



Three Rivers Charter School

Regular Board Meeting

Date and Time

Tuesday January 21, 2025 at 5:30 PM PST

Location

This Board Meeting is being held in person at Three Rivers Charter School in the Jr. High Classroom.

Three Rivers Charter School

1211 Del Mar Dr.

Fort Bragg, CA

Meeting attendees may also join virtually using the Google Meet link provided.

Video call link: <https://meet.google.com/soy-aovd-dog>

Or dial: (US) +1 361-384-6834 PIN: 508 832 702#

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.

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.

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
A. Call the Meeting to Order		Jenna Hoyt	1 m
B. Record Attendance		Dana Vogelee	1 m
C. Community Comment	Discuss	Jenna Hoyt	10 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.			
D. Changes to Agenda?	Discuss	Jenna Hoyt	3 m
II. Reports			5:45 PM
A. Student Report	Discuss	Jenna Hoyt	5 m
School update from the TRCS Student Council.			
B. Teacher Reports	Discuss	Kim Morgan	5 m
Update from the classrooms.			
C. Financial Report	Discuss	Roger Coy	5 m
Treasurer to present Financial Report.			
D. Director's Report	Discuss	Kim Morgan	10 m
TRCS Director to present school update for the board.			
III. Discussion and Action Items			6:10 PM
A. New Board Member Candidate	Vote	Kim Morgan	5 m
Vote to appoint new Board Member applicant Sarah Wright.			
B. Approve Minutes	Approve Minutes	Jenna Hoyt	2 m
Approve Minutes of December Regular Meeting.			

	Purpose	Presenter	Time
Approve minutes for Regular Board Meeting on December 10, 2024			
C. Approve 2023-24 SARC	Vote	Kim Morgan	10 m
Review and approve the School Accountability Report Card (SARC) to be published by 2/1/25.			
D. Approve Expense over \$5K	Vote	Kim Morgan	5 m
Approve purchase of new basketball hoops with CalHope Grant funds.			
E. Approve Food Prep Room Expenditures	Vote	Kim Morgan	10 m
Review and approve expenditures over \$5K for completion of the Food Prep Room improvements using state Kitchen Infrastructure and Training (KIT) funds.			
F. Approve 2025-26 Academic Calendar	Vote	Kim Morgan	10 m
Review Draft 2025-26 Academic Calendar.			
G. Discussion: Actions to Address Budget	Discuss	Roger Coy	15 m
Board to discuss ideas to address budget revenue.			
IV. Closing Items			7:07 PM
A. Adjourn Meeting	FYI	Jenna Hoyt	

Coversheet

Teacher Reports

Section:	II. Reports
Item:	B. Teacher Reports
Purpose:	Discuss
Submitted by:	
Related Material:	Teacher Reports 1.21.25.pdf

Teacher Updates for the Board**January 21, 2025****Grades 1-2, Ms. Luna**

The first and second grade class is integrating winter into all learning areas including SEL, science, math, and ELA. In January first and second has learned about snowflakes and why snow is white. They are investigating using the Scientific Method and are completing an in class science project to be on display for Science Fair at the end of the month. It is titled "Can you grow a Polar Bear?" Students will experiment by soaking their gummy bears in different solutions to see which one grows the largest!

In math, students are practicing doubles plus one and reviewing base 10. Students have reviewed 2-D geometric shapes. Second grade will be adding double digits in math. There are now a total of 4 students that are able to join 3/4 Ms. Natalie's math period to be challenged in their math understanding, all while still reviewing and practicing 2nd grade math concepts.

During our class SEL time students have been practicing "I Statements" . Students have been utilizing this school wide practice in order to better communicate emotions and needs. Students are also being stretched with understanding and implementing a Positive Mindset.

Last Friday the class enjoyed "Marshmallow Day." Students learned about the history of marshmallows and how they are made. They then read the fiction story "The Marshmallow Incident." Students were able to build snowflakes with marshmallows and completed marshmallow addition and subtraction problems. ½ grade is looking forward to starting off the 2nd half of our school year. At the end of the month the 100th day of school will be an exciting celebration.

Grades 3-4, Ms. Natalie

I've been back a full two weeks now. I see that the kids have made some academic growth, and I see there's lots of catching up to do. We are enjoying the second graders coming over to join us for math on Mondays, Tuesdays, and Wednesdays. Most of the class seems to have mastered the multiplication songs and are happy to practice them in supporting the second graders acquisition of them. Class is finishing the Circulatory Story by Mary Corcoran, which is a comic book style, deep dive into the human cardiovascular system. It is very complex and filled with dense science facts and vocabulary. We are all looking forward to the science fair!

Grades 5-6, Mrs. Krebs

In math we are focussed on fractions. Recently we replayed a class favorite game, "Fraction Fiesta," where the students have to find their equivalent fraction partners. I made it a little harder this time by only giving the students fractions that are not already simplified. The students did amazing and it was very exciting to see how much the students have learned and remembered.

In ELA, we have finished our unit novel, and we have started to prepare to write our essay. We worked in partners today to find evidence on how the Pruitt family was impacted by the Civil War. This week we will also have a Socratic Seminar where the students will discuss whether the Civil War had more of a positive or

negative impact on this fictional Pruitt family. We will then start writing an essay on the novel. We continue with our weekly spelling tests.

In history, we have finished a chapter, and the students are working on finishing their work in their soft cover work books. We learned about Mesopotamia and early Babylon.

For the science fair, the other teachers and I will be judging the science fair projects. Students will present their projects just in my class, and then send any potential qualifiers to present to the other teachers. We are looking forward to the school science fair on Wednesday the 29th!

Grades 7-8 Mr. Lang

I am very happy with how we have hit the ground running in 2025 and feel that our junior high class is ready to begin our second semester. The last two weeks served as a chance for students to make up any lingering first semester work and for us to find our rhythm as we enter a new semester with new opportunities for learning.

Using data from our winter NWEA diagnostics and first semester work, I've focused our second semester on helping students grow together and filling any vacancies that currently exist, as we move into new material. In Mathematics, we continue to work out of our Big Ideas textbooks. PreAlgebra will start the semester with Statistics and Probability, focusing this week on compound events. In addition, Algebra I will be working on non-linear equations and functions while Geometry focuses on angles of polygons. Humanities and Science will have a continued focus on group work. We are going to spend the next couple weeks focusing on speaking and listening activities to practice our communication skills, while also spending time learning about waves in our Dimensions science books and utilizing group presentations to share information with classmates. We are venturing through ancient civilizations in our McGraw Hill books and using various lessons in our MyPerspectives texts to support Humanities. Lastly, we'll spend some time choosing new in-class and schoolwide electives for the spring, as well as spending time practicing speed, agility, and endurance in PE.

Official grades will be finalized for first semester this Friday and first semester report cards will be sent home next week. A big congratulations to those students who achieved Honor and High Honor recognition, which come with having a "3" and "3+" average, respectively.

Thank you again for the amazing opportunity to grow and learn with our students. I look forward to a great 2025.

Coversheet

Financial Report

Section:	II. Reports
Item:	C. Financial Report
Purpose:	Discuss
Submitted by:	
Related Material:	Balance sheet (12-31-2024).pdf Treasurer's Report - (01-21-25).pdf



Three Rivers Charter School

Balance Sheet

Statement of Financial Position

	Year To Date 12/31/2024 Current Year Balance	Prior Year To Date 12/31/2023 Prior Year	Year To Date 12/31/2024 Difference
911000-TRC-020 - Cash in County Treasury	1,097,557.25	1,733,373.88	(635,816.63)
912000-TRC-020 - Cash in General Account	189,977.32	203,951.59	(13,974.27)
912600-TRC-020 - Cash in ASB account	8,321.70	9,131.71	(810.01)
Total Cash and Cash Equivalents	1,295,856.27	1,946,457.18	(650,600.91)
920000 - Accounts Receivables	200.00	(33.55)	233.55
929000 - Due from Grantor Governments	16.90	23,280.32	(23,263.42)
Total Accounts Receivable	216.90	23,246.77	(23,029.87)
933000 - Prepaid Expenses	624.62	583.00	41.62
Total Prepaid Expenses	624.62	583.00	41.62
942000 - Building/Leasehold Improvements	37,865.60	37,865.60	0.00
944000 - Furniture Fixtures and Equipment	12,853.36	12,853.36	0.00
945000 - Construction in Progress	824,863.28	43,968.63	780,894.65
946000 - Right of Use Asset	204,874.72	268,349.90	(63,475.18)
Total Fixed Assets	1,080,456.96	363,037.49	717,419.47
942500 - Accumulated Depreciation - Building Improvements	(13,953.67)	(11,518.16)	(2,435.51)
944500 - Accumulated Depreciation - Furniture & Fixtures	(12,853.36)	(12,853.36)	0.00
Total Accumulated Depreciation	(26,807.03)	(24,371.52)	(2,435.51)
Total Assets	2,350,347.72	2,308,952.92	41,394.80



Three Rivers Charter School

Balance Sheet

Statement of Financial Position

	Year To Date 12/31/2024 Current Year Balance	Prior Year To Date 12/31/2023 Prior Year	Year To Date 12/31/2024 Difference
950000 - Accounts Payable-System	19,217.22	2,822.02	16,395.20
Total Accounts Payable	19,217.22	2,822.02	16,395.20
950100 - Accrued Salaries	11,518.09	2,758.87	8,759.22
950300 - Accrued STRS	7,670.51	8,241.82	(571.31)
950600 - Credit Card Payable	0.00	10,649.69	(10,649.69)
959000 - Due to Grantor Governments	0.00	5,916.55	(5,916.55)
Total Accrued Liabilities	19,188.60	27,566.93	(8,378.33)
965000 - Deferred Revenue	358,575.71	377,106.03	(18,530.32)
Total Other Short Term Liability	358,575.71	377,106.03	(18,530.32)
965500 - ROU liability	194,557.29	242,823.10	(48,265.81)
Total Other Liabilities	194,557.29	242,823.10	(48,265.81)
Total Liabilities	591,538.82	650,318.08	(58,779.26)
 Net Increase/(Decrease) in Net Assets	 (115,850.04)	 32,539.04	 (148,389.08)
978000 - Unrestricted Net Assets – Other Designations	807,173.89	816,657.83	(9,483.94)
979000 - Net Assets	990,224.12	727,691.70	262,532.42
979300 - Audit Adjustments	11,300.00	11,300.00	0.00
Total Unrest Net Assets with Inc/(Dec) to date	1,692,847.97	1,588,188.57	104,659.40
979700 - Temporarily restricted Net Assets	7,777.93	12,263.27	(4,485.34)
978900 - Designated for Economic Uncertainty	58,183.00	58,183.00	0.00
Total Restricted Net Assets	65,960.93	70,446.27	(4,485.34)
Total Net Assets	1,758,808.90	1,658,634.84	100,174.06
Liabilities and Net Assets	2,350,347.72	2,308,952.92	41,394.80

Three Rivers Charter School

Treasurer's Report

January 21, 2025

Operations and Financial Status

Summary:

According to the Balance Sheet Detail as of December 31, 2024:

- Cash in Bank: \$189,977 (11-31-24 \$236,461)
- Cash in County Treasury Account: \$1,097,557 (11-31-24 \$1,097,557)
- Cash in Booster Club Account : \$8,321 (11-31-24 9,076)
- Accrued Liabilities: \$19,189 (12-31-23 - \$27,567)
- Net Assets: \$1,758,808 (12-31-23 - \$1,658,635)
- Accounts Receivables: \$200
- Accounts Payable: \$19,217 (11-31-24 - \$10,013)
- Deferred Revenue: \$358,576 (11-31-24 \$358,576)

The 1st Interim Report has not been loaded into Sage at this time, but should be completed in a couple of days. Comparisons against the budget cannot be completed at this time.

Conclusion:

- We have a sufficient amount of cash available for any expenses. So there are no issues with cash flow.
- There is a concern that we will show negative revenue this school year, mainly due to enrollment. It's possible to do nothing, and work on a better enrollment for next year, however, that in itself would not be responsible. I have listed below a list of actions for us to discuss as possible ideas for remedy, I'm sure there are other ideas:
 - Add students using current structure
 - Add students changing structure i.e tk/k, class structure (demand)
 - Raise donations
 - Write grants
 - Reduce expenses
 - Improve attendance %

Coversheet

Director's Report

Section:	II. Reports
Item:	D. Director's Report
Purpose:	Discuss
Submitted by:	
Related Material:	Director's Report 1.21.25.pdf

Director's Report January 21, 2025

- Events & Activities
 - REACH Activity- Expectation Stations
 - Upcoming:
 - Science Fair
 - PTN Valentine BakeSale @Harvest, Friday 2/14
 - Staff Development Day (No Tides) 2/14
- Attendance & Enrollment
 - 80 Enrolled
 - Attendance running 93% average (90-96% monthly)
- Powerschool Data Breach
 - CharterSafe Claim submitted
 - Guidance from CharterSafe, MCOE, Powerschool, CSMC
 - Notification to families this week
- E-rate Funding: School & Libraries Universal Service Support Program
 - Collaboration with MCOE & consultant to apply
 - 25-26 funding
 - Network equipment upgrades & security camera wiring
- Required Board Ethics Training for 2025
 - CSDC Online option
- Comprehensive School Safety Plan (CSSP) Review

Coversheet

Approve Minutes

Section:	III. Discussion and Action Items
Item:	B. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on December 10, 2024

APPROVED



Three Rivers Charter School

Minutes

Regular Board Meeting

Date and Time

Tuesday December 10, 2024 at 5:30 PM

Location

This Board Meeting is being held in person at Three Rivers Charter School in the Jr. High Classroom.

Three Rivers Charter School
1211 Del Mar Dr.
Fort Bragg, CA

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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.

Directors Present

A. Dominguez, D. Vogele, J. Hoyt, R. Coy

Directors Absent

L. Norman

Guests Present

Anabel Hoyt, Cassandra Luna, Joseph Aldridge, K. Morgan, Sarah Wright

I. Opening Items

A. Call the Meeting to Order

J. Hoyt called a meeting of the board of directors of Three Rivers Charter School to order on Tuesday Dec 10, 2024 at 5:32 PM.

B. Record Attendance

C. Community Comment

No community comment tonight.

D. Changes to Agenda?

No changes to the agenda.

II. Reports

A. Student Report

Anabel Hoyt, student council president reported on activities happening with the student council. Student Council report is included in the meeting packet.

B. Teacher Reports

Teacher reports are included in the meeting packet. Cassandra Luna is present to update on things happening in her classroom.

C. Financial Report

R. Coy reported out on the financial summary included in the meeting packet. R. Coy recommends a future meeting discussion on addressing annual loss in future years.

D. Director's Report

K. Morgan discussed her report, attached to the meeting packet.

Attendance: 81 enrolled

Room in all grades except 4, 7, 8

Attendance running at 94%

Recent emergencies:

Plumbing: power outage a couple weeks ago affected the sewage pump and plumbing backed up.

A parent who owns a mobile restroom company generously loaned a trailer restroom for a day while plumbers were fixing the situation.

Earthquake and Tsunami response: the students and staff followed their protocols for earthquake and tsunami response last Thursday. A lot was learned in the experience, there were some bumps but no major issues. Lessons learned involved each teacher having a student list, not answering the phone, using the stop sign while crossing the highway. Fairly soon after evacuating the all-clear was given to return to school.

CA Dashboard:

TRCS is labeled "green" in ELA and Math on the dashboard, which is wonderful.

Charter Performance Categories: TRCS is "Middle Performing" - which means our charter can be renewed for a five year term.

III. Discussion and Action Items

A. Approve Minutes

R. Coy made a motion to approve the minutes from Regular Board Meeting on 11-19-24.

D. Vogele seconded the motion.

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

B. Approve First Interim Budget Report

R. Coy made a motion to approve the First Interim Budget.

A. Dominguez seconded the motion.

K. Morgan presented the 1st Interim Budget Narrative, included in the meeting packet.

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

C. Approve Employee Benefits

D. Vogele made a motion to Approve employee benefits.

R. Coy seconded the motion.

K. Morgan reported that the health insurance rates will not increase this year, and recommends keeping current contributions the same.

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

D. Accept 2023-24 Audit

A. Dominguez made a motion to accept the audit report.

R. Coy seconded the motion.

The summary of the audit is included in the meeting packet. There are no negative findings in the audit.

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

E. New Board Member Candidate

Sarah Wright is present and introduced herself as a board member candidate. The board will vote on Sarah as a board candidate at next month's meeting.

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 6:07 PM.

Respectfully Submitted,

D. Vogele

Coversheet

Approve 2023-24 SARC

Section: III. Discussion and Action Items

Item: C. Approve 2023-24 SARC

Purpose: Vote

Submitted by:

Related Material:

2024_School_Accountability_Report_Card_Three_Rivers_Charter_School_20250118.pdf

Three Rivers Charter School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



Three Rivers Charter School

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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) <https://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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Three Rivers Charter School
Street	1211 Del Mar Dr., Suite 301
City, State, Zip	Fort Bragg, CA 95437-9533
Phone Number	(707) 964-1128
Principal	Kimberly Morgan, School Director
Email Address	director@trcschool.org
School Website	trcschool.org
Grade Span	1-8
County-District-School (CDS) Code	23655650123737

2024-25 District Contact Information

District Name	Three Rivers Charter School
Phone Number	(707) 961-2850
Superintendent	Joseph Aldridge
Email Address	jaldridge@fbusd.us
District Website	http://www.fbusd.us

2024-25 School Description and Mission Statement

Three Rivers Charter School (TRCS) is a tuition free, publicly funded, independent charter school authorized by Fort Bragg Unified School District. 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. 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.

2024-25 School Description and Mission Statement

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 TRCS 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 and teacher aides in each classroom. TRCS takes an MTSS (Multi-Tiered Systems of Support) approach and supports students and families with free breakfast and lunch daily, a Student Support Counselor and focus on restorative practices. Our free, daily after school program, called Tides, offers academic support and enrichment opportunities with a focus on STEAM (Science, Technology, Engineering, Art and Math). 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	11
Grade 2	6
Grade 3	14
Grade 4	9
Grade 5	7
Grade 6	13
Grade 7	12
Grade 8	8
Total Enrollment	80

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55
Male	45
Asian	1.3
Hispanic or Latino	27.5
Two or More Races	8.8
White	62.5
English Learners	1.3
Foster Youth	1.3
Homeless	2.5
Socioeconomically Disadvantaged	63.8
Students with Disabilities	13.8

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	50.13	52.30	55.19	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.30	4.61	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	49.87	19.20	20.23	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.60	2.83	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	16.20	17.11	18854.30	6.86
Total Teaching Positions	3.90	100.00	94.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	50.00	80.40	76.21	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.60	2.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	50.00	13.40	12.74	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.00	3.80	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	5.00	4.75	15831.90	5.67
Total Teaching Positions	4.00	100.00	105.50	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	75.00	72.80	72.14	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.80	4.78	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	25.00	12.50	12.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.10	6.06	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	4.50	4.54	14303.80	5.15
Total Teaching Positions	4.00	100.00	101.00	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.90	2.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.90	2.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	60.00	66.6	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.60	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We underwent a curriculum review for English Language Arts and Math in recent years and adopted new curriculum. This ELA and Math adoption serves our grade span of students with Common Core aligned curriculum including Wit & Wisdom (ELA) for grades 1-6 and My Perspectives (ELA) for grades 7-8. Bridges is being used in Grades 1-5 (Math) and Big Ideas (Math) in Grades 6-8. We recently adopted Science Dimensions for grades 5-8 which is an NGSS aligned curriculum.

Year and month in which the data were collected

January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 1-6: Wit & Wisdom (2018) Grades 7-8: My Perspectives (2018)	Yes	0.0
Mathematics	Grades 1-5: Bridges Math (2019) Grades 6-8: Big Ideas Math (2015)	Yes	0.0
Science	Grades 1-4: Mystery Science Grades 3-4: Science Weekly & Mystery Science Grades 5-8: Science Dimensions	Yes	0.0
History-Social Science	Grades 1-4: Social Studies Weekly Grades 5-6: Impact California Grades 7-8: Holt U.S. History, Beginning to 1914 & Discovering Our Past: A History of the World (2018)	No	0.0
Foreign Language		No	0.0
Health		No	0.0
Visual and Performing Arts		No	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

TRCS is located in older buildings located on the Mendocino College Coast Center campus. The building's deferred maintenance items were repaired during the summer of 2024. TRCS underwent a FIT Inspection by the Mendocino County Office of Education in September of 2024 and all areas received an overall "Good" rating and a "Fair" in the electrical category and an overall 97.92% average percentage. Electrical issue identified are being addressed. The school is cleaned nightly and improvements are continually being made.

Year and month of the most recent FIT report

September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Breaker panel requires 3 foot clearance and was covered by a poster that has since been remove. Extension cord(s) did not meet temporary use standard and are to be replaced. Extension chord tripping hazards addressed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	42	53	35	35	46	47
Mathematics (grades 3-8 and 11)	33	36	20	17	34	35

2023-24 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	57	55	96.49	3.51	52.73
Female	34	33	97.06	2.94	60.61
Male	23	22	95.65	4.35	40.91
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	14	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	35	94.59	5.41	62.86
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100.00	0.00	57.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	57	55	96.49	3.51	36.36
Female	34	33	97.06	2.94	36.36
Male	23	22	95.65	4.35	36.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	14	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	35	94.59	5.41	37.14
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100.00	0.00	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	37.50	58.82	19.77	16.00	30.29	30.73

2023-24 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	17	17	100.00	0.00	58.82
Female	12	12	100.00	0.00	58.33
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	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	100	100	100	100	100

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.

2024-25 Opportunities for Parental Involvement

At TRCS parents, guardians and caregivers are encouraged to become active members 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. Meetings are in the evening with food and childcare provided. The PTN helps execute events such as Field Day, performances, 8th Grade Promotion, playground and garden workdays, dances and fundraisers. 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 families have an active role in creating the Local Control Accountability Plan (LCAP) which lays out our programs and goals. Surveys and LCAP Meetings each year provide an opportunity for discussion and feedback as we develop goals and actions. The TRCS Board of Directors is also comprised primarily of parents who help govern the school. TRCS families provide transportation for their children to school and volunteer regularly in the classrooms and on field trips. The school also hosts various academic and social events throughout the year for families such as our Back to School BBQ, TRCS Science Fair, STEAM Night, Winter Family Dance & Potluck and year end Awards Dinner.

TRCS teachers send out weekly newsletters and there is a weekly school wide bulletin from the School Director that keep parents informed of opportunities to get involved via Parent Square, our communications platform. Our website www.trcschool.org is also up to date with the latest information for our families about the school. For questions or information regarding parent participation, please contact the School Director.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	97	87	23	26.4
Female	55	50	14	28.0
Male	42	37	9	24.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	24	8	33.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	58	54	14	25.9
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	60	56	19	33.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	14	14	3	21.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.2	0	2.06	5.17	4.3	3.47	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.16	0.16	0.16	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.06	0.00
Female	1.82	0.00
Male	2.38	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.72	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.14	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

We have a Comprehensive School Safety Plan (CSSP) which is reviewed by various members of the school community and revised annually. 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. A Facility Inspection is completed annually

2024-25 School Safety Plan

by the Mendocino County Office of Education. Our CSSP covers disaster planning and evacuation or procedures for dangerous situations that were reviewed and revised by our full staff in December of 2024. The CSSP is currently under review by a committee comprised of certificated and classified staff, our administrator, parents and board members. Local fire and police representatives also review the plan that will be approved by the board as it is annually by March 2025. We hold regular practice drills for fire, earthquake, tsunami and lockdown. We have insurance audits on our facility including the playground.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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
Other	23		3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
Other	22	2	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
Other	20	2	1	

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.75
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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
School Site	\$14,453	\$5,720	\$8,734	\$57,013
District	N/A	N/A	N/A	\$67,875
Percent Difference - School Site and District	N/A	N/A		-17.4
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-20.9	-42.4

Fiscal Year 2023-24 Types of Services Funded

TRCS provides a wide array of support and enrichment programs for our students. We have a Reading Intervention Program, lead by a credentialed Reading Specialist for any students needing extra support in building reading skills. During the regular school day we have a program for English Learner support and offer counseling services for all students and parents. Additional support staff push in to classes to work with students individually and in small groups to provide academic and behavioral support. We recently expanded our After School Program called TIDES, which is very popular, free and offered free to all students until 5:00 each day. The program provides academic support, exciting enrichment activities with a STEAM focus, snack and free play. We also offer Homework Club after school for all grade levels lead by a teacher three days per week. TRCS is in the third year of our Meal Program and are proud to offer free breakfast and lunch to all TRCS students daily. In addition, we assist families with locating resources and other assistance they may need from other community organizations.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	\$51,175	\$54,930
Mid-Range Teacher Salary	\$66,394	\$85,386
Highest Teacher Salary	\$94,296	\$111,172
Average Principal Salary (Elementary)	\$118,811	\$136,564
Average Principal Salary (Middle)	\$136,920	\$141,339
Average Principal Salary (High)	\$140,196	\$153,241
Superintendent Salary	\$167,875	\$224,537
Percent of Budget for Teacher Salaries	25.71	28.69
Percent of Budget for Administrative Salaries	5.47	5.55

Professional Development

The teaching team at Three Rivers meets on a weekly basis and is composed of teachers, the Director and other staff depending on the agenda including our School Secretary, Student Programs Specialist, Student Support Counselor and Teacher Aides. The team is given a strong voice in the management of the school and weekly collaboration meetings often feature professional learning activities. Teachers are on contract two weeks before school begins which allows for staff development and professional learning days before the school year begins and for one week after the student school year ends.

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

- *All staff complete a set of mandatory safety training videos each year.
- *New teachers have a mentor teacher on site for coaching and assistance. All beginning teachers complete the North Coast School of Education's Teacher Induction Program with the mentor.
- *A Professional Development Plan is generated each year with each teacher to determine the needed training as part of our Evaluation Cycle with the Director.
- *Staff attend virtual and in person training regularly that are offered by various entities such as our County Office of Education, Powerschool (Student Information System), NWEA (benchmark testing) as well as various Social Emotional Learning and counseling organizations. Teachers also attend training provided by creators of the curriculum we use such as Wit and Wisdom and Bridges.
- *Teachers, Admin and/or Board Members are sent annually to the Charter School Development Center's Conference which offers an abundance of training opportunities depending on needs and interests.
- *Staff Members attend annual Multi-Tiered Systems of Support (MTSS) conference in Southern CA.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Coversheet

Approve Food Prep Room Expenditures

Section:	III. Discussion and Action Items
Item:	E. Approve Food Prep Room Expenditures
Purpose:	Vote
Submitted by:	
Related Material:	Food Prep Room Budget in progress_Jan 2025 - Sheet1.pdf

TRCS Food Prep Room Completion Costs	
Appliances	
Dishwasher	6000
Sink (with faucet)	1000
Small Refridgerator	1500
Shelving	
Wall Mounted	500
Standing Shelving Rack	200
Total	9200
TBD	
Labor: plumber, carpenter	
Other materials: FRP Parnel, hardware	

Coversheet

Approve 2025-26 Academic Calendar

Section:	III. Discussion and Action Items
Item:	F. Approve 2025-26 Academic Calendar
Purpose:	Vote
Submitted by:	
Related Material:	TRCS Calendar 25-26_DRAFT.pdf



Three Rivers Charter School

Academic Calendar

2025-2026

July 2025

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 2025

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						

September 2025

S	M	T	W	T	F	S
	H	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				

Length of School Year:

177 Student Days

First Day of Instruction:

August 15

Last Day of Instruction:

June 5

Marking Periods:

Semester 1:

January 17 (91 days)

Semester 2:

June 5 (86 days)

October 2025

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

November 2025

S	M	T	W	T	F	S
						1
2	SD	4	5	6	7	8
9	10	H	12	13	14	15
16	17	18	19	20	21	22
23	SH	SH	SH	H	SH	29
30						

December 2025

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	SH	SH	SH	SH	SH	27
28	SH	SH	SH			

School Closed on these days:

H= Public Holiday,

SH=School Holiday

SD= Staff Development

EM= Emergency Make-up Day

(school open if needed to make up

previous emergency closure)

EC= Emergency School Closure

January 2026

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

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	H	SH	SH	SH	SH	21
22	23	24	25	26	27	28

March 2026

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

Sep 1 - Labor Day

Oct 9-10 - Fall Break

Nov 3- Staff Development

Nov 11- Veterans Day

Nov 24-28-Thanksgiving

Break

Dec 22-Jan 2-Winter

Break

Jan 19- MLK Day

Feb 16-20 - Mid Winter

Break

March 16 - Emergency

Make-up

Apr 6-10 - Spring Break

Apr 13- Staff

Development

May 25- Memorial Day

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	SH	SH	SH	SH	SH	11
12	SD	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026

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	H	26	27	28	29	30
31						

June 2026

S	M	T	W	T	F	S
					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				