



# Three Rivers Charter School

## Regular Board Meeting

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### **Date and Time**

Tuesday January 13, 2026 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#

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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.

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## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:30 PM</b>
<b>A.</b> Call the Meeting to Order		Dana Vogeles	1 m
<b>B.</b> Record Attendance		Andy Wellspring	1 m
<b>C.</b> Community Comment	Discuss	Dana Vogeles	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.			
<b>D.</b> Changes to Agenda?	Discuss	Dana Vogeles	3 m
<b>II. Reports</b>			<b>5:45 PM</b>
<b>A.</b> Teacher Reports	Discuss	Kim Morgan	5 m
Update from the classrooms.			
<b>B.</b> Financial Report	Discuss	Roger Coy	15 m
Treasurer to present Financial Report.			
<b>C.</b> Director's Report	Discuss	Kim Morgan	10 m
TRCS Director to present school update for the board.			
<b>III. Discussion and Action Items</b>			<b>6:15 PM</b>
<b>A.</b> Approve Minutes	Approve Minutes	Dana Vogeles	2 m
Approve Minutes of previous Regular Meeting.			
Approve minutes for Regular Board Meeting on December 9, 2025			
<b>B.</b> Employee Health Benefits	Vote	Kim Morgan	10 m
Approve engagement with Dickerson Insurance Services for employee health benefit plans.			

	Purpose	Presenter	Time
<b>C.</b> Academic Calendar	Vote	Kim Morgan	10 m
Approve draft Academic Calendar for 2025-26.			
<b>D.</b> 2025 School Accountability Report Card (SARC)	Vote	Kim Morgan	10 m
Review and approve 2025 SARC to be published 2/1/26.			
<b>IV. Closing Items</b>			<b>6:47 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Dana Vogelee	

# Coversheet

## Teacher Reports

<b>Section:</b>	II. Reports
<b>Item:</b>	A. Teacher Reports
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Teacher Reports 1.13.26.pdf

## **Teacher Updates for the Board**

**January 13, 2026**

### **Grades 1-2, Ms. Luna**

First and Second have welcomed one another back from break by “toasting to the new year!” Students were able to celebrate and share over toast and apple cider on our first day back. It was exciting to see some students butter their toast or spread peanut butter for the first time! We saw some great life skill learning taking place. Before the break, students were excited to participate in the culminating activity after completing our Flat Stanley novel. Students were able to create their own Flat Stanley’s and take them home over the weekend for adventures. Upon returning students had pictures and many stories to tell to their classmates. In the next few weeks, students will be learning more about this scientific method and completing an all class science project as we gear up for the school science fair.

### **Grades 3-4, Ms. Natalie**

Leading up to the two week break were some important events for third and fourth grades to include a family dance, our rice jar reward dance party, and of course the variety show! In class, we will spend this week back from break sharpening math skills, and moving from writing two paragraphs to writing a short essay about winter break. Most of the students have completed their California landmark research and slideshow and presented to the class. Those who have completed those steps are moving on to building the landmark on top of a cardboard box. Most of the students are very excited and underway for the upcoming science fair.

### **Grades 5-6, Mrs. Krebs**

Hello everyone! I hope you all had a great winter break with lots of time to relax. In the 5/6 room we jumped right back into academia. Both the 5th and 6th graders have been learning a geometry unit in math class, and the 6th graders are almost finished. The 5th graders had an exciting lesson where they drew nets and made 3D figures. They requested that they do this again, but to make pyramids.

In ELA, we have just about finished our novel, and we will start to tackle our end of the unit essay. This will be a bigger essay than just 1-2 paragraphs, and will cover a topic that the students will have to discuss at length. Once the essay is finished we will start our new unit!

In history class, the students are working in groups researching and then presenting an explorer to the class. We have just started this process, but the students seem very enthused about it. We are presenting our geography presentations about the specific country, and I can tell that the students spent a lot of time on their projects. They are very good!

This year, I am going to attempt to play a group/collaborative exploratory game that I have played in the past called "Quest." It explores the ideas of critical thinking, working together, learning about different leadership skills, making and building and buying resources, and other related skills. If the game goes well, I will think about investing in other seasons next year.

I hope you all have a great week!

**Grades 7-8 Mr. Lang**

Good Evening Board Members,

We are off to a great start to 2026, wrapping up our first semester and building systems and routines for second semester. We are utilizing a role card system this semester, where students have assumed a role of an 1860's person/family. They will track this family through generations, as we learn about the Civil War, Reconstruction, and the early 1900's. These should allow our students to build more perspective into historical eras and create more buy in during our learning. In math, we began with a look into all the standards for the year, to see what we retained, what we need to review, and a look ahead into what we still need to cover. We're going to be working on exponents and systems of equations in both math classes, with Algebra I taking a bit of a deeper dive into the concepts. We will focus on presentations and report writing this semester, with some extra communication bits built in. Lastly, our electives will consist of everything from investments and storytelling to baking, dungeons and dragons, and learning foreign languages.

As always, I appreciate the support of this board and community and the trust you've given me to provide a quality education to our students. Feel free to come join us anytime.

Mr. Lang

# Coversheet

## Financial Report

<b>Section:</b>	II. Reports
<b>Item:</b>	B. Financial Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Budget to Actual 1st interim budget 12-31-25.pdf Balance sheet including 12-31-25.pdf _Treasurer's Report 1-13-26.pdf



### Three Rivers Charter School Statement of Activities - Actual vs Budget

	07/01/2025 Through 12/31/2025 <small>Actual</small>	07/01/2025 Through 12/31/2025 <small>1st Interim Budget</small>	Year Ending 06/30/2026 <small>1st Interim Budget</small>	Remaining Budget <small>Summary</small>
<b>Net Increase/(Decrease) in Net Assets</b>				
Total Revenue				
LCFF Revenue				
801100 - LCFF Revenues	149,638.00	193,321.00	433,564.00	283,926.00
801200 - Education Protection Account Revenue	73,977.00	78,767.33	162,325.99	88,348.99
809600 - Charter Schools Funding In-Lieu of Property Taxes	163,317.00	172,581.42	437,381.94	274,064.94
Total LCFF Revenue	386,932.00	444,669.75	1,033,271.93	646,339.93
Federal Revenue				
822000 - Federal Child Nutrition Programs	7,052.34	11,666.85	39,970.95	32,918.61
829000 - All Other Federal Revenue	271,610.05	271,610.05	271,610.05	0.00
829100 - Title I Federal Revenue	5,841.00	5,841.00	23,362.98	17,521.98
829200 - Title II	716.00	716.00	2,862.98	2,146.98
829400 - Title IV	1,867.00	1,867.00	10,000.00	8,133.00
829500 - Title V Federal Revenue	0.00	0.00	4,227.00	4,227.00
Total Federal Revenue	287,086.39	291,700.90	352,033.96	64,947.57
State Revenue				
852000 - State Child Nutrition Program	7,684.28	7,728.27	20,499.96	12,815.68
855000 - Mandated Block Grant	1,510.00	414.84	1,659.36	149.36
856000 - State Lottery Revenue	0.00	4,408.94	22,044.71	22,044.71
859000 - All Other State Revenues	68,947.88	58,807.80	226,321.26	157,373.38
859100 - SB 740 Revenue	22,500.00	0.00	36,640.00	14,140.00
859900 - Prior Year State Income	(926.66)	0.00	0.00	926.66
879200 - SPED State/Other Transfers of Apportionments from County	0.00	1,561.50	6,246.00	6,246.00
Total State Revenue	99,715.50	72,921.35	313,411.29	213,695.79
Local Revenue				
866000 - Interest Income	74.18	4,608.93	18,282.93	18,208.75
868200 - Foundation Grants/Donations	0.00	2,570.74	10,282.96	10,282.96
868400 - Student Body (ASB) Fundraising Revenue	5,466.00	0.00	0.00	(5,466.00)
868500 - School Site fundraising	2,336.06	6,449.50	9,400.00	7,063.94
869900 - All Other Local Revenue	7,675.90	1,967.69	6,144.95	(1,530.95)
Total Local Revenue	15,552.14	15,596.86	44,110.84	28,558.70
Total Revenue	789,286.03	824,888.86	1,742,828.02	953,541.99
Total Expenses				
Salaries and Benefits				
Certificated Salaries				
110000 - Teachers' Salaries	129,614.47	138,676.73	298,789.98	169,175.51
112000 - Substitute Expense	5,376.67	5,218.74	6,999.96	1,623.29
130000 - Certificated Supervisor and Administrator Salaries	42,757.84	42,810.00	85,932.90	43,175.06
Total Certificated Salaries	177,748.98	186,705.47	391,722.84	213,973.86
Classified Salaries				
210000 - Instructional Aide Salaries	62,099.00	74,816.57	170,565.95	108,466.95
220000 - Classified Support Salaries (Maintenance, Food)	58,118.23	47,823.10	69,915.34	11,797.11
240000 - Clerical, Technical, and Office Staff Salaries	16,573.76	18,811.56	39,999.96	23,426.20
290000 - Other Classified Salaries (Noon and Yard Sup, etc.)	5,085.00	5,738.74	15,199.96	10,114.96
Total Classified Salaries	141,875.99	147,189.97	295,681.21	153,805.22





### Three Rivers Charter School Statement of Activities - Actual vs Budget

	07/01/2025 Through 12/31/2025 Actual	07/01/2025 Through 12/31/2025 1st Interim Budget	Year Ending 06/30/2026 1st Interim Budget	Remaining Budget Summary
<b>Benefits</b>				
310100 - State Teachers' Retirement System, Certificated	31,225.66	31,669.96	68,037.04	36,811.38
330100 - OASDI/Medicare, Certificated	2,553.88	3,180.83	7,880.99	5,327.11
330200 - OASDI/Medicare, Classified	10,895.82	11,295.06	22,619.34	11,723.52
340100 - Health & Welfare Benefits, Certificated	29,943.33	36,405.76	72,599.56	42,656.23
340200 - Health & Welfare Benefits, Classified	5,548.20	0.00	0.00	(5,548.20)
350100 - State Unemployment Insurance, Certificated	131.79	1,095.58	4,085.62	3,953.83
350200 - State Unemployment Insurance, Classified	428.48	1,950.39	6,809.73	6,381.25
360100 - Worker Compensation Insurance, Certificated	8,368.40	8,368.31	8,368.13	(0.27)
360200 - Worker Compensation Insurance, Classified	2,516.60	2,516.66	2,516.90	0.30
<b>Total Benefits</b>	<b>91,612.16</b>	<b>96,482.55</b>	<b>192,917.31</b>	<b>101,305.15</b>
<b>Total Salaries and Benefits</b>	<b>411,237.13</b>	<b>430,377.99</b>	<b>880,321.36</b>	<b>469,084.23</b>
<b>Operational Expenses</b>				
<b>Books and Supplies</b>				
410000 - Approved Textbooks and Core Curriculum	11,868.27	11,427.70	15,364.96	3,496.69
420000 - Books and Other Reference Materials	0.00	256.24	1,024.96	1,024.96
430000 - Materials and Supplies	10,293.64	10,983.16	31,243.00	20,949.36
431500 - Classroom Materials and Supplies	4,275.71	2,790.07	10,029.97	5,754.26
438100 - Materials for Plant Maintenance	1,536.04	2,599.53	6,144.99	4,608.95
440000 - Noncapitalized Equipment	6,769.32	7,209.92	20,209.94	13,440.62
441000 - Software and Software Licensing	11,086.03	15,802.81	19,999.97	8,913.94
443000 - Noncapitalized Student Equipment	2,282.36	11,282.68	20,282.99	18,000.63
470000 - Food and Food Supplies	22,347.01	24,005.59	56,335.93	33,988.92
<b>Total Books and Supplies</b>	<b>70,458.38</b>	<b>86,357.70</b>	<b>180,636.71</b>	<b>110,178.33</b>
<b>Services</b>				
520000 - Travel and Conferences	3,436.65	3,181.42	5,120.98	1,684.33
521000 - Training and Development Expense	666.12	1,255.21	4,999.99	4,333.87
530000 - Dues and Memberships	1,253.05	1,112.12	1,112.12	(140.93)
540000 - Insurance	29,799.00	29,799.00	29,799.00	0.00
550000 - Operation and Housekeeping Services	10,928.96	11,198.87	24,509.99	13,581.03
550100 - Utilities	1,515.40	2,261.54	4,499.96	2,984.56
560000 - Space Rental/Leases Expense	31,220.00	30,915.00	60,000.00	28,780.00
560100 - Building Maintenance	0.00	2,500.00	10,000.00	10,000.00
560200 - Other Space Rental	0.00	125.00	500.00	500.00
560500 - Equipment Rental/Lease Expense	2,209.26	2,708.19	4,999.95	2,790.69
561000 - Equipment Repair	45.00	108.74	299.96	254.96



### Three Rivers Charter School Statement of Activities - Actual vs Budget

	07/01/2025 Through 12/31/2025 Actual	07/01/2025 Through 12/31/2025 1st Interim Budget	Year Ending 06/30/2026 1st Interim Budget	Remaining Budget Summary
580000 - Professional/Consulting Services and Operating Expenditures	45,600.65	46,504.27	54,999.97	9,399.32
580300 - Banking and Payroll Service Fees	6,192.28	5,181.72	7,886.94	1,694.66
580500 - Legal Services	0.00	125.00	500.00	500.00
580600 - Audit Services	6,608.25	4,148.55	9,985.95	3,377.70
581000 - Educational Consultants	1,595.00	1,595.00	1,595.00	0.00
581200 - Other Student Activities	3,001.95	3,001.95	3,001.95	0.00
581500 - Advertising/Recruiting	501.31	728.50	2,689.00	2,187.69
582000 - Fundraising Expense	202.00	1,450.00	5,800.00	5,598.00
583000 - Field Trip Expenses	3,406.84	3,983.38	7,000.00	3,593.16
587300 - Financial Services	40,833.38	39,375.02	69,999.98	29,166.60
587400 - Personnel Services	340.30	340.96	342.94	2.64
587500 - District Oversight Fee	0.00	2,583.18	10,332.72	10,332.72
587700 - IT Services	4,700.00	4,993.74	12,924.96	8,224.96
589000 - Interest Expense/Fees	3.00	58.00	232.00	229.00
590000 - Communications (Tele., Internet, Copies, Postage, Messenger)	926.39	1,062.84	2,559.96	1,633.57
Total Services	194,984.79	200,297.20	335,693.32	140,708.53
Capital Outlay				
690000 - Depreciation Expense	12,249.96	21,625.32	49,751.40	37,501.44
Total Capital Outlay	12,249.96	21,625.32	49,751.40	37,501.44
Other Outgo				
714100 - Special Education Encroachment District	0.00	51,875.86	207,503.44	207,503.44
Total Other Outgo	0.00	51,875.86	207,503.44	207,503.44
Total Operational Expenses	277,693.13	360,156.08	773,584.87	495,891.74
Total Expenses	688,930.26	790,534.07	1,653,906.23	964,975.97
<b>Total Net Increase/(Decrease) in Net Assets</b>	<b>100,355.77</b>	<b>34,354.79</b>	<b>88,921.79</b>	<b>(11,433.98)</b>



## Three Rivers Charter School

### Balance Sheet

#### Statement of Financial Position

	Year To Date 12/31/2025 Current Year Balance	Prior Year To Date 12/31/2024 Prior Year	Year To Date 12/31/2025 Difference
911000-TRC-020 - Cash in County Treasury	1,057,307.82	1,127,818.25	(70,510.43)
911100 - Fair Value Adjustment Cash in County Treasury	11,395.09	0.00	11,395.09
912000-TRC-020 - Cash in General Account	244,448.43	189,977.32	54,471.11
912600-TRC-020 - Cash in ASB account	14,492.93	8,321.70	6,171.23
<b>Total Cash and Cash Equivalents</b>	<b>1,327,644.27</b>	<b>1,326,117.27</b>	<b>1,527.00</b>
920000 - Accounts Receivables	0.00	215.00	(215.00)
929000 - Due from Grantor Governments	15,644.32	2,645.83	12,998.49
<b>Total Accounts Receivable</b>	<b>15,644.32</b>	<b>2,860.83</b>	<b>12,783.49</b>
933000 - Prepaid Expenses	624.58	624.62	(0.04)
<b>Total Prepaid Expenses</b>	<b>624.58</b>	<b>624.62</b>	<b>(0.04)</b>
942000 - Building/Leasehold Improvements	861,094.11	37,865.60	823,228.51
944000 - Furniture Fixtures and Equipment	42,518.95	12,853.36	29,665.59
945000 - Construction in Progress	0.00	824,863.28	(824,863.28)
946000 - Right of Use Asset	144,637.25	200,359.41	(55,722.16)
<b>Total Fixed Assets</b>	<b>1,048,250.31</b>	<b>1,075,941.65</b>	<b>(27,691.34)</b>
942500 - Accumulated Depreciation - Building Improvements	(59,945.14)	(14,175.08)	(45,770.06)
944500 - Accumulated Depreciation - Furniture & Fixtures	(14,336.62)	(12,853.36)	(1,483.26)
<b>Total Accumulated Depreciation</b>	<b>(74,281.76)</b>	<b>(27,028.44)</b>	<b>(47,253.32)</b>
<b>Total Assets</b>	<b>2,317,881.72</b>	<b>2,378,515.93</b>	<b>(60,634.21)</b>



## Three Rivers Charter School

### Balance Sheet

#### Statement of Financial Position

	Year To Date 12/31/2025 Current Year Balance	Prior Year To Date 12/31/2024 Prior Year	Year To Date 12/31/2025 Difference
950000 - Accounts Payable-System	2,000.24	19,217.22	(17,216.98)
<b>Total Accounts Payable</b>	<b>2,000.24</b>	<b>19,217.22</b>	<b>(17,216.98)</b>
950100 - Accrued Salaries	0.00	11,518.09	(11,518.09)
950300 - Accrued STRS	9,111.59	7,670.51	1,441.08
950600 - Credit Card Payable	(8,314.90)	3,001.46	(11,316.36)
<b>Total Accrued Liabilities</b>	<b>796.69</b>	<b>22,190.06</b>	<b>(21,393.37)</b>
965000 - Deferred Revenue	237,308.76	313,846.99	(76,538.23)
<b>Total Other Short Term Liability</b>	<b>237,308.76</b>	<b>313,846.99</b>	<b>(76,538.23)</b>
965500 - ROU liability	139,734.96	195,251.35	(55,516.39)
<b>Total Other Liabilities</b>	<b>139,734.96</b>	<b>195,251.35</b>	<b>(55,516.39)</b>
<b>Total Liabilities</b>	<b>379,840.65</b>	<b>550,505.62</b>	<b>(170,664.97)</b>
 <b>Net Increase/(Decrease) in Net Assets</b>	 <b>100,355.77</b>	 <b>(46,648.63)</b>	 <b>147,004.40</b>
978000 - Unrestricted Net Assets – Designated	8,502.09	807,173.89	(798,671.80)
979000 - Unrestricted Net Assets - Undesignated	1,761,971.05	1,001,524.12	760,446.93
978900 - Designated for Economic Uncertainty	58,183.00	58,183.00	0.00
<b>Total Unrest Net Assets with Inc/(Dec) to date</b>	<b>1,929,011.91</b>	<b>1,820,232.38</b>	<b>108,779.53</b>
979700 - Temporarily restricted Net Assets	9,029.16	7,777.93	1,251.23
<b>Total Restricted Net Assets</b>	<b>9,029.16</b>	<b>7,777.93</b>	<b>1,251.23</b>
<b>Total Net Assets</b>	<b>1,938,041.07</b>	<b>1,828,010.31</b>	<b>110,030.76</b>
<b>Liabilities and Net Assets</b>	<b>2,317,881.72</b>	<b>2,378,515.93</b>	<b>(60,634.21)</b>

## **Treasurer's Report**

(Based on Financial Reports dated 12-31-25)

### Balance Sheet:

**Total Cash: Dec 4 - 1,339,78      Dec 31,2025 - 1,327,644**

**\*Deferred Revenue - Dec 31, 2024 - \$313,846      Dec 31, 2025 - \$237,308**

- Deferred vs Restricted
- Deferred impact on cash availability

### Actual vs. 1st Interim Budget:

**Total Revenue: Actual: \$789,286      Budget: \$824,888      Variance: (\$35,602)**

- LCFF down \$43,683

**Total Expenses:      Actual: \$688,930      Budget: \$790,534      Variance: \$101,604**

- Other Outgo Down - \$51,875
- The rest of variance is spread out

**Total Net:      Actual: \$100,355      Budget: \$34,354      Variance: \$66,001**

AP Reviewed No Issues

Check on

- Janitorial

# Coversheet

## Director's Report

<b>Section:</b>	II. Reports
<b>Item:</b>	C. Director's Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Director's Report 1.13.26.pdf

## **Director's Report**

### **January 13, 2026**

- Enrollment: 85 as of Monday 1/12
- Charter Renewal
- Dashboard Presentation
- Janitorial Services
- Math Curriculum adoption
- Events & Activities:
  - December:
    - Variety Show & Music Concert Success
    - Staff Development Afternoon - Trauma Informed Practices
  - January/Feb.
    - First Friday REACH: Respectful Communication
    - Parent Teacher Network Mtg: Wed. January 21st @5:15-6:15
    - TRCS Science & Art Fair: Wed. February 4th @@5:15 - 6:15

# Coversheet

## Approve Minutes

<b>Section:</b>	III. Discussion and Action Items
<b>Item:</b>	A. Approve Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on December 9, 2025



APPROVED



## Three Rivers Charter School

### Minutes

#### Regular Board Meeting

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##### **Date and Time**

Tuesday December 9, 2025 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

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

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

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

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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.

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**Directors Present**

A. Dominguez (remote), A. Wellspring, D. Vogeles, L. Norman, R. Coy, S. Wright

**Directors Absent**

*None*

**Guests Present**

Cassandra Luna, Joe Aldrige, K. Morgan

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**I. Opening Items**

**A. Call the Meeting to Order**

D. Vogeles called a meeting of the board of directors of Three Rivers Charter School to order on Tuesday Dec 9, 2025 at 5:30 PM.

**B. Record Attendance**

**C. Community Comment**

*None*

**D. Changes to Agenda?**

*None*

**II. Reports**

**A. Teacher Reports**

C. Luna shared based on the attached Teacher Reports.  
More parent conferences held this semester than in the past, good response rate from families.

**B. Financial Report**

R. Coy shared based on the four attached documents.  
R. Coy is seeking clarification and will report back on definition of Deferred Revenue as there seems to be a discrepancy between the definition in the Audit Report (later agenda item) and our back office support's definition.  
Professional Consulting Services bills are higher than predicted and will be looked into.

### C. Director's Report

K. Morgan reports on the flooring is repaired, the security cameras are installed with signage, math curricula is being analyzed by teaching staff along with K. Morgan, events have been great and Variety Show is on Dec. 18th, Charter Renewal Petition is going well, more than halfway done!

## III. Discussion and Action Items

### A. Approve Minutes

R. Coy made a motion to approve the minutes from Regular Board Meeting on 11-18-25.

L. Norman seconded the motion.

Changes made to the minutes: D. Vogeles abstained in the vote for Board President, and

A. Wellspring abstained in the vote for Secretary.

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

### B. CharterLife Renewal

L. Norman made a motion to approve the continuation of the Charter Life Benefits Package at the same contribution level that TRCS has made in the past at \$1,100 per employee and \$300 per additional family member.

S. Wright seconded the motion.

We have been informed that the rates have not been increased but we have not received the final plan documents. K. Morgan is asking the Board to approve the continuation of the Charter Life Benefits Package at the same contribution level that TRCS has made in the past at \$1,100 per employee and \$300 per additional family member.

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

### C. First Interim Budget Report

R. Coy made a motion to accept and approve the 12/2/25 1st Interim Budget and attached documents.

L. Norman seconded the motion.

Discussed the three documents attached to this agenda item.

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

### D. 2024-25 Audit

R. Coy made a motion to approve this draft audit report with the changes as noted in the discussion.

L. Norman seconded the motion.

K. Morgan shared the Corrective Action Plan that will be included in the final draft. Board member list will be updated to include A. Wellspring.

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

#### **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 6:44 PM.

Respectfully Submitted,  
A. Wellspring

# Coversheet

## Academic Calendar

<b>Section:</b>	III. Discussion and Action Items
<b>Item:</b>	C. Academic Calendar
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Calendar 26-27_DRAFT_1.13.26.docx.pdf



# Three Rivers Charter School Academic Calendar 2026-2027

## July 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	25
26	27	28	29	30	31	

## August 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	25	26	27	28	29
30	31					

## September 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	25	26
27	28	29	30			

### Length of School Year:

177 Student Days

### First Day of Instruction:

August 21

### Last Day of Instruction:

June 11

### Marking Periods:

#### **Semester 1:**

January 22 (90 days)

#### **Semester 2:**

June 11 (87 days)

## October 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
25	26	27	28	29	30	31

## November 2026

S	M	T	W	T	F	S
1	SD	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	SH	SH	SH	H	SH	28
29	30					

## December 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	SH	SH	SH	SH	H	26
27	SH	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 2027

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

## February 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	SH	SH	SH	SH	20
21	22	23	24	25	26	27
28						

## March 2027

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			

Sep 7 Labor Day

Oct 15-16 Fall Break

Nov 2 Staff Development

Nov 11 Veterans Day

Nov 23-27 Thanksgiving

Break

Dec 21-Jan 1 Winter

Break

Jan 18 MLK Day

Feb 15-19 Mid Winter

Break

March 15 Emergency

Make-up

Apr 12-16 Spring Break

Apr 19 Staff Development

May 31 Memorial Day

## April 2027

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

## May 2027

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	H					

## June 2027

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				

# Coversheet

## 2025 School Accountability Report Card (SARC)

**Section:** III. Discussion and Action Items  
**Item:** D. 2025 School Accountability Report Card (SARC)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
2025\_School\_Accountability\_Report\_Card\_Three\_Rivers\_Charter\_School\_20260109.pdf

# Three Rivers Charter School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

### 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.



## 2025-26 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>Grade Span</b>	1-8
<b>County-District-School (CDS) Code</b>	23655650123737

## 2025-26 District Contact Information

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

## 2025-26 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.

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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	7
Grade 2	11
Grade 3	10
Grade 4	12
Grade 5	5
Grade 6	11
Grade 7	13
Grade 8	12
<b>Total Enrollment</b>	<b>81</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	49.4
Non-Binary	1.2
Asian	1.2
Hispanic or Latino	22.2
Two or More Races	9.9
White	66.7
Socioeconomically Disadvantaged	64.2
Students with Disabilities	13.6

### 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.

**2021-22 Teacher Preparation and Placement**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2	50	80.4	76.21	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	2.6	2.48	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	50	13.4	12.74	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	4	3.8	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	5	4.75	15831.9	5.67
<b>Total Teaching Positions</b>	4	100	105.5	100	279044.8	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.

**2022-23 Teacher Preparation and Placement**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3	75	72.8	72.14	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	4.8	4.78	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	25	12.5	12.46	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	6.1	6.06	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	4.5	4.54	14303.8	5.15
<b>Total Teaching Positions</b>	4	100	101	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.6	91.5	72.1	68.41	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.1	4.89	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	12.3	11.72	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	4.3	4.11	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.3	8.25	11.4	10.85	13705.8	4.91
<b>Total Teaching Positions</b>	4	100	105.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	2.00	1	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.00	1	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	66.6	0	0
<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)	0	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>.

## 2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 1-6: Wit & Wisdom (2018) Grades 7-8: My Perspectives (2018)	0.0
<b>Mathematics</b>	Grades 1-5: Bridges Math (2018) Grades 6-8: Big Ideas Math (2015)	0.0
<b>Science</b>	Grades 1-4: Mystery Science, Science Weekly Grades 3-4: Science Weekly & Mystery Science Grades 5-8: Science Dimensions	0.0
<b>History-Social Science</b>	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)	0.0
<b>Foreign Language</b>		0.0
<b>Health</b>		0.0
<b>Visual and Performing Arts</b>		0.0
<b>Science Laboratory Equipment (grades 9-12)</b>		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 was 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Breaker panel requires 3 foot clearance and was covered by a poster that has since been removed. Extension cord(s) did not meet temporary use standard and were replaced. Extension cord tripping hazards were addressed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	53	49	35	31	47	48
<b>Mathematics</b> (grades 3-8 and 11)	36	34	17	18	35	37

### 2024-25 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
<b>All Students</b>	61	61	100.00	0.00	49.18
<b>Female</b>	32	32	100.00	0.00	56.25
<b>Male</b>	28	28	100.00	0.00	42.86
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	13	13	100.00	0.00	38.46
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	42	42	100.00	0.00	52.38
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	29	29	100.00	0.00	37.93
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2024-25 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
<b>All Students</b>	61	61	100.00	0.00	34.43
<b>Female</b>	32	32	100.00	0.00	37.50
<b>Male</b>	28	28	100.00	0.00	32.14
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	13	13	100.00	0.00	15.38
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	42	42	100.00	0.00	40.48
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	29	29	100.00	0.00	20.69
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	58.82	22.22	16	20.04	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	18	18	100.00	0.00	22.22
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	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>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	15	15	100.00	0.00	26.67
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

**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.

**2024-25 California Physical Fitness Test Participation Rates**

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	--	--	--	--	--
Grade 7	100%	100%	100%	100%	100%
Grade 9	N/A	N/A	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.

**2025-26 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](http://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.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	84	84	29	34.5
Female	44	44	18	40.9
Male	40	40	11	27.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	19	6	31.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	55	55	18	32.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	54	54	25	46.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	13	13	5	38.5

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	2.06	1.19	4.3	3.47	5.91	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.16	0.16	0.06	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.19	0.00
Female	0.00	0.00
Male	2.50	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.82	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

## 2025-26 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 by the Mendocino County Office of Education. Our CSSP covers disaster planning and evacuation or procedures for dangerous situations that are reviewed and revised by our full staff annually. 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 2026. 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.

## 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
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	22	2	1	0

### 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
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	20	2	1	0

### 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19	2	1	

### 2024-25 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



## 2024-25 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$71,066
Percent Difference - School Site and District	N/A	N/A		-17.4
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-20.9	-42.4

## Fiscal Year 2024-25 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. TRCS is 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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>	\$54,246	\$57,978
<b>Mid-Range Teacher Salary</b>	\$70,378	\$89,612
<b>Highest Teacher Salary</b>	\$99,953	\$117,194
<b>Average Principal Salary (Elementary)</b>	\$128,422	\$143,632
<b>Average Principal Salary (Middle)</b>	\$148,003	\$149,447
<b>Average Principal Salary (High)</b>	\$151,546	\$162,334
<b>Superintendent Salary</b>	\$177,948	\$234,076
<b>Percent of Budget for Teacher Salaries</b>	23%	27.81%
<b>Percent of Budget for Administrative Salaries</b>	4.8%	5.47%

## 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	10