



## Three Rivers Charter School

### Regular Board Meeting

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**Date and Time**

Tuesday January 18, 2022 at 5:30 PM PST

**Location**

To be determined.

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This Board meeting is being held virtually. The agenda provides any citizen an opportunity to directly address the Board under the section entitled "Community Comment" on any item under the subject matter jurisdiction of the Board that is not on the agenda. The Public will be provided an opportunity to address the Board on agenda items before or during the Board's deliberation. Each public member will have 3 minutes for comment. Members who wish to comment may use the "raise hand" option. To request a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting, please submit your request in writing to the School Director or Board President at least 10 days before the scheduled meeting date.. In compliance with Government Code section 54954.2(a) Three Rivers Charter School will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact the school at (707) 964-1128 at least 72 hours prior to the meeting. The Board reserves the right to mute or remove a member of the public for inappropriate behavior which is disruptive.

**Join Zoom Meeting**

[https://us02web.zoom.us/j/86282301134?](https://us02web.zoom.us/j/86282301134?pwd=T3MrREtjbGFsRFFkZkw3R2UrRzJxUT09)

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Meeting ID: 862 8230 1134

Passcode: trcs

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**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:30 PM</b>
Opening items			
A. Call the Meeting to Order		Jade Tippett	1 m
B. Record Attendance and Guests		Jaime Ries	2 m
C. Changes to the Agenda?	Discuss	Jade Tippett	2 m
<b>II. Community Comment</b>			<b>5:35 PM</b>
A. Community Comment	Discuss	Jade Tippett	20 m
Each person wanting to speak may have 3 minutes to make their statements. The Board will not comment unless it is to quickly clarify a procedure, process or policy.			
<b>III. Reports</b>			<b>5:55 PM</b>
A. Teachers Write-Ups	Discuss	Kim Morgan	5 m
B. Director's Report	Discuss	Kim Morgan	20 m
C. Financial Reports	Discuss	Jade Tippett	10 m
<b>IV. Discussion and Action Items</b>			<b>6:30 PM</b>
Topics for discussion and possible actions.			
A. Approve Minutes	Approve Minutes	Jade Tippett	2 m
Approve Minutes from December Meeting.			
Approve minutes for Adjourned Regular Board Meeting on December 16, 2021			
B. Approve Minutes	Approve Minutes	Jade Tippett	2 m
Minutes from Jan. 11th Special Board Meeting -Live or Remote Meeting Determination			
Approve minutes for Special Board Meeting on January 11, 2022			
C. Determination of Live or Remote Meeting	Vote	Kim Morgan	10 m
As per AB 361 the board shall determine, by unanimous vote every 30 days, whether meeting in person is puts the health of attendees at risk during the declared state of emergency. <a href="#">State of Emergency Proclamation- Order N-12-21</a> <a href="#">Continuation of Emergency Proclamation until March 31, 2022- Order N-21-21</a> <a href="#">CDPH Social Distancing Requirement</a> <a href="#">Mendocino County Recommendation Regarding Continued Remote Public Meetings of Governmental Bodies</a>			
D. Approve School Account Ability Report Card (SARC)	Vote	Kim Morgan	10 m

	Purpose	Presenter	Time
<p>By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. The SARC must be approved by the governing board before submission.</p>			
<b>E. Discuss 2022-2023 Academic Calendar</b>	Discuss	Kim Morgan	10 m
Review and discuss draft calendar for next year.			
<b>F. Covid Protocols</b>	Discuss	Kim Morgan	10 m
Board members to provide input on ever evolving county and state Covid Protocol recommendations.			
<b>V. Closed Session</b>			<b>7:14 PM</b>
<b>A. Facilities Proposal Negotiations (54954.5)</b>	Discuss	Kim Morgan	15 m
Discuss development of proposal for facility improvements.			
<b>VI. Disclosure of Actions Taken During Closed Session</b>			<b>7:29 PM</b>
<b>A. Closed Session Action Items</b>	FYI	Jade Tippet	5 m
<b>VII. Closing Items</b>			<b>7:34 PM</b>
<b>A. Adjourn Meeting</b>	FYI	Jody Stickels	1 m

# Cover Sheet

## Teachers Write-Ups

<b>Section:</b>	III. Reports
<b>Item:</b>	A. Teachers Write-Ups
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Teacher Reports 1.18.21.pdf

**Teachers Reports for the Board  
January 18, 2022**

**Grades 1 & 2 -Ms. Gibson**

Our morning meetings are discussing achievement as well as working on our daily practises of geometry and vocabulary.

The ELA centers are choral reading with Ms. B reading non-fiction and fiction books including The Bison Are Back and Earth's Water.

Group 3 in the writing center with Ms. Brinks continues our creative writing paragraphs with a topic sentence and 3 detailed sentences. Phonological awareness with me is moving onto VCe word patterns with the long vowel sounds.

In the Wit & Wisdom curriculum we have just started The American West Module. We have read The Bison Are Back. This book describes the history of the Native American Indians, the settlers and President Theodore Roosevelt.

We are moving towards the end of Unit 5 . First Grade students are working on Geometry. 2D and 3D shapes and their attributes. Second Grade students are adding money such as pennies, nickels, dimes, quarters and dollars.

In social studies we are looking at civics and how to be a good citizen in your community..

In science we are looking at the unit about how water works. This includes flash floods and canyons.

Art occurs every Thursday. We will be using watercolors this week to create a landscape of the great plains where the buffalo roam!

Mrs. Gibson

**Grades 3 & 4 -Ms. Shoptaw**

First, I want to thank all of our board members and volunteers! Thank you for all you do!

Next: With several 3-4 families experiencing covid exposure, and other families hoping to avoid exposure thus keeping students home, we have had lots of students using the digital classroom system.

Students zoom into the classroom for morning class meeting and live ELA instruction from 8:30 to 9:50. Most often, they participate in all of what's going on, including discussion groups. The seat-based students are all savvy with the chromebook, so we mix seat based with online students to form discussion groups. This is facilitated by the amazing Ms. Huerta. Online students return to class at 10:30 for live math instruction. Anything the seat based students will experience in the course of the school day, I build an online counterpart for the online kids.

We are about to begin the CA landmarks floats/parade project. Students research a prominent CA landmark, build an educational slide presentation. Once complete they build a mini float honoring the landmark on top of a shoe box (the faux trailer bed for the "float"). On day TBA all floats are due and we have our "parade." The kids are excited! Yep, online kids will be doing it too!

We could use 10 more shoe boxes if you happen to have one laying around...

### **Grades 5 & 6 -Ms. Krebs**

Hello everyone!

We are wrapping up our unit in Wit and Wisdom about the Nez Perce, and the impact the US government had on Native Americans. This unit has been teaching students about how someone's actions and intentions can impact someone else either positively or negatively, and the consequences of those actions. I am excited to see what the next unit will bring!

In Math, the 6th graders have finished their third unit and started their fourth, and the 5th graders are continuing their studies about fractions.

In Science, we conducted a science experiment where the students had to make aerodynamic cars using only the materials provided. We raced the cars, and then the students had a chance to "fix" their cars and race them again. All of the cars did better the second time around. I explained that this is what scientists do, where they have a hypothesis, try it out, and fix it until they have improved. The students loved it!

In Specials the students had a week of music class, and the students were able to create their own stomping/clapping beats and perform them. I showed the class a video of Beethoven's 5th symphony that was remixed by a producer. I am trying to introduce these different kinds of careers in case students really love them. The music special was a hit, and I wouldn't be surprised if some of them grow up and have a career in this field.

Until next time!

Dani Krebs

### **Grades 7 & 8- Mr. Lang**

We're very happy to be back in the classroom after Winter Break and excited to wrap up our first semester.

Our class just had the opportunity to make flower vases out of some beautiful art paper. We got to give one to our little buddies in the 3/4 class and also have some left over to donate to our local Senior Center for table centerpieces. Our little buddies made amazing paper bouquets to fill them with and were able to provide us with those to fill our personal vases.

We will be commencing our spring short novel series, beginning with one of Mr. Lang's personal favorites, *Hatchet*. We will read one novel every few weeks and will work through some exciting stories this semester. Our history lessons will guide us through the 1800's and the expansion of our country. We will also look at our interactions with foreign governments and how those affected various events.

Math and science are focused on inputs and outputs. We're wrapping up learning about functions in math, while we focus on chemical substances and reactions in Science. We just finished making our own chemical reactions, including a volcano, lava lamp, and M&Ms rainbow. We're very excited to continue learning about how various substances react with each other.

Lastly, we've been focusing on Trust during Health and learning various languages during Electives. Our class is doing a fantastic job of guiding their learning and owning their outcomes.

We're looking forward to an exciting Spring semester. Thank you all for your support throughout these difficult times.

Mr. Lang's 7/8 Class

# Cover Sheet

## Director's Report

<b>Section:</b>	III. Reports
<b>Item:</b>	B. Director's Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Director's Report 1.18.22.pdf



## **Director's Report January 18, 2022**

- **Programs, Events, Highlights**
  - Basketball to resume
  - Ms. Bart's groups
  - Buddies Program
  - New Website REALLY soon
  - Food Bank Donations for Snack and Breakfast
  
- **Covid Update**
  - Testing- school and home tests
  - Protocols to be discussed

### **Case totals (students and staff) since the beginning of January: 7 cases**

- 2 Cases identified before returning from winter break
  - 1 Case identified at school with surveillance testing
  - 2 Cases identified at home
  - 2 Cases identified while on quarantine
- 
- **Administrative**
    - Audit complete, no findings and final report coming soon
    - LCAP Update in Feb.
    - Teacher Evaluations

# Cover Sheet

## Financial Reports

<b>Section:</b>	III. Reports
<b>Item:</b>	C. Financial Reports
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	BalanceSheetDetail2021-12.pdf TreasurersReport2022-01-18docx.pdf

## Three Rivers Charter

December 2021

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

Group Description	Account	Account Description	
<b>Liquidity Ratio</b>			90.7
<b>Assets</b>			
<b>Current Assets</b>			
Cash	62-0000-0000-0000-9120-010-000	Cash in Bank(s) xxx7725	\$63,035
Cash	62-0000-0000-0000-9125-020-000	Cash in County Treasury Account	\$1,359,934
Cash	62-0000-0000-0000-9126-020-000	Cash in Booster Club Account xxx6247	\$19,782
Accounts Receivables	62-0000-0000-0000-9290-020-000	Due from Grantor Governments	\$4,931
Total Current Assets			\$1,447,683
<b>Fixed Assets</b>			
Buildings and Improvements	62-0000-0000-0000-9420-020-000	Building/Leasehold Improvements	\$11,297
Furniture and Fixtures	62-0000-0000-0000-9440-020-000	Furniture Fixtures and Equipment	\$12,853
Accumulated Depreciation	62-0000-0000-0000-9425-020-000	Accumulated Depreciation - Building/Leasehold Improvements	(\$11,297)
Accumulated Depreciation	62-0000-0000-0000-9445-020-000	Accumulated Depreciation - Furniture, Fixtures & Equipment	(\$12,853)
Total Fixed Assets			-

## Three Rivers Charter

December 2021

<b>Other Assets</b>			
Total Other Assets			-
<b>Total Assets</b>			<b>\$1,447,683</b>
<b>Liabilities And Net Assets</b>			
<b>Current Liabilities</b>			
Accounts Payable	62-0000-0000-0000-9500-010-000	Accounts Payable-System	\$6,620
Accounts Payable	62-0000-0000-0000-9506-020-000	Credit Card Payables	(\$95)
Accounts Payable	62-0000-0000-0000-9590-020-000	Due to Grantor Government	\$38
Accrued Salaries, Payroll Taxes, Postemployment Benefits	62-0000-0000-0000-9501-020-000	Accrued Salaries	\$3,251
Accrued Salaries, Payroll Taxes, Postemployment Benefits	62-0000-0000-0000-9503-020-000	Accrued STRS	\$6,139
Total Current Liabilities			<b>\$15,952</b>
<b>Long Term Liabilities</b>			
Total Long Term Liabilities			-
<b>Total Liabilities</b>			<b>\$15,952</b>
<b>Net Assets</b>			
Restricted Net Assets	62-0000-0000-0000-9772-020-000	Designated Reserve for Capital Fund	\$800,000
Unrestricted Net Assets	62-0000-0000-0000-9790-020-000	Undesignated Fund Balance	\$452,509
Profit/Loss YTD			\$179,222
Total Net Assets			<b>\$1,431,731</b>

## Three Rivers Charter

December 2021

<b>Total Liabilities And Net Assets</b>			<i>\$1,447,683</i>
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## **Three Rivers Charter School Treasurer's Report January 18, 2022**

### **Operations and Financial Status**

#### **Summary:**

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

- Cash in Bank: \$63,035
- Cash in County Treasury Account: \$1,359,934
- Cash in Booster Club Account: \$19,782
- Total Liabilities and Net Assets: \$1,431,731
- Accounts Receivables: \$4,931 (Due from Grantor Governments)
- Accounts Payable and Other Liabilities: \$15,952 (Due to vendors, STRS, Grantor Governments)
- Year to Date Net Gain (*Loss*): \$179,222

#### **Notes:**

- These numbers and the attached Balance Sheet Detail are as of December 31, 2021
- Reviewing the Actual to Budget Detail:
  - Total Revenue for the year to date is actually up from expected by \$48,716, including \$26,405 from the Education Protection Account, a State fund derived from taxes on higher income Californians.
  - Personnel Expenses YTD are down minimally from expected by \$1,198 or 0.4%% of expected
  - Operating Expenses YTD are up from expected by \$4,674 or 3.7%
  - Resulting in a net gain to date of \$179,222
- The Facilities Committee will be meeting this Thursday to review the written proposal to Mendocino College that Kim Morgan has prepared, proposing extensive repairs to the facility in return for a longer term lease. Keeping with the timeline for repairs, I recommend that we call a Special Meeting of the Board before our regular mid-February meeting, so the Board can approve the proposal.

Presented by J. Tippett, Treasurer

# Cover Sheet

## Approve Minutes

**Section:** IV. Discussion and Action Items  
**Item:** A. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Adjourned Regular Board Meeting on December 16, 2021

DRAFT



## Three Rivers Charter School

### Minutes

#### Adjourned Regular Board Meeting

Continued from Regular Meeting on Dec. 14th

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#### **Date and Time**

Thursday December 16, 2021 at 5:30 PM

#### **Location**

Join Zoom Meeting

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

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Meeting ID: 862 8230 1134

Passcode: trcs

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pwd=T3MrREtjbGFsRFFOZkw3R2UrRzJxUT09  
Meeting ID: 862 8230 1134  
Passcode: trcs

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#### **Directors Present**

A. Dominguez (remote), C. Peña (remote), E. Forster (remote), J. Tippet (remote), L. Norman (remote)

#### **Directors Absent**

J. Ries, J. Stickels

#### **Guests Present**

K. Morgan, Mary Makela, Rebecca Walker

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### **I. Opening Items**

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

J. Tippet called a meeting of the board of directors of Three Rivers Charter School to order on Thursday Dec 16, 2021 at 5:32 PM.

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

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

No changes to the agenda.

### **II. Community Comment**

#### **A. Community Comment**

No community comment.

### **III. Reports**

#### **A. Teachers Write-Ups**

The board reviewed and had no questions on teacher reports.

#### **B. Director's Report**

K. Morgan delivered her Director's Report.

#### **C. Financial Reports**

J. Tippet delivered his Financial Report.

### **IV. Discussion and Action Items**

#### **A. Approve Minutes**

E. Forster made a motion to approve the minutes from Regular Board Meeting on 11-16-21.

A. Dominguez seconded the motion.

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

**Roll Call**

C. Peña	Aye
J. Ries	Absent
J. Stickels	Absent
A. Dominguez	Aye
E. Forster	Aye
L. Norman	Aye
J. Tippet	Aye

**B. Approve Minutes**

E. Forster made a motion to approve the minutes from Special Board Meeting on 12-02-21.

C. Peña seconded the motion.

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

**Roll Call**

A. Dominguez	Aye
L. Norman	Aye
C. Peña	Aye
E. Forster	Aye
J. Tippet	Aye
J. Ries	Absent
J. Stickels	Absent

**C. Determination of Live or Remote Meeting**

Special Board Meeting scheduled for January 11th to determine live or remote meeting for Regular January Meeting. Board discussed state and local COVID-19 situation and directives.

C. Peña made a motion to continue meeting remotely for the next 30 days as meeting in person is determined to pose a health risk to meeting attendees.

E. Forster seconded the motion.

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

**Roll Call**

J. Stickels	Absent
L. Norman	Aye
J. Ries	Absent
A. Dominguez	Aye
E. Forster	Aye
C. Peña	Aye
J. Tippet	Aye

**D. Approve Educator Effectiveness Block Grant Plan**

E. Forster made a motion to approve the Educator Effectiveness Block Grant Plan as presented.

A. Dominguez seconded the motion.

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

**Roll Call**

L. Norman	Aye
J. Ries	Absent

**Roll Call**

A. Dominguez Aye  
J. Stickels Absent  
J. Tippet Aye  
C. Peña Aye  
E. Forster Aye

**E. Approve First Interim Budget Report**

L. Norman made a motion to approve the First Interim Budget Report.  
E. Forster seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

J. Ries Absent  
A. Dominguez Aye  
J. Tippet Aye  
L. Norman Aye  
E. Forster Aye  
C. Peña Aye  
J. Stickels Absent

**F. Approve 2022 Board Meeting Calendar**

A. Dominguez made a motion to approve the 2022 Board Meeting Calendar for the remainder of the school year with the correction of January Regular Meeting will be Tuesday, January 18th.  
C. Peña seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

J. Ries Absent  
E. Forster Aye  
J. Stickels Absent  
J. Tippet Aye  
L. Norman Aye  
C. Peña Aye  
A. Dominguez Aye

**G. Review LCAP changes**

K. Morgan presented changes to the Local Control Accountability Plan previously approved by the board in June 2021. Changes include revisions to the metrics as requested by authorizer Fort Bragg Unified School District and Mendocino County Office of Ed.

**V. Disclosure of Actions Taken During Closed Session**

**A. Closed Session Action Items**

Facilities committee reported on status of negotiations with Mendocino College.  
No actions were taken.

**VI. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:25 PM.

Respectfully Submitted,  
K. Morgan

# Cover Sheet

## Approve Minutes

**Section:** IV. Discussion and Action Items  
**Item:** B. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Special Board Meeting on January 11, 2022

DRAFT



## Three Rivers Charter School

### Minutes

#### Special Board Meeting

#### Determination of In Person or Remote Board Meetings

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**Date and Time**

Tuesday January 11, 2022 at 5:30 PM

**Location**

Join Zoom Meeting

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

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**Directors Present**

A. Dominguez (remote), C. Peña (remote), E. Forster (remote), J. Ries (remote), J. Tippett (remote), L. Norman (remote)

**Directors Absent**

J. Stickels

**Guests Present**

K. Morgan (remote)

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**I. Opening Items**

**A. Call the Meeting to Order**

J. Tippett called a meeting of the board of directors of Three Rivers Charter School to order on Tuesday Jan 11, 2022 at 5:31 PM.

**B. Record Attendance and Guests**

**C. Changes to the Agenda?**

Nothing to add.

**II. Community Comment**

**A. Community Comment**

No community comment.

**III. Discussion and Action Items**

**A. Remote Meeting Determination**

E. Forster made a motion to continue to hold meetings remotely for the next 30 days due to the current pandemic health emergency and to protect the health of meeting attendees.

J. Ries seconded the motion.

[State of Emergency Proclamation](#)

[Continuation of Emergency Proclamation until March 31, 2022- Order N-21-21](#)

[CDPH Social Distancing Requirement](#)

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

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

**Roll Call**

J. Ries	Aye
L. Norman	Aye
J. Stickels	Absent
J. Tippet	Aye
C. Peña	Aye
A. Dominguez	Aye
E. Forster	Aye

**IV. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:38 PM.

Respectfully Submitted,  
K. Morgan



## Cover Sheet

### Approve School Account Ability Report Card (SARC)

**Section:** IV. Discussion and Action Items  
**Item:** D. Approve School Account Ability Report Card (SARC)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
2021\_School\_Accountability\_Report\_Card\_Three\_Rivers\_Charter\_School\_20220115  
(1).pdf

# Three Rivers Charter School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Three Rivers Charter School
<b>Street</b>	1211 Del Mar Dr., Suite 301
<b>City, State, Zip</b>	Fort Bragg, CA 95437-9533
<b>Phone Number</b>	(707) 964-1128
<b>Principal</b>	Kimberly Morgan, School Director
<b>Email Address</b>	director@trcschool.org
<b>School Website</b>	trcschool.org
<b>County-District-School (CDS) Code</b>	23655650123737

## 2021-22 District Contact Information

<b>District Name</b>	Three Rivers Charter School
<b>Phone Number</b>	(707) 961-2850
<b>Superintendent</b>	Rebecca Walker
<b>Email Address</b>	bwalker@fbusd.us
<b>District Website Address</b>	<a href="http://www.fbusd.us">http://www.fbusd.us</a>

## 2021-22 School Overview

Three Rivers Charter School (TRCS) was founded as Three Rivers Learning Center in 2005 by a small group of committed teachers and parents seeking to create a school alternative on the Mendocino Coast. The founders worked tirelessly to build the foundation of our school that became TRCS and has grown and flourished over the years. We are an independent, publicly funded, tuition free charter school authorized by Fort Bragg Unified School District.

The mission of TRCS is to educate students in grades 1-8 to become well-rounded individuals with a life-long love of learning and the ability to think and act with moral integrity.

TRCS offers a small family centered school environment with a dedicated team of credentialed teachers and experienced support staff. Our curriculum aligns with state standards and we seek to serve the whole child by providing students experiences with art and music, project based learning, social-emotional learning, enriching elective opportunities, cross age activities and more. Each of the four classes at Three Rivers spans two grade levels which allows teachers to deeply know their students and how to best serve each individual's learning. Academic Excellence is our goal and we offer a variety of supports including Reading Intervention, Homework Club and a Student Support Counselor. Character Education through our REACH Program focuses on the values of Respect, Empathy, Achievement, Citizenship and Hard Work and aims to bring out the best in every child as members of our local and global community.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	6
Grade 2	9
Grade 3	12
Grade 4	12
Grade 5	11
Grade 6	14
Grade 7	10
Grade 8	10
<b>Total Enrollment</b>	<b>84</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.2
Hispanic or Latino	34.5
Two or More Races	9.5
White	54.8
English Learners	7.1
Foster Youth	4.8
Socioeconomically Disadvantaged	70.2
Students with Disabilities	8.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We have recently gone through a curriculum review for English Language Arts and Math and have adopted four new curriculums. Wit & Wisdom (ELA) for Grades 1-6, and My Perspectives (ELA) for grades 7-8. For Math. Bridges is being used in Grades 1-5. Illustrative has been implemented in Grades 6-8.

Year and month in which the data were collected

9/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 1-6: Wit & Wisdom Grades 7-8: My Perspectives Grades 1-2: Learning A-Z, Leveled Readers, Spellwell, Handwriting Without Tears, Grades 3-4: Spellwell Grades 5-6: 6 Traits of Grammar and Writing, Vocabulary of Classical Roots Grades 7-8: Language of Literature, Vocabulary of Classical Roots, Warriners English Grammar	Yes	0.0
<b>Mathematics</b>	Grades 1-5: Bridges Math Grades 6-8: Illustrative Math	Yes	0.0
<b>Science</b>	Grades 1-4: Mystery Science Grades 3-4: Science Weekly Grades 5-8: Dimensions	Yes	0.0
<b>History-Social Science</b>	Grades 1-2: BrainPop, 180 Days of Social Studies Grades 3-4: Social Studies Weekly Grades 5-6: Social Studies Weekly Grades 7-8: Holt Social Studies	No	0.0
<b>Foreign Language</b>	Grades 7-8: DuoLingo	No	0.0
<b>Health</b>	Grades 3-4: Health Studies Weekly Grades 7-8: Holt Lifetime Health Grades 7-8: 7th Middle/8th Jr. High (Level 2) Health	No	0.0
<b>Visual and Performing Arts</b>	Grades 7-8: Art in American History - Holt	No	0.0
<b>Science Laboratory Equipment</b> (grades 9-12)			0.0

## School Facility Conditions and Planned Improvements

TRCS is located in older buildings that are part of a junior college. The building's deferred maintenance items have been reported and are due to be repaired. There are a leaking gutters and because of a deficiency in water management systems there are signs of deferred maintenance.

The school is cleaned nightly with additional cleaning and sanitizing due to the Covid-19 pandemic. The students feel the school is clean.

- \* The school is considered safe, however, better fencing is needed.
- \* There are no planned or recently completed facility improvements.
- \* The buildings are fairly old and are maintained.

**Year and month of the most recent FIT report**

9/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		One unit is in need of repair, parts are on order and maintenance is working on the system.
<b>Interior:</b> Interior Surfaces		X		Older buildings. Paint and general maintenance needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			School is cleaned nightly and no signs of pests at this time.
<b>Electrical</b>	X			No outstanding issues.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			All in good repair.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No outstanding safety issues. Monthly inspections performed. No hazardous materials on site.
<b>Structural:</b> Structural Damage, Roofs	X			No outstanding leaks.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Some doors showing signs of weather. Playground in good shape.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	67	59	88.06	11.94	56.9
Female	39	34	87.18	12.82	63.64
Male	28	25	89.29	10.71	48
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	22	95.65	4.35	59.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	32	82.05	17.95	53.13
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	40	86.96	13.04	51.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	67	40	59.70	40.30	35.00
Female	39	24	61.54	38.46	37.50
Male	28	16	57.14	42.86	31.25
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	14	60.87	39.13	35.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	23	58.97	41.03	34.78
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	27	58.70	41.30	29.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/AN/A	N/A	N/A
<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A

<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A

<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A/N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

### 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A

<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A

<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A



<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

### CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	46.67	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	20	16	80.00	20.00	46.67
Female	16	13	81.25		
Male	--	--	--		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	9	69.23	30.77	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	11	78.57	21.43	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

**C. Engagement****State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

**2021-22 Opportunities for Parental Involvement**

At TRCS parents are encouraged to become an active member of the school community. We have a Parent Teacher Network Group (PTN) that meets 4 times per year. The PTN group is open to all families and staff at the school and helps the school function by providing ideas and feedback about school goals and initiatives and helping to design and carry out fundraising projects and school events. Traditionally the PTN has helped execute events such as Field Day, Music Concerts, 8th Grade Promotion and our annual Awards Dinner. The PTN meetings provide a place for families to connect with each other and staff and to hear about, give input and get involved with the school.

Our parents have an active role in creating our Local Control Accountability Plan (LCAP) which lays out our programs and goals. The TRCS Board of Directors is also comprised primarily of parents who help govern the school. TRCS parents provide transportation for their children to school and a lunch. Traditionally parents have volunteered regularly in the classrooms and on field trips. We look forward to having parents active and in person on campus again once Covid -19 pandemic safety protocols are lifted.

TRCS teachers send home weekly newsletters and there is a weekly school wide email bulletin from the School Director that keep parents informed of opportunities to get involved. For questions or information regarding parent participation, please contact the School Director.

**2020-21 Chronic Absenteeism by Student Group**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	84	84	7	8.3
<b>Female</b>	45	45	4	8.9
<b>Male</b>	39	39	3	7.7
<b>American Indian or Alaska Native</b>	1	1	0	0.0
<b>Asian</b>	0	0	0	0.0
<b>Black or African American</b>	0	0	0	0.0
<b>Filipino</b>	0	0	0	0.0
<b>Hispanic or Latino</b>	29	29	1	3.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.0
<b>Two or More Races</b>	8	8	1	12.5
<b>White</b>	46	46	5	10.9
<b>English Learners</b>	7	7	0	0.0
<b>Foster Youth</b>	5	5	1	20.0
<b>Homeless</b>	0	0	0	0.0
<b>Socioeconomically Disadvantaged</b>	61	61	7	11.5
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	8	8	1	12.5

**C. Engagement****State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.65	0.00	4.46	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.94	3.44	2.45
<b>Expulsions</b>	0.00	0.05	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

We have a Comprehensive School Safety Plan (CSSP) which is posted on our web-site ([www.trcschool.org](http://www.trcschool.org)). We have a Safety Committee which is mainly comprised of teachers. Every quarter the Safety Committee inspects the school grounds and buildings to note anything that may need attention. In addition to that, our CSSP covers disaster planning, and evacuation or procedures for dangerous situations. The Safety Plan was thoroughly reviewed and approved 12/2019. We have a storage facility where we have emergency items stored in case of an emergency hardship, and we hold regular practice drill for fire, earthquake, tsunami and lockdown. We have insurance audits on our facility including the playground. Further questions can be directed to the School Director.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1	8	1		
2	19	7		
3	15	1		
4	24	1	7	
5				
6	25	1	6	
Other	13	1		

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				
Other	23	1	2	

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	1	1		
Other	21	1	2	

### 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$8674	\$500	\$8174	\$51551
<b>District</b>	N/A	N/A	\$0.0	\$57,755
<b>Percent Difference - School Site and District</b>	N/A	N/A		-11.4
<b>State</b>			\$8,444	\$77,042
<b>Percent Difference - School Site and State</b>	N/A	N/A	-3.2	-39.6

## 2020-21 Types of Services Funded

TRCS provides a Reading Intervention Program, Homework Club for academic support after school, an After School Program, English Learner support, and tutoring and counseling services for all students and parents. We provide various online academic supports such as Aleks Math. In addition, we assist families with locating resources or assistance. Parental Involvement and outreach is desired and programs are coordinated through the School Director.



## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$44,794	\$48,119
<b>Mid-Range Teacher Salary</b>	\$56,999	\$74,665
<b>Highest Teacher Salary</b>	\$82,522	\$98,160
<b>Average Principal Salary (Elementary)</b>	\$96,709	\$118,542
<b>Average Principal Salary (Middle)</b>	\$111,165	\$125,068
<b>Average Principal Salary (High)</b>	\$113,823	\$133,516
<b>Superintendent Salary</b>	\$136,896	\$194,199
<b>Percent of Budget for Teacher Salaries</b>	28%	31%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

We meet with teachers on a weekly basis and they are given a strong voice in the management of the school. The Board also asks monthly for their feedback in regards to their classrooms and their needs. Mentors and consultants are provided as needed.

The following are PD opportunities are offered for teachers and support staff:

- \*Teachers and/or Board Members are sent annually to the charter conference which offers an abundance of training opportunities for teachers depending on their needs and interests
- \*All staff have subscriptions to Master Teacher which provides online training videos on a vast array of topics.
- \*All staff complete a set of safety training videos each year
- \*The least experienced teachers have a mentor teacher for coaching and assistance. All beginning teachers complete a the North Coast Teacher Induction Program with mentor.
- \*MTSS is being developed with training for the teachers
- \*A Professional Development Plan is generated each year with each teacher to determine the needed training.
- \*Staff attend virtual and in person trainings regularly that are offered by various entities such as our County Office of Education, Powerschool (our Student Information System) and Social Emotional Learning and counseling organizations.
- \*Beginning in the 21-22 school year TRCS engaged our County Office of Educations' Director of School Climate and Culture to lead the staff in a process of identifying top goals and beginning a cycle of continuous improvement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	10

# Three Rivers Charter School

## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Three Rivers Charter School
<b>Phone Number</b>	(707) 961-2850
<b>Superintendent</b>	Rebecca Walker
<b>Email Address</b>	<a href="mailto:bwalker@fbusd.us">bwalker@fbusd.us</a>
<b>District Website Address</b>	<a href="http://www.fbusd.us">http://www.fbusd.us</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	864	116	13.43	86.57	57.76
<b>Female</b>	408	47	11.52	88.48	65.96
<b>Male</b>	453	69	15.23	84.77	52.17
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	399	53	13.28	86.72	41.51
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	72	6	8.33	91.67	--
<b>White</b>	373	53	14.21	85.79	69.81
<b>English Learners</b>	181	13	7.18	92.82	23.08
<b>Foster Youth</b>	13	1	7.69	92.31	--
<b>Homeless</b>	90	18	20.00	80.00	77.78
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	701	86	12.27	87.73	52.33
<b>Students Receiving Migrant Education Services</b>	80	5	6.25	93.75	--
<b>Students with Disabilities</b>	95	22	23.16	76.84	50.00

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	864	114	13.19	86.81	15.04
Female	408	47	11.52	88.48	10.64
Male	453	67	14.79	85.21	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	399	50	12.53	87.47	2.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	72	6	8.33	91.67	--
White	373	54	14.48		28.30
English Learners	181	12	6.63	93.37	0.00
Foster Youth	13	1	7.69	92.31	--
Homeless	90	16	17.78	82.22	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	701	84	11.98	88.02	7.23
Students Receiving Migrant Education Services	80	5	6.25	93.75	--
Students with Disabilities	95	23	24.21	75.79	22.73

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.



# Cover Sheet

## Discuss 2022-2023 Academic Calendar

<b>Section:</b>	IV. Discussion and Action Items
<b>Item:</b>	E. Discuss 2022-2023 Academic Calendar
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	2022-23 Academic Calendar APPROVED.pdf Calendar 2022-23draft.pdf

# Three Rivers Charter School

## 2022-2023 Academic Calendar DRAFT

### July 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### August 2022

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### September 2022

S	M	T	W	T	F	S
				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**Length of School Year:**  
180 Student Days

**First Day of Instruction:**  
August 19

**Last Day of Instruction:**  
June 9

### October 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	SH	SH	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### November 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	H	12
13	14	15	16	17	18	19
20	SH	SH	SH	H	SH	26
27	28	29	30			

### December 2022

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	SH	SH	SH	SH	SH	24
25	SH	SH	SH	SH	SH	31

**Marking Periods:**  
**Semester 1:**  
January 21 (91 days)  
**Semester 2:**  
June 10 (89 days)

### January 2023

S	M	T	W	T	F	S
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### February 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	SH	SH	SH	SH	25
26	27	28				

### March 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**School Holiday Schedule**  
(School Closed on these days)  
H= Public Holiday,  
SH=School Holiday:

Sep 5 - Labor Day  
Oct 13-14 - Fall Break  
Nov 11 - Veterans Day  
Nov 21-25 -Thanksgiving Break  
Dec 20-Jan 2 -Winter Break  
Jan 16 - Dr. Martin Luther King Jr. Day  
Feb 20-24 - President's Week Break  
Apr 10-14 - Spring Break  
May 29 - Memorial Day

### April 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	SH	SH	SH	SH	SH	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### May 2023

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	H	30	31			

### June 2023

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
24	26	27	28	29	30	

**Independent Study Learning Periods (LP):**

LP 1 - Aug 19 - Sept 16 / 19 Days  
LP 2 - Sept 20 - Oct. 12 / 18 Days  
LP 3 - Oct 17 - Nov. 10 / 19 Days  
LP 4 - Nov. 14 - Dec. 16 / 20 Days  
LP 5 - Jan. 3 - Jan. 27/ 18 Days

LP 6 - Jan. 30 - Feb. 17 / 15 Days  
LP 7 -Feb. 27 - Mar. 24/ 20 Days  
LP 8 - Mar. 27 - Apr. 21/ 15 Days  
LP 9 - Apr. 24 - May 19/ 20 Days  
LP 10 - May 22 - June 9 / 14 Days

## Fort Bragg Unified School District 2022-2023 Academic Calendar

*Board Approved October 21, 2021*



**S M T W T F S**

**Year**

180 Student Days

**Codes**

**H** = School Holiday  
(all schools, certificated & 10-month classified)

**B** = Legal Holidays  
(observed Holidays)

**PD** = Professional Development Day  
(no school/10-month classified OFF)

**Semester**

**Marking Periods**

**Fort Bragg High School & Fort Bragg Middle School**

FALL Semester

Grading Period 1: TBD

Grading Period 2: TBD

SEMESTER ENDS: Dec 16

SPRING Semester

Grading Period 1: TBD

Grading Period 2: TBD

SEMESTER ENDS: June 9

**Trimester**

**Marking Periods**

**Redwood Elementary**  
TBD

**Dana Gray Elementary**  
TBD

**Alternative Education  
Noyo High School  
Lighthouse CDS**  
TBD

	S	M	T	W	T	F	S	
<b>Jul</b>	3 10 17 24 31	<b>B</b> 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	July 4 - <b>Independence Day Observed</b>
<b>Aug</b>	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	Aug 1 - <i>School Site Offices OPEN</i> Aug 11-12 & 15-16 - Teacher Duty Days  Aug 17 - <b>First Day of Instruction</b>
<b>Sep</b>	4 11 18 25	<b>B</b> 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24	Sep 5 - <b>Labor Day Observed</b>
<b>Oct</b>	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	Oct 13-14 - Fall Break
<b>Nov</b>	6 13 20 27	7 14 21 28	<b>PD</b> 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25	5 12 19 26	Nov 1 - Professional Development (No School) Nov 11 - <b>Veteran's Day Observed</b> Nov 21-25 - Thanksgiving Break Nov 23, 24, 25 - <b>Thanksgiving Holiday</b>
<b>Dec</b>	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	Dec 19 - Jan 2 Winter Break Dec 22, 23, 26 - <b>Christmas Holiday Observed</b>
<b>Jan</b>	1 8 15 22 29	<b>B</b> 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	Jan 2 - <b>New Year's Holiday Observed</b>  Jan 16 - <b>Martin Luther King Jr. Holiday Observed</b>
<b>Feb</b>	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	Feb 20 - <b>President's Day Holiday Observed</b> Feb 20-24 - Mid-Winter Break
<b>Mar</b>	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	
<b>Apr</b>	2 9 16 23 30	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	April 10-14 - Spring Break
<b>May</b>	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	May 29 - <b>Memorial Day Holiday Observed</b>
<b>Jun</b>	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24	<b>June 9 - Last Day of Instruction</b> June 19 - <b>Juneteenth Holiday Observed</b>