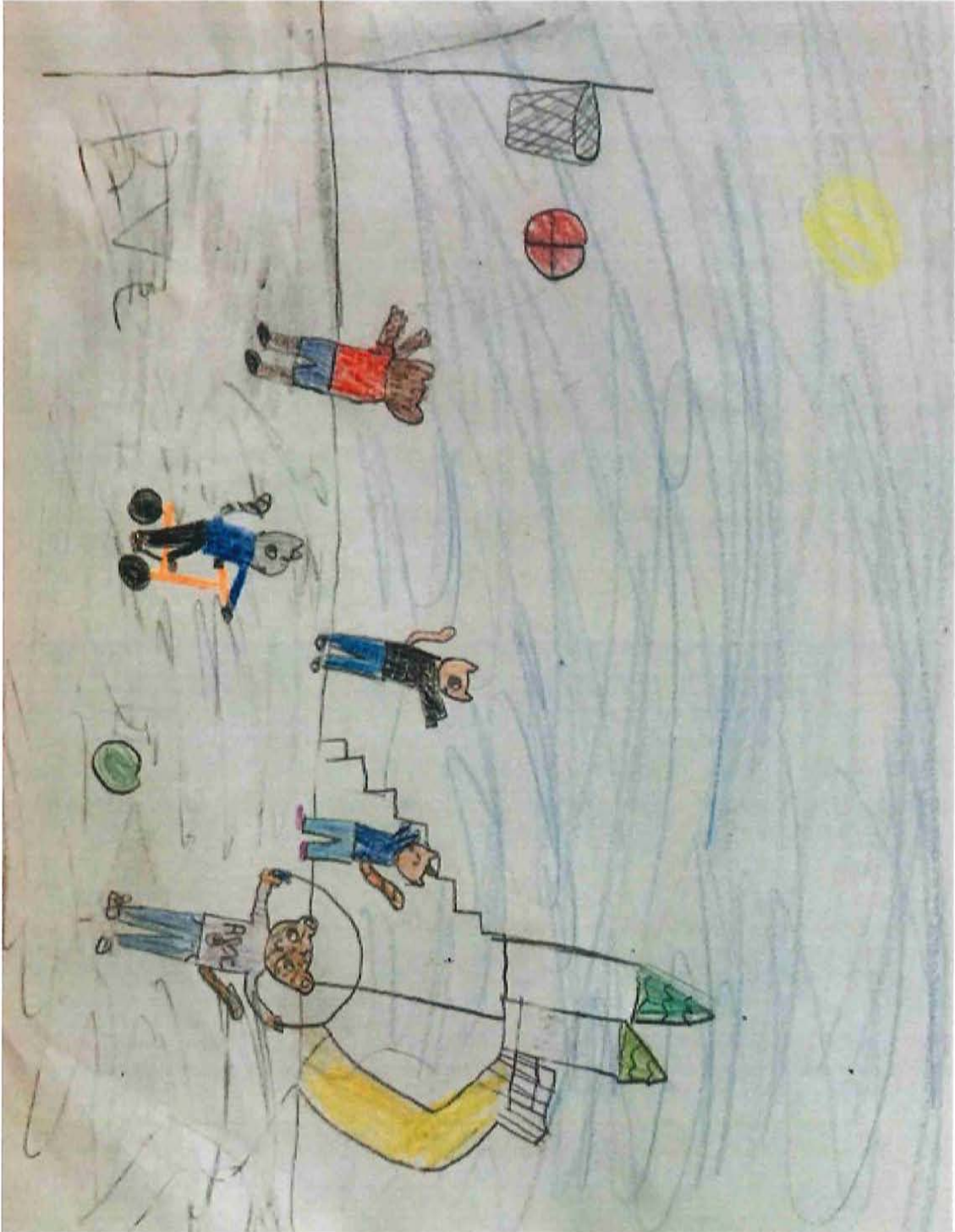
To Whom it may concern,

I love RVC because we get to do so many fun plays like: The Wizard of Oz, The Nutcracker and many more. Also that we have such amazing teachers like: Ms. Emily, Ms. Katie, and Ms. Rebeca. I would be so sad if I wasn't able to go to RVC I wouldn't want to go to any other school.

I really want my school to keep on being a school not just for me but for others too.

Sincerely





RVC
[Redacted]
3rd Grader