



# Three Rivers Charter School

## Regular Board Meeting

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### **Date and Time**

Tuesday February 10, 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.

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:30 PM</b>
<b>A.</b> Call the Meeting to Order		Dana Vogele	1 m
<b>B.</b> Record Attendance		Andy Wellspring	1 m
<b>C.</b> Community Comment	Discuss	Dana Vogele	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> Approve Agenda	Discuss	Dana Vogele	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 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 Vogele	3 m
Approve minutes from previous Regular Board Meeting.			
Approve minutes for Regular Board Meeting on January 13, 2026			
<b>B.</b> Approve Minutes	Approve Minutes	Dana Vogele	2 m
Approve Minutes of previous Special Meeting.			

	Purpose	Presenter	Time	
Approve minutes for Special Board Meeting on January 20, 2026				
<b>C.</b>	Approval of Three Rivers Charter School Charter Renewal Petition and Authorization for Submission	Vote	Kim Morgan	20 m
Approve Charter Renewal Petition draft and submission to Fort Bragg Unified School District.				
<b>D.</b>	LCAP Mid Year Update	Discuss	Kim Morgan	20 m
Presentation of mid year progress on the LCAP. Review and discussion of LCAP Mid year Update report.				
<b>E.</b>	Renew Board Member Term	Vote	Kim Morgan	10 m
Consider appointment of Board Member Lisa Norman for additional 2 year term.				
<b>F.</b>	Board Visibility & Staff Support	Discuss	Andy Wellspring	15 m
Continue discussion of board-staff communication and organizational culture.				
<b>IV.</b>	<b>Closed Session - Employee Compensation (54957.6)</b>		<b>7:25 PM</b>	
<b>A.</b>	Employee Stipend	Vote	Andy Wellspring	15 m
Discuss and approve proposed stipend for extra duty.				
<b>V.</b>	<b>Open session</b>		<b>7:40 PM</b>	
<b>A.</b>	Report out on closed session	FYI	Dana Vogeles	5 m
<b>VI.</b>	<b>Closing Items</b>		<b>7:45 PM</b>	
<b>A.</b>	Adjourn Meeting	FYI	Dana Vogeles	

# Coversheet

## Teacher Reports

**Section:** II. Reports  
**Item:** A. Teacher Reports  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Teacher Reports 2.10.26.pdf

## Teacher Updates for the Board

February 10, 2026

### Grades 1-2, Ms. Luna

1st and 2nd grade have welcomed a new classroom aide, Mrs. Kristin to our classroom. She is a great asset to our classroom and we look forward to her joining the Three Rivers Community.

Our classes' best days in January were working on our science fair project and experiments. The students worked in small groups testing their new hypothesis after our class investigated their fingerprints in an all class project. Science fair night was a hit and the students loved showing off their hard work around our classroom.

In social studies, students began learning about the 2026 Olympic Winter Games and focused on the history of the games and locations of them. Students also were able to honor Martin Luther King Jr. Day by learning about kindness, diversity, and unity. Students were able to write about their dreams and participate in small art projects "Love Comes in Different Colors" and hands-on object lessons.

Lastly, our class has recently completed the read aloud story of "Trouble at Table 5, The Candy Caper" by Tom Watson. The students have written him letters sharing their appreciation and excitement for his books and characters. I do know this author to write back, so we wait with anticipation to hear from him!

### Grades 3-4, Ms. Natalie

In math, students are exploring the relationship between fractions, decimals, and percentages at a rudimentary level.

We are reading the circulatory story by Mary K. Corcoran in ELA. This is a very fun brightly colored, cartoon style illustrated book. It is filled with detailed information about the circulatory system, and the four chambers of the heart.

We've also been doing some focused lessons on simple and perfect tenses as a support for improved future paragraph writing.

Thank you for supporting me in my healthcare insurance crisis. I have jumped through many social services hoops and now have Medicare part B in place, and I'm working on getting Medicare part D. Grateful! ❤️

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

Hello everyone!

This past month the 5th and 6th grade class has been learning about respectful communication and behavior. During our Friday circles, we have been building skills on how to talk to staff, peers, and self. The class has also been practicing our noise control.

Our class did a great job on the science fair, with several qualifiers from our class! While on the science train, we have finished our unit on matter, and we have started a new unit on plants and animals.

In ELA, we have started a new unit "Narrating the Unknown", and we are reading our new book "Blood on the River." It is about a young boy, who is from England, trying to survive in Jamestown.

Have a great week everyone!

**Grades 7-8 Mr. Lang**

We had a great first month of the semester and continue to work hard. We're going to continue working on solving equations in both math classes, incorporating our new skills from exponents, integers, and radicals to solve new lessons. We continue to utilize our role card system, along with textbook work from our US History curriculum and historical documentaries, to learn about Reconstruction and work into the late 1800's and early 1900's This has allowed our students to build more perspective into historical eras and create more buy in during our learning. In electives, we've begun working on our yearbook for the students that wanted to be a part of that project while our other classmates continue on their choice electives from last semester. Lastly, we're beginning our dive into our online curriculum for science and continuing our outdoor education focus, as we learn about the world around us.

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

**Section:** II. Reports  
**Item:** B. Financial Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Balance sheet 1-31-2026.pdf  
Budget to Actual 1st interim budget 1-31-2026.pdf  
Treasurer's Report 2-10-26.pdf



## Three Rivers Charter School

### Balance Sheet

#### Statement of Financial Position

	Year To Date 01/31/2026 <small>Current Year Balance</small>	Prior Year To Date 01/31/2025 <small>Prior Year</small>	Year To Date 01/31/2026 <small>Difference</small>
911000-TRC-020 - Cash in County Treasury	1,032,798.25	1,105,473.77	(72,675.52)
911100 - Fair Value Adjustment Cash in County Treasury	11,395.09	0.00	11,395.09
912000-TRC-020 - Cash in General Account	360,298.46	287,347.46	72,951.00
912600-TRC-020 - Cash in ASB account	9,019.09	8,499.10	519.99
<b>Total Cash and Cash Equivalents</b>	<b>1,413,510.89</b>	<b>1,401,320.33</b>	<b>12,190.56</b>
920000 - Accounts Receivables	0.00	349.54	(349.54)
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>2,995.37</b>	<b>12,648.95</b>
933000 - Prepaid Expenses	624.58	962.12	(337.54)
<b>Total Prepaid Expenses</b>	<b>624.58</b>	<b>962.12</b>	<b>(337.54)</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	139,917.90	195,828.77	(55,910.87)
<b>Total Fixed Assets</b>	<b>1,043,530.96</b>	<b>1,071,411.01</b>	<b>(27,880.05)</b>
942500 - Accumulated Depreciation - Building Improvements	(70,711.84)	(14,396.49)	(56,315.35)
944500 - Accumulated Depreciation - Furniture & Fixtures	(15,819.88)	(12,853.36)	(2,966.52)
<b>Total Accumulated Depreciation</b>	<b>(86,531.72)</b>	<b>(27,249.85)</b>	<b>(59,281.87)</b>
<b>Total Assets</b>	<b>2,386,779.03</b>	<b>2,449,438.98</b>	<b>(62,659.95)</b>



## Three Rivers Charter School

### Balance Sheet

#### Statement of Financial Position

	Year To Date 01/31/2026 <small>Current Year Balance</small>	Prior Year To Date 01/31/2025 <small>Prior Year</small>	Year To Date 01/31/2026 <small>Difference</small>
950000 - Accounts Payable-System	1,979.05	24,226.93	(22,247.88)
<b>Total Accounts Payable</b>	<b>1,979.05</b>	<b>24,226.93</b>	<b>(22,247.88)</b>
950100 - Accrued Salaries	0.00	20,188.92	(20,188.92)
950300 - Accrued STRS	8,970.71	8,710.52	260.19
950600 - Credit Card Payable	(2,154.85)	0.00	(2,154.85)
959000 - Due to Grantor Governments	0.00	431.08	(431.08)
<b>Total Accrued Liabilities</b>	<b>6,815.86</b>	<b>29,330.52</b>	<b>(22,514.66)</b>
965000 - Deferred Revenue	203,260.71	329,695.99	(126,435.28)
<b>Total Other Short Term Liability</b>	<b>203,260.71</b>	<b>329,695.99</b>	<b>(126,435.28)</b>
965500 - ROU liability	135,224.98	190,930.08	(55,705.10)
<b>Total Other Liabilities</b>	<b>135,224.98</b>	<b>190,930.08</b>	<b>(55,705.10)</b>
<b>Total Liabilities</b>	<b>347,280.60</b>	<b>574,183.52</b>	<b>(226,902.92)</b>
 <b>Net Increase/(Decrease) in Net Assets</b>	 <b>201,813.13</b>	 <b>596.52</b>	 <b>201,216.61</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>2,030,469.27</b>	<b>1,867,477.53</b>	<b>162,991.74</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>2,039,498.43</b>	<b>1,875,255.46</b>	<b>164,242.97</b>
<b>Liabilities and Net Assets</b>	<b>2,386,779.03</b>	<b>2,449,438.98</b>	<b>(62,659.95)</b>



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

	07/01/2025 Through 01/31/2026 <small>Actual</small>	07/01/2025 Through 01/31/2026 <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	222,434.00	233,361.50	433,564.00	211,130.00
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	227,101.00	209,105.63	437,381.94	210,280.94
Total LCFF Revenue	523,512.00	521,234.46	1,033,271.93	509,759.93
Federal Revenue				
822000 - Federal Child Nutrition Programs	7,052.34	16,384.20	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	11,681.66	23,362.98	17,521.98
829200 - Title II	716.00	1,431.66	2,862.98	2,146.98
829400 - Title IV	3,570.24	4,578.00	10,000.00	6,429.76
829500 - Title V Federal Revenue	0.00	1,409.00	4,227.00	4,227.00
Total Federal Revenue	288,789.63	307,094.57	352,033.96	63,244.33
State Revenue				
852000 - State Child Nutrition Program	7,684.28	9,324.73	20,499.96	12,815.68
855000 - Mandated Block Grant	1,510.00	622.26	1,659.36	149.36
856000 - State Lottery Revenue	5,734.60	6,613.41	22,044.71	16,310.11
859000 - All Other State Revenues	123,639.69	114,645.62	226,321.26	102,681.57
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	2,342.25	6,246.00	6,246.00
Total State Revenue	160,141.91	133,548.27	313,411.29	153,269.38
Local Revenue				
866000 - Interest Income	10,918.88	6,887.93	18,282.93	7,364.05
868200 - Foundation Grants/Donations	0.00	3,856.11	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	6,941.25	9,400.00	7,063.94
869900 - All Other Local Revenue	8,714.15	2,663.90	6,144.95	(2,569.20)
Total Local Revenue	27,435.09	20,349.19	44,110.84	16,675.75
<b>Total Revenue</b>	<b>999,878.63</b>	<b>982,226.49</b>	<b>1,742,828.02</b>	<b>742,949.39</b>
<b>Total Expenses</b>				
Salaries and Benefits				
Certificated Salaries				
110000 - Teachers' Salaries	155,089.30	168,886.78	298,789.98	143,700.68
112000 - Substitute Expense	5,590.00	5,515.61	6,999.96	1,409.96
130000 - Certificated Supervisor and Administrator Salaries	49,918.91	49,997.15	85,932.90	36,013.99
Total Certificated Salaries	210,598.21	224,399.54	391,722.84	181,124.63
Classified Salaries				
210000 - Instructional Aide Salaries	73,314.71	90,774.80	170,565.95	97,251.24
220000 - Classified Support Salaries (Maintenance, Food)	67,159.31	51,505.14	69,915.34	2,756.03
240000 - Clerical, Technical, and Office Staff Salaries	19,586.26	22,342.96	39,999.96	20,413.70
290000 - Other Classified Salaries (Noon and Yard Sup, etc.)	6,445.00	7,315.61	15,199.96	8,754.96
Total Classified Salaries	166,505.28	171,938.51	295,681.21	129,175.93



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

	07/01/2025 Through 01/31/2026 <small>Actual</small>	07/01/2025 Through 01/31/2026 <small>1st Interim Budget</small>	Year Ending 06/30/2026 <small>1st Interim Budget</small>	Remaining Budget <small>Summary</small>
<b>Benefits</b>				
310100 - State Teachers' Retirement System, Certificated	37,070.36	37,731.14	68,037.04	30,966.68
330100 - OASDI/Medicare, Certificated	3,020.09	3,964.19	7,880.99	4,860.90
330200 - OASDI/Medicare, Classified	12,738.42	13,182.44	22,619.34	9,880.92
340100 - Health & Welfare Benefits, Certificated	29,219.96	42,438.06	72,599.56	43,379.60
340200 - Health & Welfare Benefits, Classified	4,994.34	0.00	0.00	(4,994.34)
350100 - State Unemployment Insurance, Certificated	676.95	1,593.92	4,085.62	3,408.67
350200 - State Unemployment Insurance, Classified	837.94	2,760.28	6,809.73	5,971.79
360100 - Worker Compensation Insurance, Certificated	8,368.40	8,368.28	8,368.13	(0.27)
360200 - Worker Compensation Insurance, Classified	2,516.60	2,516.70	2,516.90	0.30
<b>Total Benefits</b>	<b>99,443.06</b>	<b>112,555.01</b>	<b>192,917.31</b>	<b>93,474.25</b>
<b>Total Salaries and Benefits</b>	<b>476,546.55</b>	<b>508,893.06</b>	<b>880,321.36</b>	<b>403,774.81</b>
<b>Operational Expenses</b>				
<b>Books and Supplies</b>				
410000 - Approved Textbooks and Core Curriculum	11,868.27	12,833.87	15,364.96	3,496.69
420000 - Books and Other Reference Materials	80.26	384.36	1,024.96	944.70
430000 - Materials and Supplies	13,411.23	14,359.80	31,243.00	17,831.77
431500 - Classroom Materials and Supplies	4,757.64	5,375.75	10,029.97	5,272.33
438100 - Materials for Plant Maintenance	1,536.04	3,190.44	6,144.99	4,608.95
440000 - Noncapitalized Equipment	7,536.96	9,376.59	20,209.94	12,672.98
441000 - Software and Software Licensing	11,430.90	17,301.80	19,999.97	8,569.07
443000 - Noncapitalized Student Equipment	2,282.36	16,682.87	20,282.99	18,000.63
470000 - Food and Food Supplies	22,827.32	29,393.98	56,335.93	33,508.61
<b>Total Books and Supplies</b>	<b>75,730.98</b>	<b>108,899.46</b>	<b>180,636.71</b>	<b>104,905.73</b>
<b>Services</b>				
520000 - Travel and Conferences	3,436.65	3,504.68	5,120.98	1,684.33
521000 - Training and Development Expense	666.12	1,879.34	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	11,012.90	13,417.39	24,509.99	13,497.09
550100 - Utilities	2,290.70	2,634.61	4,499.96	2,209.26
560000 - Space Rental/Leases Expense	36,220.00	35,762.50	60,000.00	23,780.00
560100 - Building Maintenance	0.00	3,750.00	10,000.00	10,000.00
560200 - Other Space Rental	600.00	187.50	500.00	(100.00)
560500 - Equipment Rental/Lease Expense	4,397.65	3,090.15	4,999.95	602.30
561000 - Equipment Repair	45.00	140.61	299.96	254.96



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

	07/01/2025 Through 01/31/2026 <small>Actual</small>	07/01/2025 Through 01/31/2026 <small>1st Interim Budget</small>	Year Ending 06/30/2026 <small>1st Interim Budget</small>	Remaining Budget <small>Summary</small>
580000 - Professional/Consulting Services and Operating Expenditures	45,600.65	47,920.22	54,999.97	9,399.32
580300 - Banking and Payroll Service Fees	7,365.65	5,632.59	7,886.94	521.29
580500 - Legal Services	0.00	187.50	500.00	500.00
580600 - Audit Services	6,608.25	5,121.45	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	576.31	1,055.25	2,689.00	2,112.69
582000 - Fundraising Expense	9,428.05	2,175.00	5,800.00	(3,628.05)
583000 - Field Trip Expenses	3,406.84	4,486.15	7,000.00	3,593.16
587300 - Financial Services	46,666.72	44,479.18	69,999.98	23,333.26
587400 - Personnel Services	340.30	341.29	342.94	2.64
587500 - District Oversight Fee	0.00	3,874.77	10,332.72	10,332.72
587700 - IT Services	5,875.00	6,315.61	12,924.96	7,049.96
589000 - Interest Expense/Fees	4.00	87.00	232.00	228.00
590000 - Communications (Tele., Internet, Copies, Postage, Messenger)	1,098.26	1,312.36	2,559.96	1,461.70
Total Services	<u>221,288.05</u>	<u>222,863.22</u>	<u>335,693.32</u>	<u>114,405.27</u>
Capital Outlay				
690000 - Depreciation Expense	24,499.92	26,313.00	49,751.40	25,251.48
Total Capital Outlay	<u>24,499.92</u>	<u>26,313.00</u>	<u>49,751.40</u>	<u>25,251.48</u>
Other Outgo				
714100 - Special Education Encroachment District	0.00	77,813.79	207,503.44	207,503.44
Total Other Outgo	<u>0.00</u>	<u>77,813.79</u>	<u>207,503.44</u>	<u>207,503.44</u>
Total Operational Expenses	<u>321,518.95</u>	<u>435,889.47</u>	<u>773,584.87</u>	<u>452,065.92</u>
Total Expenses	<u>798,065.50</u>	<u>944,782.53</u>	<u>1,653,906.23</u>	<u>855,840.73</u>
<b>Total Net Increase/(Decrease) in Net Assets</b>	<b><u>201,813.13</u></b>	<b><u>37,443.96</u></b>	<b><u>88,921.79</u></b>	<b><u>(112,891.34)</u></b>

## Treasurer's Report

(Based on Financial Reports dated 1-31-26)

### Balance Sheet:

**Total Cash:        Dec 31,2025 - 1,327,644        Jan 31, 2026 - \$1,413,510**  
**Deferred Revenue - Jan 31, 2025 - \$329,696        Jan 31, 2026 - \$203,261**

### Actual vs. 1st Interim Budget:

**Total Revenue: Actual: \$999,879        Budget: \$982,226**

- Local Rev Up

**Total Expenses: Actual: \$798,066        Budget: \$944,783**

- Special Ed - \$77,814
- Books and Supplies - \$33,168
- Salaries/Benefits - \$32,346

**Total Net:        Actual: \$201,814        Budget: \$37,444**

AP Reviewed No Issues

Check on

- Infinity Technologies

# Coversheet

## Director Report

<b>Section:</b>	II. Reports
<b>Item:</b>	C. Director Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Director's Report 2.10.26.pdf

## **Director's Report February 10, 2026**

- Enrollment: 84
- Events & Activities:
  - Feb. 4th: TRCS Science & Art Fair success
  - Feb. 6th: First Friday REACH: No One Easts Alone
  - Feb. 13th: Staff Development
  - Feb. 14th: TIDES Academy
  - Feb. 23th: Change Challenge for New Hope Grammar School in Uganda
  - March 6th: Spelling Bee
  - March 16th: Emergency makeup day (no school so far)
- Health benefits update
- New Hires
- Security cameras
-

# Coversheet

## Approve Minutes

**Section:** III. Discussion and Action Items  
**Item:** A. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on January 13, 2026

APPROVED



## Three Rivers Charter School

### Minutes

#### Regular Board Meeting

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#### **Date and Time**

Tuesday January 13, 2026 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**

Joe Aldridge, K. Morgan, Mike Lang

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## **I. Opening Items**

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

A. Wellspring called a meeting of the board of directors of Three Rivers Charter School to order on Tuesday Jan 13, 2026 at 5:30 PM.

### **B. Record Attendance**

### **C. Community Comment**

### **D. Changes to Agenda?**

## **II. Reports**

### **A. Teacher Reports**

Mike Lang delivered the teacher reports

### **B. Financial Report**

Deferred revenue discussion, see attachments in agenda

### **C. Director's Report**

Kim Morgan presented a Director's Report, see attachments in the agenda  
LCAP feedback night at the next PTN- Jan. 21, 2026

## **III. Discussion and Action Items**

**A. Approve Minutes**

L. Norman made a motion to approve the minutes from Regular Board Meeting on 12-09-25.

R. Coy seconded the motion.

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

**B. Employee Health Benefits**

A. Wellspring made a motion to Approve engagement with Dickerson Insurance Services for employee health benefit plans.

L. Norman seconded the motion.

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

**C. Academic Calendar**

L. Norman made a motion to approve the academic calendar with the adjustments to the notations.

S. Wright seconded the motion.

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

**D. 2025 School Accountability Report Card (SARC)**

R. Coy made a motion to approve the 25-26 SARC.

S. Wright seconded the motion.

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

**IV. Closing Items**

**A. Adjourn Meeting**

S. Wright made a motion to adjourn the meeting.

L. Norman seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:00 PM.

Respectfully Submitted,

A. Wellspring

# Coversheet

## Approve Minutes

**Section:** III. Discussion and Action Items  
**Item:** B. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Special Board Meeting on January 20, 2026

APPROVED



## Three Rivers Charter School

### Minutes

#### Special Board Meeting

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**Date and Time**

Tuesday January 20, 2026 at 6:00 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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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.

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### **Directors Present**

A. Dominguez, A. Wellspring, D. Vogele, R. Coy, S. Wright

### **Directors Absent**

L. Norman

### **Guests Present**

K. Morgan

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## **I. Opening Items**

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

D. Vogele called a meeting of the board of directors of Three Rivers Charter School to order on Tuesday Jan 20, 2026 at 6:05 PM.

### **B. Record Attendance**

### **C. Community Comment**

### **D. Approve Agenda**

A. Wellspring made a motion to approve the agenda.

S. Wright seconded the motion.

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

## **II. Closed Session**

### **A. Employee Benefits Discussion (Gov. Code § 54957)**

Discussed contribution for health benefits due to changes in insurance carriers.

## **III. Reconvene to Open Session**

### **A. Report Out on Closed Session**

A. Wellspring made a motion to Approve a TRCS health benefits contribution to cover the cost of a silver plan in medical, dental and vision insurance, or the standard TRCS contribution, for the discussed, specified employee, to be reviewed before Feb. 1, 2027.

S. Wright seconded the motion.

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

### **Roll Call**

A. Wellspring Aye

A. Dominguez Aye

D. Vogele Aye

**Roll Call**

S. Wright	Aye
R. Coy	No
L. Norman	Absent

**IV. Closing Items**

**A. Adjourn Meeting**

R. Coy made a motion to adjourn.

A. Dominguez seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:20 PM.

Respectfully Submitted,

A. Wellspring

# Coversheet

## Approval of Three Rivers Charter School Charter Renewal Petition and Authorization for Submission

**Section:** III. Discussion and Action Items  
**Item:** C. Approval of Three Rivers Charter School Charter Renewal Petition and  
Authorization for Submission  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** TRCS Renewal Charter 2026-2031.v4.DRAFT.pdf



# Three Rivers Charter School

## Charter Renewal Petition

Submitted to Fort Bragg Unified School District

For the Term: July 1, 2026 – June 30, 2031

Date of Submission:

Contact: Kimberly Morgan | Director | [director@trcschool.org](mailto:director@trcschool.org) | 707-964-1128

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## I. Introduction & Charter Commitments

### A. Charter School Intent & Requirements

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

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

The Charter Schools Act (or “the Act”) (Education Code Section 47600, et seq.) requires each charter school to have a “charter” that outlines at least the fifteen (15) mandatory elements. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

### B. Affirmations

Three Rivers Charter School (“TRCS” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of TRCS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer

to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

### C. Executive Summary

Three Rivers Charter School is a tuition-free public charter school located on the Mendocino College Coast Center campus at 1211 Del Mar Drive, Fort Bragg, California, and authorized by the Fort Bragg Unified School District. Established in 2005 by local educators and parents, TRCS was founded on the belief that children thrive in a small, supportive learning environment that emphasizes both academic excellence and character development. The school currently serves students in grades 1 through 8, organized in multi-grade classrooms that promote continuity, collaboration, and strong teacher-student relationships. Each class spans two grade levels (1–2, 3–4, 5–6, and 7–8),

allowing teachers to understand each student's learning style over multiple years and tailor instruction to individual needs.

The mission of TRCS is to educate students to become well-rounded individuals with a lifelong love of learning and the ability to think and act with moral integrity. The school's guiding philosophy integrates rigorous academics with social, emotional, and ethical growth. Instruction is aligned with the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Contents Standards (collectively referred to herein as, "State Standards"), and incorporates project-based learning, arts, music, and social-emotional learning to foster engagement and creativity. A focus on Science, Technology, Engineering, Art & Mathematics ("STEAM") is woven throughout the curriculum and afterschool offerings at TRCS.

Character education is a defining feature of the TRCS program and is centered around the school's core values represented by the acronym **REACH**: Respect, Empathy, Achievement, Citizenship, and Hard Work. These principles are embedded into daily instruction, student interactions, and school culture, shaping responsible citizens who contribute positively to their community. TRCS also has a major focus on student and family support and has made great strides in this area since the last charter renewal. Providing free meals for all students, a Reading Intervention Program and a Student Support Counselor ensures that all learners have the tools they need to succeed academically and socially. Additionally, since last renewal, TRCS has grown our Expanded Learning Opportunities that include the popular after school program, TIDES (Three Rivers Interactive Daily Enrichment & Support) which offers free, enriching and highly engaging programming each day after school. Programming before school and on intersession days including TIDES Academy on holidays, vacations and weekend days as well as a summer session supports TRCS families and students.

The school's small size and family-oriented atmosphere are key strengths, offering a sense of belonging and close partnership between staff, students, and parents. TRCS maintains an active Parent-Teacher Network and engages families as partners in the educational process. TRCS maintains strong ties to the Fort Bragg community, leveraging its coastal location to provide outdoor and environmental learning experiences.

The school's small size enables its dedicated team of teachers, administrators, and support staff to regularly analyze academic, behavioral, and attendance data to design and refine programs aligned with student needs and available funding. TRCS uses multiple data sources, including assessment results, progress monitoring, and stakeholder feedback, to guide decisions related to enrichment, student engagement, and targeted academic support. As needs are identified through ongoing data review, the school implements new programs and activities in a timely and responsive manner. An active Student Council further contributes student voice to engagement activities and schoolwide events. This data-driven cycle of reflection, implementation, and adjustment supports continuous improvement and demonstrates TRCS's capacity to meet charter renewal performance and accountability expectations.

As a public charter school, TRCS operates through an annual lottery process for available spaces, ensuring open access to all interested families. Governance is provided by a Board of Directors that upholds the school's mission and accountability to both families and the authorizing district. Three Rivers Charter School continues to demonstrate a commitment to individualized instruction, whole-child development, and strong community partnerships, making it a vital educational option for families on the Mendocino Coast.

#### **D. Term of Charter**

On approval of the renewal application, the Petitioners intend to operate Three Rivers Charter School for a term of five (5) years from July 1, 2026 – June 30, 2031.

#### **E. Memorandum of Understanding**

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

## II. School Need and Community Context

### A. Statement of Need

Three Rivers Charter School recognizes that in the greater Mendocino Coast area educational alternatives are highly prized. Existing school programs offer highly structured pacing through program curriculum and comparatively larger student bodies and school environments to students. This Charter provides students and families of diverse backgrounds and abilities an environment that is smaller than other existing school programs on the Mendocino Coast, allowing for individualized attention and pacing, while also being supportive, and conducive to learning, using educational methods and curricula that incorporate applied learning opportunities. The overall school and class sizes are kept relatively small to increase opportunities for individualized attention and pacing. Individualized learning programs together with an instructional design that maximizes small group instruction and differentiated instruction are the cornerstones of the program. All of our classrooms are instructed by credentialed teachers with a teacher's aide in each classroom.

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

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

Furthermore, family support and involvement are necessary in each student's education. The State of California<sup>1</sup> recognizes that one of the most significant predictors of a student's academic achievement is parental support for and involvement in the student's education. Educators need the support and involvement of parents to help them address the varied and complex needs of the students in their classroom. The rights and responsibilities of the parents/guardians – a child's first and ideally best educator – are respected, welcomed, and valued in their child's formal educational process. A central goal of Three Rivers Charter School is to maintain a vibrant learning community. We foster a culture of parental/caretaker empowerment and "ownership" of the school, cooperation and regular communication between home and school, and a school environment that values each student and demands the best from them. This culture includes high levels of parental involvement with high expectations of our students' families, just as we empower them to hold the school's professional staff to the highest expectations. We believe this formula of high expectations of all members of the learning community is crucial to the success of each student entrusted to our school.

Given these facts, the Petitioners conclude that their program, already in operation as an independent charter school for 20 years, is ideally suited for being a charter school, where those most committed to the philosophy and program of the school have control of and are made directly responsible for the school's success. The Petitioners believe that the community has already demonstrated, through their support of the existing program operated by the Petitioners, that this type of program is needed and should therefore continue to be a choice for the families of the district.

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<sup>1</sup> Education Code Sections 51100-51102

## B. Student Population

Three Rivers Charter School serves students in first through eighth grade. TRCS enrolls all students who are interested in accordance with the TRCS Enrollment Policy, restricted only by the natural limitations of available resources, staffing and space. Currently, the number of students who can be served is approximately 100. TRCS has a predominantly seat-based program in a small school setting with multi grade classrooms accommodating approximately 20-25 students each. TRCS attracts and serves those who are seeking an alternative, smaller, family-centered educational option in the Fort Bragg area, who desire an innovative approach and share the vision of TRCS. TRCS is striving to achieve a student body representative of the same demographics as are found within the authorizing district.

The table below depicts current and historical student demographics data at TRCS and FBUSD.

### Enrollment Multi-Year Summary by Ethnicity

The chart below shows data from the California Department of Education's Data Quest database.

Key: TRCS is blue highlight, FBUSD is not highlighted

Academic Year	Total # Students	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2024-25	81 1,750	0% 0.4%	0% 0.9%	1.2% 0.6%	0% 0.1%	22.2% 45.4%	0% 0.2%	66.7% 40.6%	9.9% 5.7%	0% 6.2%
2023-24	80 1,758	0% 0.3%	0% 0.7%	1.3% 1.0%	0% 0%	27.5% 46.6%	0% 0.2%	62.5% 40.8%	8.8% 5.7%	0% 4.7%
2022-23	82 1,764	0% 0.5%	0% 0.7%	0% 0.9%	0% 0%	26.8% 45.9%	0% 0.2%	65.9% 42.9%	6.1% 5.0%	1.2% 4.0%
2021-22	86 1,756	0% 0.3%	1.2% 0.6%	0% 0.8%	0% 0%	39.5% 45.9%	0% 0.2%	57.0% 43.3%	1.2% 5.2%	0% 3.5%
2020-21	84 1,779	0% 0.4%	1.2% 0.8%	0% 0.8%	0% 0%	34.5% 44.7%	0% 0%	54.8% 44.3%	9.5% 5.7%	0% 3.1%
2019-20	97 1,911	0% 0.4%	0% 0.8%	0% 1.1%	0% 0.1%	28.9% 43.1%	0% 0.1%	56.7% 46.6%	14.4% 5.7%	0% 2.1%
2018-19	109 1,883	0% 0.6%	0% 0.8%	0% 0.8%	0% 0.1%	21.1% 42.6%	0% 0%	68.8% 47.8%	10.1% 5.4%	0% 1.6%
2017-18	114 1,920	0% 0.8%	2.6% 1.0%	0% 0.7%	0% 0.1%	14.0% 41.2%	0% 0.1%	71.9% 49.1%	11.4% 5.4%	0% 1.7%
2016-17	116 1,891	0% 0.8%	2.6% 1.1%	0.9% 0.8%	0% 0.1%	14.7% 41.3%	0% 0.1%	75.0% 49.0%	6.9% 5.1%	0% 1.7%
2015-16	119 1,934	0% 0.7%	2.5% 0.9%	2.5% 0.8%	0% 0.2%	11.8% 40.7%	0% 0.1%	79.0% 50.9%	4.2% 5.2%	0% 0.5%
2014-15	109 1,873	0% 0.8%	0.9% 1.1%	5.5% 0.9%	0% 0.2%	11.9% 42.0%	0% 0%	77.1% 49.9%	3.7% 4.9%	0.9% 0.2%

TRCS Data: <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=23655650123737&aggllevel=School&year=2024-25&ro=y>

FBUSD Data: <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=2365565&aggllevel=district&year=2024-25>

## Enrollment Multi-Year Summary by Socioeconomic Status

Students who are eligible for free or reduced priced meals or have parents/guardians who did not receive a high school diploma are counted in this Percentage of Student Body that is Socioeconomically Disadvantaged.

Data from the California School Dashboard.

Year	TRCS	FBUSD
2025	64.2%	78.7%
2024	63.8%	79.5%
2023	67.1%	80.3%
2022	80.2%	79.8%
2021	70.2%	81.4%
2020	69.1%	81.4%
2019	73.4%	72.9%
2018	71.1%	72.4%
2017	61.2%	67.6%

TRCS Data: <https://www.caschooldashboard.org/reports/23655650123737/2025>

FBUSD Data: <https://www.caschooldashboard.org/reports/23655650000000/2025>

Enrollment data from the California School Dashboard indicates that TRCS serves a consistently high percentage of students who are socioeconomically disadvantaged, reflecting the needs of the surrounding community. Over the past several years, the percentage of socioeconomically disadvantaged students at TRCS has ranged from approximately the low 60% to 80%, with recent years stabilizing in the mid-60% range. While FBUSD enrolls a somewhat higher proportion of socioeconomically disadvantaged students overall—generally in the high-70% to low-80% range—TRCS’s enrollment closely aligns with District and local community trends. Ethnicity data further show that Hispanic/Latino students represent a significant and growing portion of enrollment at both TRCS and FBUSD; however, the proportion of Hispanic/Latino students enrolled at TRCS remains lower than that of the District overall. Ethnicity and socioeconomic data are regularly reviewed by TRCS and used to inform outreach efforts, enrollment practices, program development, and resource allocation as part of the school’s continuous improvement process and charter renewal accountability.

In order to increase the representation of Hispanic/Latino students at TRCS and more closely align the school’s enrollment demographics with those of FBUSD and the surrounding community, this focus has been an explicit access and equity goal since the school’s last charter renewal.

TRCS uses ethnicity and enrollment data to inform access, equity, and enrollment practices and has implemented several intentional strategies to reduce barriers for families. These include providing translation services at meetings; translating the Student & Family Handbook and all major policies, with requested document translations completed within 48 hours and all new policies translated upon adoption; and the ongoing translation of past policies. All flyers for school events are presented in both English and Spanish and social media postings include Spanish versions as well. TRCS also employs several Spanish-speaking staff members to support effective communication and family

engagement. The school ensures representation of Hispanic families within its governance structure, including the Parent Teacher Network and the Board of Directors. Additional outreach efforts include participation in community events and posting enrollment flyers in Spanish prior to the annual lottery. Since the last charter renewal, TRCS has also expanded student services to better support families with a diverse range of needs, including the implementation of a robust after-school program and the provision of free breakfast and lunch daily for all students. The school has also implemented the use of Parent Square, a communication platform that offers information from the school to families in languages other than English. Together, these data-informed outreach strategies and expanded services promote equitable access, strengthen family engagement, and support TRCS's ongoing efforts to serve a student population reflective of the broader FBUSD community.

### **C. Admission and Enrollment**

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

### **D. Facilities**

TRCS located at 1211 Del Mar Dr., Suite 301, Fort Bragg, CA 95437. The facility resides on the Mendocino College Coast Center campus and is leased from the Mendocino-Lake Community College District. These facilities provide space for 4 classrooms, a music room, administrative offices, a food prep room, a counseling office, resource rooms, bathroom facilities, a fenced playground, a tented eating area, basketball courts and athletic field space.

### **E. School History and Context**

The founders of the Three Rivers Charter School came together in 2005 for the purpose of establishing a school where children of the Mendocino Coastal community had an alternative educational option. They represented an eclectic group of parents, educators and professionals endeavoring to establish a learning community in which children were provided with rich and unique educational experiences aimed at developing the complete child.

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

Since the founding of TRCS in 2005, the school has grown and evolved immensely to better meet the needs of families and learners in our coastal community. Through continuous improvement over the last twenty years, TRCS has become the thriving school it is today. In the beginning, the school was operated as Three Rivers Learning Center under Mattole Valley School District and was located north of Fort Bragg in a three-room school house on Highway 1 with under fifty students. With great effort and intention, TRCS was able to secure a charter authorized by Fort Bragg Unified in 2011 and secure a new larger location on the Mendocino College Coast Center campus. Recently, TRCS helped fund the renovation of the current facility to provide a cleaner, safer environment for students.

As an independent charter school, TRCS has built a trusting, transparent relationship with FBUSD over the years. Presenting to the FBUSD Board of Trustees at least twice annually and hosting FBUSD Trustees and Superintendent at TRCS Board meetings allows for regular communications and mutual understanding between the school and District.

### III. Criteria for Renewal

#### Evidence of Meeting Charter Renewal Criteria Pursuant to:

Education Code Section 47607.2(b) (middle tier)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three- tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The Charter School fits into the middle tier, as determined by law and the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

- (1) *For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*
- (2) *The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*
- (3) *The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable, pursuant to paragraph (2), that its decision provided greater weight to performance on measurements of academic performance.*
- (4) *For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.*

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college career readiness indicator." (Education Code Section 47607(c)(3)).

#### A. California School Dashboard Results

The table below displays data from the Dashboard for the last three years (2023-2025). Data is presented for Chronic Absenteeism, Suspension Rate, English Language Arts and Mathematics which are the four performance categories on the Dashboard that apply to TRCS. Data is displayed by student group.

Due to the small student population at TRCS, only the Socioeconomically Disadvantaged (SED) and White student groups have enough students to be displayed on the Dashboard. Data for less than 11 students is not reported on the Dashboard to protect student privacy.

It is also important to note that due the small student population at TRCS (between 76-86 students enrolled annually in recent three years), this data is greatly affected by the attendance, suspension and performance on the California Assessment of Student Performance and Progress (CAASPP) of individual and small numbers of students.

Chronic Absenteeism			
Student Group	2025	2024	2023
All Students	Red	Orange	Red
Socioeconomically Disadvantaged	Red	Red	Red
White	Red	Red	Red
Suspension Rate			
Student Group	2025	2024	2023
All Students	Green	Orange	Blue
Socioeconomically Disadvantaged	Yellow	Orange	Blue
White	Yellow	Orange	Blue
English Language Arts			
Student Group	2025	2024	2023
All Students	Orange	Green	Orange
Socioeconomically Disadvantaged	Orange	Blue	Orange
White	Yellow	Blue	Green
Mathematics			
Student Group	2025	2024	2023
All Students	Orange	Green	Orange
Socioeconomically Disadvantaged	Orange	Green	Orange
White	Orange	Green	Yellow

### B. CAASPP Results & Comparisons

The tables below show CAASPP scores for both Mathematics and English Language Arts (ELA) for TRCS, FBUSD and the state of California for the last three years. The table compares the percentage of students that are both Meeting or Exceeding Standards in the two subject areas.

CAASPP ELA Scores - Percent Met or Exceeded Standard						
Year	State Avg (%)	FBUSD (%)	TRCS (%)	TRCS vs FBUSD	TRCS vs State	
2022–23	47%	35%	42%	+7%	-5%	
2023–24	47%	33%	53%	+20%	+6%	
2024–25	49%	30%	49%	+19%	0%	

### C. District and State Comparison

When viewed alongside CAASPP comparison data, TRCS's Dashboard performance reflects both accountability and effectiveness. Over the past three years, ELA increased from 42% to 49% of students meeting or exceeding standards, averaging 48%—approximately 15 percentage points above Fort Bragg USD and comparable to or slightly above the State average. In Mathematics, TRCS averaged 35% meeting or exceeding standards, approximately 18 percentage points above the District and near statewide performance. Although Dashboard color levels indicate areas for continued improvement, TRCS consistently outperforms the local district while maintaining results on par with the State. Through a comprehensive Multi-Tiered System of Support (MTSS) model, Universal Design for Learning (UDL)-informed instruction, differentiated small-group supports, tutoring, and individualized digital tools, TRCS remains actively engaged in continuous improvement to ensure equitable access and stronger outcomes for every student.

### D. TRCS Dashboard and CAASPP Outcomes

#### 1. English Language Arts

California Dashboard results indicate that while TRCS continues working to move students into higher performance levels in English Language Arts, the school has demonstrated measurable growth and maintains outcomes comparable to or above local benchmarks. For All Students, ELA status moved from Orange (2023) to Green (2024) before returning to Orange (2025). Although Orange reflects performance below the state standard, the improvement into Green and strong subgroup results—including Blue status for Socioeconomically Disadvantaged students in 2024—demonstrate the school's capacity to accelerate learning when targeted supports are in place. To address identified needs, TRCS implements an MTSS framework that provides universal, targeted, and intensive interventions. Core classroom instruction is designed using UDL principles to ensure multiple pathways for engagement, representation, and expression, while additional Tier 2 and Tier 3 supports include small-group instruction, daily instructional aide support, free after-school tutoring through Homework Club, and personalized online platforms that reteach specific literacy skills based on real-time student performance data. These structures ensure students receive timely, differentiated support and promote continued growth toward higher Dashboard performance levels.

#### 2. Mathematics

Mathematics performance reflects a similar pattern of steady progress coupled with intentional, data-driven improvement efforts. Dashboard ratings for All Students improved from Orange (2023) to Green (2024) and returned to Orange (2025). While Orange indicates that additional growth is needed, the movement into Green demonstrates that students can achieve higher outcomes with targeted intervention and instructional differentiation. TRCS addresses math achievement through its MTSS framework, using frequent formative assessment data to group students flexibly and deliver skill-specific instruction. Mixed-grade math sessions allow students to work precisely at their instructional level, supported by instructional aides in every classroom, free after-school tutoring, and adaptive programs such as Assessment and Learning in Knowledge Spaces ("ALEKS"), which diagnose gaps and provide individualized practice and reteaching. Instruction is intentionally designed using UDL strategies to provide multiple ways for students to access content and demonstrate understanding. Together, these supports create consistent, responsive intervention aimed at accelerating growth for all learners.

#### 3. Chronic Absenteeism

Data indicates that Chronic Absenteeism is the lowest of the performance categories for TRCS with the color being red, orange and then red in recent years. This is an area of focus for the school as demonstrated by an action on the LCAP to implement an attendance improvement campaign. This campaign includes researched backed strategies to improved attendance such as:

- Attendance data is shared regularly with the school community and highlighted in communications from the school.
- A monthly Excellent Attendance Raffle at First Friday REACH Assemblies recognizes students who are absent are tardy less than three times in the previous month.
- Letters are sent out quarterly to families of chronically absent students.
- Meetings are requested and held with the parent/guardian and the School Director to identify reasons for the absences and make a plan for attendance improvement with support from the school.
- School Climate and Culture is a goal in the TRCS LCAP that includes the actions : Adding developing decompression spaces and alternative seating options in each classroom, improving campus safety and security, the attendance improvement campaign as mentioned above, school wide Positive Behavior Interventions and Supports, and Multitiered Systems of Support.

#### 4. Suspension Rate

This data is highly affected by the small population at TRCS. In the 2022-23 school year there were no suspensions resulting in “blue” for this performance area of the dashboard for 2023. The following year is “orange” which is the result of one student being suspended on three occasions for a day and one student for one day. The next year, 2025 is back up to green for “all students” as there was one student suspended for one day. That student was in both the “white” and “SED” student groups which show in “yellow” on the dashboard. These details highlight the fact that the Dashboard colors for this performance area are highly affected by one or two students.

As demonstrated above, TRCS meets the legal standard for a middle-performing charter school, and its charter shall therefore be renewed for a term of five years.

## IV. Element 1: Educational Program

***Governing Law:** The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(A)(5)(i).*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).*

### A. Our Mission & Vision

The mission of Three Rivers Charter School 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.

Three Rivers Charter School has developed a **Lifetime Learner Portrait** that describes our vision of students who embody the qualities represented in the acronym **REACH**.

### B. REACH Values & Lifetime Learner Portrait

Students at TRCS are immersed in a culture shaped by the TRCS REACH values, which empower TRCS staff to provide a safe and wholesome learning environment for all students at all times, and empower students to develop the academic skills, social-emotional competencies, and character traits necessary to become engaged, responsible, and lifelong learners. The following Lifetime Learner Portrait describes our vision of students who embody the REACH values:

- As **Respectful Communicators**, students express themselves clearly, thoughtfully, and with purpose across spoken, written, and nonverbal formats. They actively listen to understand the meaning and intentions of others, communicate emotions appropriately, and use technology responsibly to share and exchange ideas.
- Students are also **Empathetic Collaborators** who value diverse perspectives, build positive interpersonal relationships, and approach teamwork with compassion and shared responsibility. These students persist when tasks are difficult, openly accept feedback from multiple viewpoints, and demonstrate empathy and cooperation in group settings.
- As **Academic/Intellectual Achievers**, students think critically and creatively, take meaningful risks, and learn from mistakes. They analyze information, ask thoughtful questions, and design innovative solutions to complex problems. Their work shows originality, reflection, and a deep engagement with learning.
- In addition, students grow into responsible **Cultural Citizens** who act with integrity, respect others, and contribute positively to their school and broader community. They embrace diversity, take responsibility for their actions, and cultivate connectedness through service and leadership that supports an inclusive environment.

- Finally, as **Hard Workers**, Three Rivers students show intrinsic motivation, perseverance, and a strong sense of professionalism. They stay informed about local, national, and global events; strive for continuous self-improvement; include others in collaborative efforts; and demonstrate reliability, punctuality, and appropriate etiquette.

Together, these REACH-aligned qualities reflect the heart of the Three Rivers Charter School mission—developing students who learn with curiosity, act with integrity, and contribute with purpose. The Lifetime Learner Portrait serves as both a roadmap and a promise, guiding the school’s efforts to nurture well-rounded individuals who are prepared to meet challenges with resilience, collaborate with empathy, and lead with respect and responsibility. By cultivating these traits from first through eighth grade, TRCS ensures that its students leave not only academically prepared but also equipped with the character and skills necessary to thrive as lifelong learners and ethical citizens in an ever-changing world.

### C. Instructional Philosophy & Design

Recognizing that children learn best through personally meaningful experiences, and recognizing that children possess a wide range of learning skills and interests, TRCS believes that when students are taught a comprehensive curriculum through innovative instructional design in an environment that promotes learning in challenging and exciting ways that emphasize the intellectual virtues—students’ learning can be maximized. TRCS believes that this is achieved in a learning community where a well-rounded academic foundation that includes a focus on STEAM and visual and performing arts fosters enthusiasm for learning and an attitude of self-confidence characterized by the following practices:

- Individualized and differentiated instructional practices
- Provision of flexible classroom environments in which choices are provided and student agency is stressed
- Emphasis on problem solving, critical thinking, and development of personal responsibility, self-discipline, and ethical standards of behavior.
- Integrating various subject matters together throughout the curriculum
- Emphasis placed on both the development of independent and cooperative learning and study skills
- Expectations of high academic and behavioral standards for all students

Three Rivers Charter School, in accordance with the legislative purposes for the creation of charter schools, increases learning opportunities for all students, provides teachers the freedom to use a variety of innovative yet proven methods in the classroom to meet the needs of the student body. The students, teachers, staff and parents/caregivers of Three Rivers Charter School represent a collaborative interactive learning community of innovative and unique thinkers working together to gain knowledge, develop their individual talents, and demonstrate their achievements and successes in powerful and effective ways.

TRCS believes, and research has shown, that students who possess self-respect for their own abilities and talents, and for their bodies, and who genuinely see and respect others in the same way, naturally develop greater self-discipline, self-motivation, moral integrity, and social responsibility. These outcomes are reflected not only in student behavior and engagement, but also in the strength of family involvement and the vitality of the school community. Accordingly, TRCS's LCAP goals and metrics intentionally emphasize family participation, schoolwide community activities and events, and a wide array of student enrichment opportunities and elective offerings. TRCS measures progress in these areas by tracking annual participation levels of students and families in school-based and community projects, enrichment programs, electives, and extracurricular activities, using this data to inform continuous improvement and program design.

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

### ***1. Multiple Modality Teaching***

In deciding upon which methods to use in presenting any curriculum topic, teachers at TRCS are required to demonstratively present the information or skill in ways that an auditory, kinesthetic, and visual learner can grasp. In addition, teachers account for the special learning needs of each and every child in their classrooms with each lesson plan.

### ***2. Small Group Instruction and Cooperative Learning***

Small-group instruction and cooperative learning projects help ensure that instruction at all levels can be highly individualized. Each classroom is staffed with one appropriately certificated teacher and a teacher's aide. As the teacher works with one group of students presenting the lesson, other groups of students work either collaboratively or independently as appropriate. The teacher's aide is available to work with other learners in the class. The teacher rotates among the students in the class working with groups that range in size from 1-10 students as appropriate on any given topic.

### ***3. Multi-Graded Classrooms***

All classes at TRCS are also multi-graded – a powerful factor in the success of this instructional model, since each classroom is composed of students possessing a range of skill levels in any given curriculum area. Because students stay with the same teacher for two years, teachers get to know their students' individual needs and learning styles intimately and track their progress with a continuity that is impossible to match with a system in which students change teachers each year. In addition, older students, or students ready to demonstrate their mastery of a topic or skill have proven eager to work with other students still working toward mastery of that same topic or skill. Students are taught to work together, with support being provided as needed by the teacher and

teacher's aide. The result is that many students look forward to reaching the level at which they will work with a skill or topic on which they have seen an older student working. Younger students also frequently try to emulate older students, and the standard of work for all students is raised. A genuine atmosphere of teamwork, and pride in accomplishment and growing ability is achieved.

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

#### ***4. Individualized Learning and Pacing***

Each class at TRCS utilizes instructional methods and strategies to allow for students to work at their individual level in English Language Arts (ELA) and Mathematics. Examples include computer based programs such as ALEKS which is an adaptive, web-based mathematics learning platform that uses artificial intelligence and advanced cognitive science to tailor instruction to each student's unique needs and leveled literacy groups with our students in the younger classes. Students who demonstrate Math or ELA skills above their current class grade level move to the next class up for instruction.

#### ***5. Hands-on/ Project Based/ Applied Learning***

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

#### ***6. Seminar Style, Class Discussions***

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

#### **D. Curriculum & Standards Alignment**

Three Rivers Charter School delivers a fully standards-aligned instructional program consistent with the State Standards. Curriculum, instruction, and assessment are aligned to the State Standards, and other applicable frameworks. Teachers use standards-based planning, formative assessment, and data review cycles to ensure coherence across grade spans and to provide differentiated instruction that meets students at their current level while progressing toward grade-level mastery.

#### **E. STEAM & Enrichment Programs**

STEAM is integrated throughout the TRCS curriculum to promote critical thinking, creativity, and real-world problem solving. Students engage in hands-on projects, interdisciplinary units, visual and performing arts, technology-rich learning experiences, and a wide range of electives that reflect student interests and strengths. Expanded Learning Opportunities, including the TIDES after-school and intersession programs, extend learning beyond the school day and provide additional academic support, enrichment, and exploration that deepen student engagement and foster a lifelong love of learning. TRCS holds an annual STEAM Night as an opportunity for the school community to come engage in STEAM activities with their . TRCS also hosts an annual Science Fair with student projects that qualify going on to the Mendocino County Science Fair.

#### **F. Outdoor & Experiential Learning**

TRCS leverages its unique Mendocino Coast setting to provide meaningful outdoor and experiential learning opportunities that connect academic content to the local environment and community. Students regularly participate in field studies, environmental education programs, outdoor science experiences, and place-based projects that build environmental stewardship, collaboration, and applied problem-solving skills. These real-world learning experiences enhance engagement, deepen conceptual understanding, and reflect the school's commitment to educating the whole child through active, authentic learning.

#### **G. Visual & Performing Arts**

TRCS offers an array of offerings for students in the arts including our Music Program through which students are offered lessons during the school day with an instructor on a variety of instruments and in vocals as well as a Music Club after school. Each year TRCS puts on a Variety Show & Music Concert where all students have the opportunity to perform on the big stage. Our "Art a la Cart" program offers students in class an art lesson each week with an art instructor that is integrated into the other subjects of focus in the class. This year the weekly offering is Storytelling with a credentialed teacher visiting each class weekly.

#### **H. Social-Emotional Learning & Whole Child Development**

Three Rivers Charter School is committed to educating the whole child by intentionally supporting students' social-emotional growth alongside academic achievement. TRCS recognizes that students learn best when they feel safe, connected, and valued within their school community. The school's culture is grounded in the REACH values—Respect, Empathy, Achievement, Citizenship, and Hard

Work—which provide a shared framework for positive behavior, responsible decision-making, and healthy relationships.

Through this comprehensive and integrated approach, TRCS fosters resilience, empathy, and a strong sense of community, ensuring students develop not only the academic skills but also the character, habits, and interpersonal competencies necessary for lifelong success.

### ***1. Restorative Practices and Counseling***

TRCS takes a restorative approach to discipline, using restorative practices to repair harm, support conflict resolution, and strengthen relationships. Restorative circles, facilitated conversations, and collaborative problem-solving are regularly used throughout the school. A Student Support Counselor plays a central role in this work by supporting students, guiding staff, and helping develop prevention-focused strategies. Ongoing professional development ensures that restorative practices remain an integral and consistent part of the school culture. The Student Support Counselor provides small-group and individual counseling, facilitates social skills groups, and partners with families and teachers to address barriers to learning.

### ***2. Social-Emotional Learning***

Social-emotional learning (“SEL”) is part of the everyday curriculum at TRCS. SEL instruction supports students in developing emotional awareness, empathy, communication skills, and responsible decision-making—skills recognized by the California Department of Education as foundational to positive school climate. SEL is embedded into daily instruction and schoolwide practices rather than treated as a standalone program. Classrooms incorporate regular SEL lessons, community circles, collaborative learning structures, and opportunities for reflection and goal setting that help students build self-awareness, self-management, empathy, and communication skills. Teachers explicitly teach conflict resolution, emotional regulation, and responsible citizenship to foster a respectful and inclusive learning

### ***3. Multi-Tiered System of Supports***

TRCS trains staff and implements a Multi-Tiered System of Supports to provide academic, behavioral, and social-emotional interventions that are responsive to student needs. MTSS ensures equitable access to supports through layered interventions, progress monitoring, and collaborative problem solving. Individualized interventions provide additional assistance for students who need more intensive support.

### ***4. Positive Behavioral Interventions and Supports***

The School utilizes a Positive Behavioral Interventions and Supports (PBIS) framework focused on prevention, teaching clear behavioral expectations, and acknowledging positive student behavior. PBIS contributes to predictable routines, consistent expectations, and a safe learning environment that reduces the need for exclusionary discipline.

At TRCS students earn “Osprey Bucks” for demonstrating the school’s REACH values in class and around the campus. Each class has methods for students to spend their Osprey Bucks such as class auctions and stores. There are school wide quarterly raffles as well. Additionally, an important piece of the PBIS structure is “Expectation Stations” that are run twice a year. In groups, students

rotate to different areas around the school to review behavior expectations for that area with staff members.

## I. Plan for Students Who are Academically Low Achieving

Students who score below the 50th percentile on adopted standardized assessments, such as the NWEA MAP tests, and/or who score below “Standard Met” on the Smarter Balanced Summative Assessment, are identified as academically low achieving. TRCS is committed to ensuring that these students, and all students, receive appropriate support to achieve academic success.

The curriculum structure and instructional strategies at TRCS are designed to maximize learning for all students, including low-achieving and at-risk students. The school implements a **Multi-Tiered System of Supports** that provides a coordinated, data-informed process for identifying student needs and delivering supports at varying levels of intensity. Instructional strategies such as flexible grouping, individualized instruction, and differentiated lessons ensure students are taught at their current ability level while being presented with increasing challenges that promote progress toward proficiency.

Teachers at TRCS receive training in **Universal Design for Learning (UDL)** and incorporate UDL principles into daily instruction. By embedding multiple means of engagement, representation, and expression into the classroom environment, teachers proactively support learner variability and improve access to the curriculum for all students. Together, MTSS and UDL help TRCS address the needs of the whole child, recognizing that academic, social-emotional, and behavioral needs must be supported simultaneously for students to learn effectively.

Additional access to instructional time and support is provided to students who need it. TRCS operates a **Reading Intervention Program** that delivers targeted literacy instruction in small groups or individually with a credentialed teacher. Students are identified for this program at the beginning of the year and continue to receive services until they demonstrate grade-level proficiency in reading. When funding allows, additional instructional support staff are hired to increase academic support during the school day.

After school, TRCS provides tutoring through **Homework Club**, which is part of the school’s free Expanded Learning Program. Homework Club is available to all students who need support completing classwork or receiving targeted academic assistance. Participation may be recommended by teachers, requested by parents/caregivers, or initiated by students themselves.

TRCS also recognizes that students are most successful when their basic needs are met. The school provides **free breakfast and lunch** to all students and offers nutritious snacks to participants in the free after-school program. These services help ensure that students have the physical nourishment necessary for sustained focus, cooperative behavior, and academic engagement throughout the school day.

Students with Individualized Education Plans and English Learners receive support as outlined in subsequent sections of this petition. Parents of low-achieving and at-risk students participate in

developing learning strategies and supports through regular communication with teachers, Student Study Team (SST) meetings, and annual parent-teacher conferences. Either parents or school staff may request a meeting at any time should additional planning or intervention be needed.

The **multi-age classroom model** at TRCS provides continuity and stability for students as they progress through the years. Students are able to develop at their own pace and engage daily in learning experiences aligned with their developmental level. Flexible grouping across age groups enables students to work alongside peers with similar skill sets, while cooperative learning structures allow each student to experience both leadership and supportive roles. These practices foster confidence and encourage daily academic success.

**Hands-on, integrated curriculum** provides concrete experiences that support learning for low-achieving and at-risk students. Broad themes and project-based activities help students make connections between prior knowledge and new concepts. These experiences occur in the regular classroom, but individualized supports or pullout instruction with credentialed staff are provided when a student needs more targeted assistance to progress toward mastery.

TRCS believes that all students possess unique talents that contribute positively to the school community. Student strengths—academic and non-academic—are intentionally recognized and encouraged as a means of building confidence and supporting growth in areas of challenge.

Teachers and staff meet weekly to discuss student progress, share strategies, and collaborate on supports that assist low-achieving learners. The school encourages participation in ongoing professional development to ensure staff remain current with research-based practices, including MTSS and UDL, and continue improving the instructional program for all students.

#### **J. Plan for Students Who are Academically High Achieving**

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

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

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

cooperative activities. This allows gifted students to be both successful and challenged in their schoolwork each day and builds a positive attitude toward school.

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

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

As mentioned previously, another structure in place for high achieving students is the ability to **attend Math or English Language Arts class at a higher grade level**. For grade three and beyond, once students have learned to read and are now reading to learn, students who demonstrate above grade level skills on our benchmark assessments may be invited to receive instruction in the class above their grade level. Math and ELA periods for grades 3-8 are held simultaneously in each classroom to allow for this flexibility.

Additionally, our current teacher of the Jr. High class (7-8) has higher level single subject Math credentials that allow for students to complete courses in **Algebra and Geometry** while at TRCS which sets them up for a college bound course of study in High School.

#### **K. Plan for English Learners**

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

TRCS provides English Learners with integrated and designated English Language Development (ELD) and all teachers have the required English Language Authorization embedded in their credential or an EL authorization. Additional supplementary support is provided by instructional aides, guided by collaboration between appropriately credentialed teachers, staff, and parent/caregivers. TRCS complies with all applicable federal and state laws as they relate to services and the education of ELs and program design is rooted in the framework of the California English Learner Roadmap (CA EL Roadmap). The EL support program includes:

- The use of a Home Language Survey upon initial enrollment in a California public school.

- Administration of the English Language Proficiency Assessments for California (ELPAC) tests for students whose home language is not English within 30 days of enrolling, as required.
- Adopting program models and curriculum which are consistent with the ELD Standards, and which have been proven successful in assisting English Learners in language acquisition and academic competencies.
- Ensuring staff are appropriately credentialed.
- Daily instruction in English language acquisition.
- Developing a plan for monitoring student progress, communicating with families, measuring the success of students in the program, and exit criteria.

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

Teachers and staff meet regularly to discuss student progress and to collaborate on strategies, projects, and programs with which they are experiencing success in helping ELs acquire English language skills. In addition, teachers and staff are encouraged to seek out and attend regular professional development opportunities to stay current with the most successful programs addressing English Language Development.

### ***1. Home Language Survey***

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

### ***2. Annual Assessments***

TRCS follows all ELPAC testing timelines to ensure students receive proper instruction.

### ***3. English Learners and Core Instruction***

Three Rivers Charter School provides English Learners with both Integrated English Language Development (Integrated ELD) and Designated English Language Development (Designated ELD) in alignment with the California English Language Development Standards.

Integrated ELD occurs throughout the school day in all core classes. Teachers embed language objectives within content instruction and use intentional scaffolds—such as structured academic talk, modeling, visual supports, and differentiated strategies—to ensure English Learners can meaningfully access grade-level curriculum in listening, speaking, reading, and writing across subjects.

Students also receive Designated ELD, a protected daily time for targeted language instruction. During this period, students are grouped by proficiency level and receive explicit instruction in vocabulary, oral language, reading, and writing to accelerate English proficiency and support success in core academics.

Additional supports, including small-group intervention, instructional aide assistance, tutoring, and after-school programs, are provided as needed through TRCS's MTSS framework. Progress is monitored regularly to inform instruction and ensure continuous growth.

TRCS partners closely with families through ongoing communication and conferences to support each student's language development and academic success.

#### **4. *Reclassification to FEP Status***

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

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

## L. Plan for Special Education

TRCS adheres to all laws affecting individuals with exceptional needs, including all provisions of the IDEA, Section 504, and the ADA. All students are given equal access to the school, regardless of disabilities, and TRCS does not discriminate against any student based on their disabilities. TRCS does not require the modification of Individualized Education Programs (“IEP”) or 504 plans as a condition of enrollment at TRCS.

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

### 1. IDEA

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

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

- The District receives and retains all State and Federal special education funds due to TRCS.
- The District provides special education instruction and related services to TRCS students in the same manner as provided to other students of the District.

The details of this arrangement, or a reasonable alternative to this arrangement, are discussed and codified in the MOU between the District and TRCS.

### 2. Section 504/ADA

TRCS is responsible for its compliance with Section 504 and the ADA. All facilities of the School are accessible for all students with disabilities in accordance with the ADA. TRCS has a Section 504 policy, procedure and forms that are consistent with the policy, procedure and forms utilized by the District. TRCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of TRCS. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

### **M. Plan for Foster/Homeless Students**

Enrollment forms at TRCS include a housing and family questionnaire designed to help identify students who may be experiencing homelessness or who are in foster care. Once identified, the TRCS Counselor, teachers, administration, and staff maintain close communication and work collaboratively with families to monitor changes in housing status and ensure timely access to appropriate supports. The School Director receives annual training related to McKinney-Vento requirements to ensure ongoing compliance and informed leadership. In addition, TRCS includes a specific action within its Local Control and Accountability Plan (LCAP) to ensure that all foster and homeless youth are connected with the supplies, resources, and services necessary to support school stability, wellness, and academic success.

### **N. Charter School Goals and Actions to Achieve the Eight State Priorities**

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <https://drive.google.com/file/d/1AWX5VynRoiWWuyzBrahspF0JSyvMzbbj/view>. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

## V. Elements 2 and 3: Measurable Pupil Outcomes and Methods of Measurement

***Governing Law:** The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

***Governing Law:** The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).*

### A. Measurable Pupil Outcomes

Three Rivers Charter School provides a fully standards-aligned instructional program consistent with all State Standards. Curriculum and instruction are aligned to the State Standards. These standards guide lesson design, instructional delivery, assessment practices, and professional development to ensure a coherent, rigorous, and equitable learning experience for all students.

Methods for measuring these outcomes are as stated and delineated under Methods of Assessment of this petition. Benchmarks for mastery used include but are not limited to the California Assessment of Student Performance and Progress (CAASPP) and the Northwest Evaluation Association’s Measures of Academic Progress (NWEA MAP).

#### 1. English Language Arts

ELA instruction occurs in whole-group, small-group, and individualized settings, allowing teachers to differentiate effectively and respond to student needs. Ongoing literacy assessments help teachers monitor progress and align instruction with current performance levels. Students work with multiple forms of expression—including poetry, biographies, narratives, informational texts, and dramatic works—which strengthens their ability to comprehend, interpret, and analyze literature from diverse periods and cultures. Integrating ELA with other content areas such as history, science, and the visual and performing arts enriches learning, fosters curiosity, and supports the development of strong critical thinkers and collaborative learners. An emphasis on consistent effort, revision, and perseverance further encourages students to take ownership of their learning and strive toward academic excellence.

Students at TRCS demonstrate measurable growth in literacy proficiency as assessed through CCSS-aligned tools, reading inventories, writing rubrics, and ongoing formative assessments. Students show mastery in reading comprehension, vocabulary development, written expression, listening and speaking skills, and the ability to analyze and cite textual evidence. Growth is tracked through benchmark assessments (NWEA MAP), performance tasks, and teacher-created measures that monitor progress in fluency, comprehension, and writing conventions. TRCS students produce increasingly sophisticated written work, participate constructively in discussions, apply feedback to improve their performance, and consistently meet or exceed grade-level expectations on internal

and state assessments. These outcomes reflect the school's commitment to developing confident, capable readers and writers prepared for continued academic success and future civic and career endeavors.

## 2. Science

Students at Three Rivers Charter School demonstrate mastery of grade-level NGSS standards through their ability to apply scientific concepts, conduct hands-on investigations, and communicate evidence-based explanations. Students show proficiency in understanding key principles of physical, life, and earth sciences; designing and carrying out investigations that reflect the three dimensions of NGSS; and using engineering practices to solve real-world problems. TRCS students collect, analyze, and interpret data during outdoor field studies, science-related field trips, and classroom experiments. Increasing Environmental Education opportunities is a goal in our current LCAP and classes participate in various experiences such as a local outdoor education camp and field trips, class visits with local organizations focused on outdoor education, marine science, birds and more.

Performance is measured through standards-aligned assessments, science fair projects evaluated with NGSS-aligned rubrics, participation in STEAM challenges, and demonstrated growth on internal benchmark assessments. Collectively, these outcomes reflect the school's commitment to ensuring that all students develop the scientific literacy, inquiry skills, and environmental awareness necessary for academic success and responsible citizenship.

## 3. History/Social Sciences

Students at TRCS demonstrate mastery of grade-level History–Social Science Framework through their ability to analyze historical events, understand geographic concepts, interpret primary and secondary sources, and engage thoughtfully with civic issues. Students show proficiency in explaining cause-and-effect relationships, comparing cultural perspectives, and applying their knowledge to contemporary contexts. Outcomes are measured through standards-aligned assessments, written assignments, performance tasks, presentations, and collaborative projects that reflect students' growing understanding of diverse societies and their roles within them. Participation in class discussions, inquiry-based activities, and integrated service learning experiences helps strengthen communication, critical thinking, and responsible decision-making. Collectively, these outcomes support the development of informed, reflective, and engaged learners prepared to contribute positively to their communities.

## 4. Mathematics

Students at TRCS demonstrate mastery of grade-level mathematical standards through their ability to reason logically, explain their thinking, and apply mathematical processes to a wide range of problem-solving situations. Students show proficiency in number sense, computation, algebraic thinking, geometry, measurement, data analysis, and the application of these concepts to real-world contexts. Outcomes are measured through standards-aligned assessments, performance tasks, math journals, teacher-created evaluations, and demonstrations of problem-solving strategies. Students engage in mathematical discussions, use manipulatives and visual models to communicate their reasoning, and demonstrate steady progress on benchmark assessments. Collectively, these

outcomes reflect the school's commitment to developing confident, capable mathematicians who can think critically, persevere through challenges, and apply mathematical understanding across disciplines and everyday life.

#### 5. Development of Life Long Learning Skills

TRCS equips students with the knowledge, habits, and competencies necessary to become lifelong learners who navigate new challenges with confidence, curiosity, and adaptability. In addition to core academics, students participate in classes and experiences that strengthen the whole child, including activity-based physical education, health, visual and performing arts, and a diverse electives program. Electives expose students to gardening, journalism and school newspaper production, mindfulness practices, sports and games, improv comedy, and other rotating offerings that nurture creativity, collaboration, and personal interests. Students choose their electives based on personal interest which increases their agency and buy in to school programs, and builds their experiences with their field of interest. Students in 7th and 8th grade can choose individual electives to widen their experiences further, including recent projects including film making and editing. Electives bring students from 3rd through 8th grades together in new combinations, increasing the connections between younger and older students on campus and strengthening the school as a community.

As a school committed to developing capable 21st-century learners, TRCS integrates technology into daily instruction in ways that enhance research, analysis, communication, and creative expression. Students have access to a 1:1 device ratio and modern digital tools that support productivity and learning. Instruction emphasizes digital literacy, responsible and ethical technology use, and the ability to navigate online resources effectively. Students apply these skills consistently through project-based work and collaborative learning, developing increasing independence and proficiency as they advance through the program.

Study skills are woven into the curriculum to help students learn how to learn. Students develop note-taking abilities, research strategies, time-management habits, and organizational systems that support academic success. Through self-evaluation and goal-setting, students reflect on their progress, identify areas for growth, and take active ownership of their learning. Project-based learning strengthens reasoning, decision-making, and problem-solving skills while teaching students to initiate, plan, and complete complex tasks.

Teachers guide students in building strong cognitive processing abilities, including the capacity to articulate their thinking, integrate information from multiple sources, and apply critical and creative thinking across contexts. These skills enhance students' ability to analyze problems, make informed decisions, and communicate clearly in both academic and social settings.

The visual and performing arts program provides essential opportunities for creative expression and cultural understanding. Students explore music, theatre, dance, and two- and three-dimensional art, developing artistic confidence and the ability to express ideas and emotions through varied mediums. These arts programs are highlighted in a community Variety Show where students from all grades perform individually, in pairs and as whole classes. The process leading up to the production teaches the process of professional artists including valuable rehearsals and

integrating constructive feedback from peers and staff. Both the preparation and the event itself build community within the school, and the performance connects TRCS with the wider community as students share their creativity and talents with everyone who comes to this free, public show.

TRCS also emphasizes lifelong wellness through its health and physical education program, which teaches students the knowledge and behaviors needed to make healthy choices and engage in physical activity throughout their lives.

Social and interpersonal skills are intentionally developed across the school day. Students learn to communicate respectfully, collaborate effectively, resolve conflicts, and contribute positively to their community. These experiences help students build confidence, compassion, and the ability to work with diverse groups of people in an interconnected world. A Student Support Counselor works with small groups each day to teach and practice social skills, each class has a Social Emotional Learning instructional component, and school wide initiatives and messaging focus on topics such as body boundaries and respectful communication.

Through this integrated program, TRCS prepares students to become resourceful, reflective, and engaged lifelong learners who are well-equipped to meet the expectations of school, work, and citizenship in the 21st century.

## **B. Methods of Measurement**

TRCS utilizes the following **methods to measure pupil progress in meeting the outcomes identified in this charter**. To the extent practicable, measures are aligned with state accountability systems and reported in a manner consistent with the indicators included in the School Accountability Report Card (SARC) and the California Dashboard.

TRCS implements a comprehensive assessment system that includes state-mandated standardized assessments, nationally norm-referenced measures, and ongoing classroom-based performance assessments. Data from these tools are used to monitor individual student growth, evaluate program effectiveness, and inform instructional and schoolwide improvements.

### **State and National Standardized Assessments:**

TRCS administers all required statewide assessments, including the Smarter Balanced Summative Assessments and other California Assessment of Student Performance and Progress (CAASPP) measures, in accordance with state and federal law. The school also administers supplemental norm-referenced assessments, including Northwest Evaluation Association (NWEA MAP), multiple times annually to monitor academic growth and determine whether students are performing at, above, or below grade level.

### **Literacy and Skill-Based Measures:**

Teachers conduct regular running records and reading assessments to evaluate fluency, accuracy, and comprehension and to guide targeted instruction and intervention.

**Performance-Based Demonstrations of Learning:**

Students demonstrate mastery of grade-level standards through projects, presentations, written work, and other authentic assessments evaluated with standards-aligned rubrics.

**Classroom Formative Assessments and Observations:**

Teachers use ongoing formative and summative assessments, observations, and documentation of student work habits and social-emotional development to provide responsive instruction within TRCS’s Multi-Tiered System of Supports (MTSS).

Student progress toward standards mastery is formally documented through report cards issued twice annually and maintained within a schoolwide Student Information System that tracks academic performance, attendance, and longitudinal growth. These data enable staff to analyze individual and cohort trends and adjust instruction and supports accordingly.

Family partnership is integral to monitoring progress. Parent-teacher conferences occur at least annually, with additional meetings as needed, and students participate in student-led conferences to reflect on their learning. A parent portal provides families with ongoing access to grades, assignments, attendance, and progress data.

Through these aligned and comprehensive methods of measurement, TRCS ensures that pupil outcomes are systematically assessed, transparently reported, and used to drive continuous improvement consistent with state accountability expectations.

**C. Performance Targets Table**

Three Rivers Charter School establishes clear, measurable pupil outcomes aligned to State Standards, the Dashboard indicators, and the school’s LCAP. Student progress is monitored through state assessments, local benchmark measures, and ongoing formative assessment practices. Outcomes are reviewed regularly by staff and the Board of Directors to guide continuous improvement and resource allocation.

<b>Goal Area</b>	<b>Metric/Assessment Tool</b>	<b>Baseline</b>	<b>Annual Target</b>
English Language Arts	% Meeting/Exceeding CAASPP	Current year results	Increase 3–5 percentage points annually
Mathematics	% Meeting/Exceeding CAASPP	Current year results	Increase 3–5 percentage points annually
Academic Growth	NWEA MAP Growth Percentiles	Fall baseline	≥ 60% students meet growth targets

Chronic Absenteeism	CA Dashboard rate	Current year rate	Reduce annually by 2–3%
Suspension Rate	CA Dashboard rate	Current year rate	Maintain Green/Blue status
School Climate	Annual family/student surveys	Current year	≥ 85% positive responses
Family Engagement	Event participation rates	Current year	Increase participation annually

These targets are monitored through TRCS’s MTSS framework and inform instructional adjustments, intervention planning, and LCAP goal development.

#### D. Goals, Actions, and Outcomes in the State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <https://drive.google.com/file/d/1AWX5VynRoiWWuyzBrahspF0JSyvMzbjj/view>.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education.

Three Rivers Charter School’s educational program, resource allocation, and continuous improvement efforts are guided by the school’s LCAP, which aligns state priorities with the needs of our students, families, and community. The goals and actions summarized below reflect TRCS’s commitment to increasing student and family engagement, strengthening academic achievement, and fostering a safe, inclusive, and positive school climate. These strategies integrate targeted interventions, enrichment opportunities, staffing, and whole-child supports to ensure equitable access and improved outcomes for all students, particularly English learners, low-income students, and foster and homeless youth. The following table provides a concise crosswalk of TRCS’s LCAP goals, key actions, and corresponding State Priorities.

Goal	Goal Focus	State Priorities	Key Actions
<b>Goal 1</b>	<b>Increase Student &amp; Family Engagement</b>	<p><b>Priority 3 – Parental Involvement</b></p> <p><b>Priority 5 – Pupil Engagement</b></p>	<ul style="list-style-type: none"> <li>• Parent Teacher Network (PTN) meetings with childcare/food</li> <li>• Art a la Cart weekly art instruction</li> <li>• Friday Electives (grades 3–8)</li> <li>• TIDES Afterschool enrichment &amp; academic support</li> <li>• School-wide community/STEAM/family events</li> <li>• Sports, clubs, and non-academic engagement activities</li> <li>• Community outreach &amp; enrollment diversification</li> <li>• Outdoor education experiences</li> <li>• Expanded performing arts &amp; music instruction</li> </ul>

<b>Goal 2</b>	<b>Increase Student Achievement</b>	<p><b>Priority 1 – Basic Services (staffing/materials)</b></p> <p><b>Priority 2 – State Standards Implementation</b></p> <p><b>Priority 4 – Pupil Achievement</b></p> <p><b>Priority 7 – Course Access</b></p> <p><b>Priority 8 – Other Pupil Outcomes</b></p>	<ul style="list-style-type: none"> <li>• English Learner support services</li> <li>• Reading Intervention Program</li> <li>• Multi-tiered Math Intervention (Homework Club, MathMasters, tutoring)</li> <li>• Educational technology &amp; IT systems</li> <li>• Standards-aligned curriculum materials</li> <li>• STEAM/NGSS integration</li> <li>• Supplemental digital tools &amp; assessments (ALEKS, Prodigy, NWEA MAP)</li> <li>• Professional development for staff</li> <li>• Retention of certificated/classified staff</li> <li>• Universal free breakfast &amp; lunch program</li> <li>• Foster &amp; Homeless Youth supports</li> </ul>
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<b>Goal 3</b>	<b>Positive School Climate &amp; Culture</b>	<p><b>Priority 1 – Basic Services</b></p> <p><b>Priority 5 – Pupil Engagement</b></p> <p><b>Priority 6 – School Climate</b></p>	<ul style="list-style-type: none"> <li>• Decompression/calming spaces &amp; flexible seating</li> <li>• Campus safety improvements &amp; security cameras</li> <li>• Attendance Improvement Campaign</li> <li>• PBIS with REACH values and incentives</li> <li>• MTSS framework, SEL curriculum, counseling supports</li> </ul>
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## V. Element 4: Governance Structure

*Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).*

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

TRCS has constituted itself as a California non-profit public benefit corporation pursuant to California law and has received 501(c)(3) tax-exempt status. The school is governed pursuant to its adopted Bylaws, as subsequently amended from time to time. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Attached, as Attachment F & G, please find the Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Three Rivers Charter School operates within a collaborative governance structure that supports clear oversight, shared leadership, and active stakeholder engagement. The Board of Directors provides policy direction, fiscal oversight, and accountability for the school's mission and legal compliance. The Parent Teacher Network (PTN) strengthens family partnership and two-way communication to help inform school priorities and programs. The School Director manages the school's daily operations and serves as the chief educational and administrative leader. Teachers are key educational partners who contribute professional expertise and ongoing input into instructional practices, program development, and continuous improvement. Together, this structure promotes transparency, responsiveness, and alignment with TRCS's REACH values in service of all students.

### A. Board of Directors

The governance structure of TRCS includes a Board of Directors whose membership is representative of the school community and whose job is to provide oversight for the operations of TRCS. The Board of Directors is composed of parents and community members who collaboratively shape the culture of the school. Board members are required to attend workshops and training in proper boardroom procedure, to perform as delineated in the Brown Act, and to meet on a regular basis.

#### 1. Board of Directors' Roles:

The TRCS Board meets on a regular basis (currently the second Tuesday of each month) and in accordance with the Brown Act and Education Code Section 47604.1(c). The responsibilities of the Board include, but are not limited to:

- Upholding the mission and vision of the school

- Overseeing the implementation of the Charter
- Creating sub-committees as needed
- Ensuring compliance with applicable laws, such as the Public Records Act, and the Brown Act, and Conflict of Interest policies
- Approving all operational policies as well as working with the school's administration and faculty to implement such policies
- Approving and monitoring the school budget and the school's fiscal practices, including solicitations and receipts of grants and donations
- Approving student and parent policies, including, but not limited to, recruitment of staff, admissions, and disciplinary policies including suspension and expulsion;
- Approving and monitoring management of school liabilities, insurance, health, safety, and risk-related matters
- Approving all contracts and expenses in excess of \$5000.00
  - Approving hiring of certificated staff including School Director and Teachers.

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

## ***2. Governing Board Positions/Composition***

The Governing Board provides, as a minimum, for the corporate officer roles of a President, a Secretary and a Treasurer. Please refer to the attached bylaws, for more detailed information. TRCS seeks to attract board members that reflect the diversity of the school community and the wider Fort Bragg community.

## ***3. Governing Board Member Qualification and Development Plan***

Recruiting Board members who can effectively govern the school is essential to the long-term success of TRCS. The selection process begins with identifying individuals who demonstrate strong qualifications and a clear understanding of the responsibilities of charter school governance. Board members must bring relevant skills, experience, and a commitment to contribute meaningfully to the work of the Board. Four general qualifications guide this process:

- Commitment to and ownership of the school's mission
- Ability and eagerness to engage in discussions of values and vision

- Capacity to attend meetings consistently and participate positively in Board deliberations
- Willingness to delegate appropriately and support shared decision-making

Quality governance requires Board members with experience in a variety of areas, including strategic planning, financial oversight, fundraising, business management, human resources, audits, accounting, and educational leadership. To ensure that all members are well prepared for their role, both initial and ongoing training are required. Initial training includes activities such as:

- Reviewing and discussing governance practices, policies, and Board Bylaws, including the Board's governance model, current conditions, and fiscal responsibilities
  - Participating in governance training through a nonprofit or charter school services provider, such as Board on Track
  - Completing any training required by the state
- Engaging in networking opportunities within the nonprofit and charter school sectors

Through this selection and training process, TRCS ensures that its Board of Directors maintains the skills, knowledge, and commitment necessary to fulfill its governance responsibilities effectively and in alignment with the school's mission.

## **B. The Parent Teacher Network**

In addition to the Board of Directors, TRCS maintains a Parent Teacher Network that serves in an advisory capacity to support school programs, community engagement, and family participation. The PTN is composed of parents/guardians, teachers, and staff, and appoints a PTN President annually to serve through the school year. All parents/guardians and staff present at PTN meetings are considered voting members. The PTN does not make decisions related to employment, evaluation, or personnel matters and operates under the oversight of the Board of Directors.

The PTN holds quarterly meetings, providing food and childcare to encourage broad participation. These meetings offer families opportunities to connect, receive updates from the School Director, and learn about ways to support TRCS programs and activities. Each year, the PTN works collaboratively with the School Director and staff to help coordinate special events, family engagement activities, fundraising efforts, and volunteer opportunities that enrich school life and strengthen the TRCS community.

The PTN President plays a key leadership role by organizing volunteers for school events, activities, workdays, and fundraisers; supporting the facilitation of PTN meetings; and helping connect TRCS families with opportunities to become involved. The President also works with the School Director to oversee or carry out initiatives assigned to the PTN by the Board.

Programs and activities supported by the PTN vary annually but often include community outreach, parent participation initiatives, campus and garden improvement projects, and coordination of enrichment opportunities such as art, music, and extracurricular clubs. The PTN also seeks

opportunities for students and families to engage in community service projects that reflect the values and mission of TRCS.

The PTN maintains a booster club bank account in which all fundraising proceeds are deposited. This account is overseen by the School Director and Governing Board and is included in the school's annual audit. Funds are allocated and approved during quarterly PTN meetings and are used to support student engagement and school community activities. These expenditures may include events, special projects, student incentives, free school t-shirts and yearbooks to every student, and other activities that enhance student experience and strengthen school spirit, unless funds have been previously earmarked.

In addition to supporting programs, the PTN serves as a forum for discussion of school-related matters, acts as a communication channel within and beyond the school community, coordinates parent-led committees, and provides feedback to the Board of Directors regarding family engagement and community interests. Through these efforts, the PTN plays an important role in fostering a collaborative, inclusive, and engaged school community.

### C. School Director

The School Director serves as the chief executive and instructional leader of Three Rivers Charter School and is responsible for the overall administration and daily operation of the school. Acting under the direction of the Board of Directors, the School Director provides educational leadership, manages fiscal and operational systems, oversees personnel and human resources functions, ensures compliance with all federal, state, and local requirements, and maintains strong partnerships with families and the broader community. Guided by TRCS's REACH values, the Director leads continuous program improvement, supports staff effectiveness, and ensures a safe, inclusive, and student-centered learning environment that advances positive outcomes for all students.

Key Responsibilities of the School Director include:

- Provides overall educational and instructional leadership for the school, supervising all personnel and ensuring high-quality teaching, learning, and student outcomes aligned with TRCS's mission and REACH values.
- Oversees the implementation and continuous improvement of curriculum, instructional programs, assessment systems, and student support services, using student data to guide decision-making and program refinement.
- Serves as the school's chief financial officer, developing and managing the annual Board-approved budget, overseeing expenditures, facilities, purchasing, inventory, audits, and required federal, state, and nonprofit filings, and pursuing grants and additional funding sources.
- Ensures compliance with all applicable federal, state, county, and authorizer laws, regulations, reporting requirements, and program mandates.

- Provides full human resources leadership, including recruitment, hiring, supervision, evaluation, professional development, payroll oversight, and personnel management for all certificated and classified staff, subject to Board oversight.
- Acts as the administrative liaison to the Board of Directors by preparing agendas and reports, maintaining official records and contracts, providing policy recommendations, advising on educational best practices, and supporting informed governance and decision-making.
- Implements Board policies and administrative procedures and oversees daily school operations, scheduling, attendance accounting, student records, and organizational systems.
- Supports student well-being through oversight of counseling, discipline procedures, attendance enforcement, and connections to appropriate academic, health, and social-emotional services.
- Serves as the school's chief public relations and community liaison, maintaining clear communication with families and stakeholders, responding to concerns, and fostering strong partnerships with the local community and authorizer.
- Maintains a safe, healthy, and secure campus environment by overseeing facilities, emergency procedures, safety planning, and risk management.
- Performs additional duties as assigned by the Board of Directors to support the effective operation and continuous improvement of the school.

## VI. Stakeholder Engagement

Three Rivers Charter School (TRCS) is committed to a collaborative decision-making process in which the voices of all educational partners—students, families, and staff—actively shape school programs, priorities, and the development of the Local Control and Accountability Plan (LCAP). Engagement is embedded in the culture of TRCS and serves as a vital component of the school's continuous improvement cycle.

### A. Family Engagement as Educational Partners

Families are valued educational partners at TRCS, and the school provides multiple avenues for meaningful participation in planning and feedback. At each quarterly PTN meeting, families learn about school programs, discuss needs, and contribute ideas related to both existing initiatives and potential new offerings. Digital surveys are distributed several times a year to gather timely input on school climate, academic programs, communication, and enrichment activities. An extensive annual survey further collects family perspectives and directly informs the development of LCAP goals, actions, and resource decisions.

Strong two-way communication is maintained through the ParentSquare platform. Educational partners receive weekly bulletins from the Director and regular classroom updates from teachers, encouraging ongoing dialogue and creating multiple opportunities for parents and guardians to share insights throughout the school year. Parents and guardians are always welcomed and

encouraged to message, call, or schedule meetings with teachers or school leadership to discuss questions, concerns, or student progress. In addition, report cards are issued each semester with opportunities for parent-teacher conferences, and progress reports are provided midway through each semester to ensure timely communication and shared accountability for student learning.

### **B. Student Engagement as Educational Partners**

TRCS deeply values student voice and recognizes students as essential educational partners. The Student Council serves as a primary vehicle for student representation, regularly polling classrooms to gather preferences and feedback on schoolwide activities, culture, and priorities. This ensures that students play an active role in shaping their school community. Each spring, students complete a comprehensive online survey that collects feedback on school climate, academics, enrichment programs, and ideas for continuous improvement.

In addition to formal structures, student agency is embedded in daily instructional practice. Teachers consistently incorporate student voice and choice, allowing learners to influence classroom activities, demonstrate ownership of their learning, and participate in collective decision-making.

Community-building traditions such as School Spirit Week, themed dress days, student-led events, assemblies, and family celebrations further strengthen school pride, belonging, and positive relationships across grade levels.

### **C. Staff Engagement as Educational Partners**

Staff engagement is central to TRCS's improvement process and the development of LCAP goals and actions. All staff participate in an annual online survey that gathers feedback on workplace climate, program effectiveness, professional needs, and recommendations for growth. TRCS also maintains an ongoing digital "Thought Box," an anonymous suggestion tool that allows staff to share ideas or concerns directly with the Director at any time.

Teachers and administrators meet weekly to collaborate on program development, curriculum selection, student supports, and schoolwide activities. Staff also take part in quarterly all-staff meetings where structured opportunities are provided to give feedback, engage in dialogue, and assist in reviewing, revising, and creating LCAP goals and actions. These consistent engagement structures ensure that the professional expertise of staff educational partners guides programmatic and operational decisions.

### **D. Integration of Educational Partner Feedback into Decision-Making & LCAP**

TRCS systematically gathers, analyzes, and incorporates feedback from all educational partners to inform decision making, school improvement efforts, and the development of the LCAP. Information from surveys, PTN meetings, Student Council feedback, classroom engagement structures, staff meetings, and Parent Square communications is collected and reviewed by school leadership and staff. This input is used to adjust existing programs, design new initiatives, and develop LCAP goals, actions, and metrics that reflect community priorities.

Through intentional, ongoing engagement with all educational partners, Three Rivers Charter School ensures that decisions are informed by those it serves. This collaborative approach strengthens school culture, supports effective program implementation, and advances the school's mission to provide a dynamic, student-centered learning environment.

## **VI. Element 5: Employee Qualifications**

*Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).*

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

TRCS recruits professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy of the school. In accordance with Education Code 47605(d)(1), TRCS is nonsectarian in its employment practices and all other operations. TRCS does not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

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

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

### **A. Employee Recruitment Plan & Qualifications**

The TRCS Board desires to employ the most highly qualified and appropriate person available for each open position in order to carry out the school's mission. Candidates are recruited for open positions based on an assessment of the school's needs for specific skills, knowledge and abilities in compliance with applicable state and federal legal requirements. Job descriptions that accurately describe all essential and marginal functions and duties of each position have been developed. Job postings are disseminated through various methods to ensure a wide range of candidates. Various dissemination methods may include participating in recruitment fairs and educational conferences, establishing a student teacher program at the site, advertising on social media, newspapers and online postings via EdJoin.

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

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

TRCS is committed to recruiting and retaining highly qualified, knowledgeable, and mission-aligned staff who exemplify the school's REACH values. Every employee—certificated, classified, and support staff—plays an essential role in fostering a safe, inclusive, and engaging learning environment where students are known, supported, and challenged to achieve their personal best. TRCS intentionally seeks educators and staff with diverse skills, expertise, and experiences to support its integrated academic and social-emotional learning program.

At the time of this petition, TRCS employs four teachers, one School Director, four classroom aides, one Student Programs Specialist/After School Coordinator, one Student Support Counselor, one Secretary, one Reading Intervention Teacher, five after-school instructors, one Music Instructor, one Storytelling Teacher, one Nutrition Services Coordinator, and a pool of certificated and classified substitutes. Staffing levels may be adjusted annually based on enrollment, programmatic needs, and available funding.

All individuals employed by TRCS must meet the qualifications and competencies outlined in posted job descriptions and demonstrate the professional knowledge, character, and collaborative mindset necessary to support student success. Employees are expected to model professionalism, cultural responsiveness, and a commitment to continuous improvement consistent with the school's mission and values.

#### **School Director Qualifications**

The School Director serves as the instructional and operational leader of the school and shall possess a valid and appropriate California Administrative Services Credential. The Director must demonstrate successful leadership experience in a public or private school setting, including the ability to work effectively with professional staff, students, families, and the broader school community to achieve shared goals. The Director shall also demonstrate prior successful teaching and/or other school-based experience, a strong commitment to accountability and student achievement, and proficiency in the use of student data and systems to inform decision-making, guide continuous improvement, and support measurable outcomes.

#### **Teacher Qualifications**

Teachers are selected based on their subject matter expertise, instructional effectiveness, and commitment to the whole-child approach that defines the TRCS educational program. All teachers shall hold the California Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment, including appropriate English Learner authorization, and shall be assigned only to areas for which they are properly credentialed. The

School Director verifies credential status annually through the Commission's online verification system and maintains documentation on file. Teachers are expected to demonstrate subject matter competency as well as experience or training in differentiated instruction, project-based learning, and other instructional strategies that support diverse learners within TRCS's multi-age learning environment. Above all, teachers are expected to exhibit care for students, enthusiasm for learning, collaboration with colleagues, and responsibility for student growth and achievement.

### **Classified Staff Qualifications**

Classified staff are recruited for their relevant training, experience, and ability to effectively support instruction and student well-being. At a minimum, classified employees shall possess a high school diploma or equivalent and experience working with children or youth in educational or related settings. Classified staff are also expected to demonstrate proficiency with technology necessary to perform assigned duties and to work collaboratively and flexibly with administrators, teachers, students, and families. Consistent with the TRCS mission and REACH values, classified staff contribute meaningfully to school culture and play a vital role in creating a safe, supportive, and respectful learning environment for all students.

## **B. Other Terms & Conditions of Employment**

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

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

## **C. Employee Development Plan**

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

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

- Paid professional development during the school year

- Weekly meetings at which staff collaborate on curriculum, assessments, and teaching methods
- Quarterly Staff Development times designed to discuss the latest research-based educational strategies and enable a professional learning community among all TRCS staff

Three Rivers Charter School maintains a comprehensive evaluation system of employees designed to promote continuous improvement, strengthen professional practice, and ensure that all members of the school community contribute to high-quality learning experiences for students. All employees participate annually in an evaluation process that incorporates self-reflection, dialogue, and goal setting. The system is grounded in collaboration and professional growth, and it reflects the mission and values of TRCS.

### *Teacher Evaluation System*

TRCS uses a robust, standards-aligned evaluation system for teachers that combines observation, self-reflection, and goal setting to guide professional learning. Each year, the School Director conducts a formal classroom observation for every teacher, followed by a collaborative evaluation meeting. During this meeting, the teacher and School Director review instructional practices, discuss strengths and areas for refinement, and jointly complete the Teacher Evaluation and Professional Development Plan. This comprehensive evaluation tool is directly aligned with the California Standards for the Teaching Profession (CSTP) and assesses performance across six domains: (1) Engaging and Supporting All Students in Learning; (2) Creating and Maintaining Effective Environments for Student Learning; (3) Understanding and Organizing Subject Matter for Student Learning; (4) Planning Instruction and Designing Learning Experiences; (5) Assessing Students for Learning; and (6) Developing as a Professional Educator.

Within each CSTP standard, the evaluation form includes multiple observable elements accompanied by detailed descriptors and examples of evidence, allowing teachers and the School Director to engage in focused analysis of professional practice. Teachers receive a performance rating—Emerging, Applying, or Integrating—for each indicator and review the evidence supporting these ratings during the evaluation conference. The process emphasizes dialogue, reflection on practice, and the co-development of goals that align with student needs, teacher growth areas, and schoolwide priorities. The final section of the plan includes a Performance Summary and Goal Setting component in which teachers identify previous goals, reflect on progress, and establish three new professional goals along with plans for monitoring, assessment, and needed support.

In addition to the formal evaluation process, teacher performance is informed by feedback gathered from regular surveys of families and students. These surveys offer insight into instructional effectiveness, classroom climate, communication practices, and overall student experience. This multifaceted approach ensures that teacher evaluations incorporate observable practice, stakeholder feedback, and individualized goal setting to support high-quality teaching and ongoing professional development.

### *Classified Staff Evaluation System*

All classified staff members participate in an annual evaluation conducted by the School Director. Each employee completes a job-specific evaluation form and engages in a reflective conversation

that examines performance, identifies strengths, and sets meaningful goals for the coming year. When applicable, feedback from students, families, and colleagues is included as part of the evaluation process. The system ensures clarity of expectations, promotes professional growth, and acknowledges the critical role classified staff play in supporting school operations, student wellbeing, and instructional programs.

#### ***School Director Evaluation System***

The TRCS Board of Directors conducts an annual evaluation of the School Director using a comprehensive, community-informed process. Feedback is collected anonymously from teachers, classified staff, families, students, and board members. This broad solicitation of input provides a multi-perspective assessment of leadership effectiveness across domains such as communication, instructional leadership, organizational management, and school culture.

A designated board member compiles the feedback and presents the evaluation at the Board's Summer Retreat. During this session, the Board reviews the Director's progress on the prior year's goals and works collaboratively with the Director to establish new goals for the upcoming year. These goals are informed by evaluation findings, stakeholder input, and strategic priorities for the school. This process ensures accountability, transparency, and alignment between leadership actions and the needs and expectations of the TRCS community.

### **D. Compensation and Benefits**

#### ***Salary, Health, and Welfare Benefits***

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

## VII. Element 6: Health and Safety Procedures

*Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3. Education Code Section 47605(c)(5)(F).*

### A. School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O).

- a. child abuse reporting procedures
- b. routine and emergency disaster procedures
- c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. a discrimination and harassment policy consistent with Education Code Section 200
- f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. a safe and orderly environment conducive to learning
- i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- j. procedures for conducting tactical responses to criminal incidents
- k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
- o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Director and, if there is merit to the concern, the School Director shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

### **B. Health and Safety Procedures**

In order to provide safety for all students and staff, the Charter School shall implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

- Criminal background clearance and DOJ/FBI fingerprinting for all employees and volunteers
- Tuberculosis (TB) risk assessment and testing as required by law
- Mandated reporter training and compliance with child abuse reporting requirements
- Immunization verification including pertussis for rising 7<sup>th</sup> grade students and HPV notification to parents/guardians of 6<sup>th</sup> grade students
- CPR/First Aid certification for appropriate staff
- Emergency preparedness protocols, including fire, earthquake, and lockdown drills
- Maintenance of appropriate insurance coverage
- Medication in school, including epinephrine auto-injectors and albuterol inhalers
- Vision, hearing, and scoliosis screening
- Diabetes informational materials
- Suicide prevention
- Prevention of human trafficking
- Menstrual products

- All-gender restrooms
- School meals
- Recess
- California Healthy Youth Act
- Mental health education
- Mental health information
- Workplace violence prevention plan
- Blood-borne pathogens
- Smoke-free environment
- Facility safety
- Comprehensive Anti-Discrimination and Harassment Policies and Procedures
- Bullying prevention
- Supporting LGBTQ students
- Safety ACT
- Homicide threats
- Gun safety notice
- Athletic programs
- Transportation services
- Extreme weather policy

These measures are reviewed regularly to maintain compliance and ensure the ongoing safety and well-being of the school community.

### **C. Student Physical Health & Wellness**

Developed since the last charter renewal, the **Meal Program** at TRCS is a point of pride for the school. As stated previously, TRCS serves free breakfast and lunch to all students daily and participates in the National School Lunch and Breakfast programs. Each student is offered items off the breakfast cart on arrival. Nutritious lunches are prepared by our vendor, Harvest Market, just across Highway 1 from the school and assembled and served to students from our food prep room. As a school qualifying for the Community Eligibility Provision due to the student body's socioeconomic status, nutritious meals are served each day for free to all students.

TRCS provides **Physical Education (PE)** daily, meeting or exceeding the state's required minutes for students in traditional public schools. Classes utilize the fields on and around campus for games, lessons, and fitness activities, and regularly walk to nearby bluffs, beaches, and local trails. These experiences intentionally integrate physical movement with outdoor and place-based education, supporting student wellness, stamina, and a positive relationship with physical activity.

## VIII. Element 7: Student Population Balance

*Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).*

### A. Non-Discrimination

Three Rivers Charter School is committed to equitable access and non-discrimination in all programs, activities, and enrollment practices. The school strives to enroll and serve a student population that reflects the racial, ethnic, socioeconomic, special education, and English Learner demographics of the surrounding community and the District.

TRCS uses enrollment and ethnicity data to inform outreach, access, and recruitment practices and intentionally works to remove barriers that may prevent families from participating fully in the school community. To promote balanced enrollment and ensure all families are aware of and able to access the TRCS program, the school implements the following strategies:

- Development of welcoming, inclusive promotional and informational materials designed to reflect and appeal to the full diversity of families within the District
- Translation of the Student & Family Handbook, major policies, and key communications into Spanish, with requested translations completed within 48 hours and new documents translated upon adoption
- Distribution of bilingual (English/Spanish) flyers for enrollment, events, and school activities; Spanish versions included in newsletters and social media postings
- Use of Parent Square and other communication platforms that allow families to receive school information in their home language
- Employment of Spanish-speaking staff to support family communication, enrollment assistance, and ongoing engagement
- Direct outreach and tabling at local community events such as National Night Out and Earth Day celebrations to connect with families across the broader Fort Bragg community
- Hosting inclusive, community-building events on campus, such as a bilingual Community Bingo Night with announcements in both English and Spanish
- Distribution of materials and enrollment information through local agencies and community organizations serving historically underrepresented students and families
- Representation of Hispanic and diverse families within school governance and leadership structures, including the Parent Teacher Network and Board of Directors

- Removal of participation barriers through expanded student supports, including a robust after-school program and free breakfast and lunch for all students
- Ongoing review of enrollment, ethnicity, and subgroup data to evaluate progress and adjust outreach strategies to better mirror District demographics
- Implementation of policies and practices designed to ensure equitable access for students with disabilities, English Learners, and other historically underserved groups

Through these intentional, data-informed efforts, TRCS promotes equitable access, strengthens family partnerships, and continues working toward a student population that is reflective of and responsive to the community it serves.

## **B. Student Population Balance & Access**

Three Rivers Charter School is committed to ensuring that enrollment reflects the diversity of the Fort Bragg community and that all students have equitable access to the program. Through inclusive recruitment practices, multilingual outreach, and a weighted lottery that prioritizes historically underserved and underrepresented student groups, TRCS actively works to remove barriers to participation and to maintain a student population that is representative of the District's racial, ethnic, and socioeconomic demographics.

## **X. Element 8: Admission Policy and Procedures**

*Governing Law: Admission policy and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-

price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records<sup>2</sup>

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

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<sup>2</sup> In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

## A. TRCS Lottery System

TRCS admits all students who complete an application and wish to enroll in the school, subject to capacity, unless under disciplinary action from another school.

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- Siblings of students admitted to or attending the Charter School;
- Children of TRCS teachers and staff (this is restricted to no more than 10% of the student population);
- Residents of the District.

### **Lottery Procedure:**

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the School Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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

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

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the

lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

## **XI. Element 9. Annual Independent Financial Audit**

*Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

*Education Code Section 47605(c)(5)(I).*

### **A. Financial Audits**

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

## **XII. Element 10: Suspension and Expulsion Procedures**

*Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).*

TRCS has developed and maintains a comprehensive set of student discipline policies consistent with the requirements of Education Code Section 47605(c)(5)(J). These policies are distributed as part of the School's Student & Family Handbook, are available on the TRCS website ([trcschool.org](http://trcschool.org)), and clearly articulate expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits.

Each student and their parent/guardian are required to verify that they have reviewed these policies prior to enrollment. The School Director may, pursuant to the adopted policies, discipline

and ultimately suspend or expel students who fail to comply with the terms of a remediation agreement or who engage in behavior addressed within the School's discipline plan. Students who present an immediate threat to health or safety may be immediately suspended, consistent with the authority outlined in Education Code §48911, and may later receive an expulsion hearing before the TRCS Board of Directors.

All procedures provide students with due process protections, including notice, an opportunity to be heard, and a fair and impartial expulsion hearing when applicable. The School's discipline procedures also conform to federal requirements under IDEA and Section 504, ensuring appropriate behavioral supports and manifestation determinations for students with disabilities. TRCS notifies the authorizing District of any expulsions and includes suspension and expulsion data in required annual reporting.

TRCS acknowledges the responsibility of each student, parent, volunteer, faculty member, staff member, and administrator to contribute to the well-being of the school community by demonstrating responsibility, respect, and accountability. The School seeks to strengthen relationships, support student success, and foster a safe, welcoming environment through shared responsibility.

#### **A. Suspension & Expulsion Policy**

Three Rivers Charter School is committed to maintaining a safe, inclusive, and supportive learning environment and utilizes suspension and expulsion only as measures of last resort. The school prioritizes prevention through restorative practices, Positive Behavioral Interventions and Supports, social-emotional learning, counseling services, and a Multi-Tiered System of Support.

Grounds for suspension and expulsion are consistent with Education Code § 48900 et seq.

##### **Due Process**

Students are afforded all applicable due process protections, including:

- Investigation of incidents
- Written and verbal notice to parents/guardians
- Opportunity for the student to respond
- Documentation of interventions attempted

##### **Suspension**

Suspensions are limited to five consecutive school days unless extended by law. Teachers may suspend students from class consistent with Education Code provisions. Administration will conference with parents/guardians and identify appropriate supports prior to return.

##### **Expulsion**

Expulsion recommendations are considered only for serious or repeated violations. Students are entitled to:

- Written notice of charges
- A fair hearing before the Board or designated panel
- Presentation of evidence and witnesses
- Representation
- Written findings

### **Involuntary Removal**

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

### **Homework Assignments During Suspension**

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

### **Special Protections**

Students with disabilities are provided all procedural safeguards under IDEA and Section 504, including manifestation determinations.

A detailed board-approved Suspension and Expulsion Policy is maintained and included as an attachment to this petition.

### **B. Positive School Climate, Prevention, and Behavioral Supports**

In addition to formal suspension and expulsion procedures, TRCS implements a comprehensive set of proactive, research-based systems designed to prevent disciplinary issues and build a strong sense of community and belonging for all students. These include systems and programs mentioned previously in the petition under Student Supports: Restorative Practices, Counseling, Social Emotional Learning, Multi-Tiered Systems of Support and Positive behavioral Interventions & Supports. Together, restorative practices, counseling, SEL, MTSS, and PBIS create a coherent system of prevention and support focused on strengthening relationships, building student confidence, and ensuring that disciplinary interventions are fair, thoughtful, and supportive of student growth.

### **C. Attendance Monitoring & Improvement**

TRCS maintains a clear attendance policy that emphasizes the importance of regular school attendance as a critical factor in student learning and well-being. Attendance data are monitored on an ongoing basis by school administration and reviewed regularly to identify patterns of concern, including chronic absenteeism. In response, TRCS has identified chronic absenteeism as a priority area and includes a targeted action in its LCAP focused on an attendance improvement campaign. The school implements proactive strategies to promote attendance, including monthly excellent attendance raffles and the weekly sharing of attendance data with families and the school community. When students are identified as chronically absent, administration sends quarterly notification letters to families and holds meetings with parents or guardians to better understand underlying causes and to collaboratively identify supports and resources to improve attendance and ensure student success.

### **XIII. Element 11: Employee Retirement Systems**

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.*

*Education Code Section 47605(c)(5)(K).*

All certificated employees of TRCS who are eligible participate in the State Teachers' Retirement System ("STRS"). Non-certificated staff participate in the federal social security system and are offered a 403(b) Retirement Plan option organized by the school.

TRCS makes all employer contributions as required by STRS or Social Security, as applicable. TRCS also makes contributions for worker's compensation insurance, disability insurance, unemployment insurance, and any other payroll obligations of an employer.

## **XIV. Element 12. Public School Attendance Alternatives**

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).*

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

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

## **XV. Element 13. Employee Return Rights**

*Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).*

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## **XVI. Element 14. Dispute Resolution Process**

*Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).*

### **A. Disputes Between the Charter School and the District**

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Principal of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and School Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and School Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and School Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and School Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

### **B. Internal Disputes**

TRCS encourages prompt and collaborative resolution of concerns through open communication and good faith efforts among affected parties. Disputes are addressed using the following process:

1. **Informal Resolution:** Parties first attempt to resolve issues directly with the involved staff member or administrator.

2. **School-Level Review:** If unresolved, the concern may be submitted in writing to the School Director for review and response.
3. **Board Review:** If still unresolved, the matter may be presented to the Board of Directors for consideration at a public meeting consistent with the Brown Act.
4. **Authorizer Involvement:** If resolution is not achieved, either party may seek guidance or intervention from the authorizing agency.

Nothing in this section limits the right to pursue remedies available under law.

### **C. Complaint Policies**

Three Rivers Charter School is committed to maintaining a safe, equitable, and inclusive learning environment and complies with all applicable state and federal civil rights and student protection laws. Certain concerns, including allegations of discrimination, harassment, intimidation, bullying, or violations of specific state and federal programs, are addressed through formal complaint procedures rather than the general dispute resolution process.

TRCS maintains board-approved Uniform Complaint Procedures (UCP) consistent with California Code of Regulations, Title 5, which govern complaints related to, but not limited to, discrimination, harassment, intimidation, bullying, special education, consolidated categorical aid programs, and LCAP requirements. These procedures include designated compliance officers, investigation timelines, written findings, and appeal rights.

In addition, TRCS complies with Title IX of the Education Amendments of 1972 and maintains policies and procedures addressing sex-based discrimination and sexual harassment. The school designates a Title IX Coordinator to oversee compliance, receive complaints, and ensure prompt and equitable resolution of concerns.

Families and staff receive annual notice of these rights and procedures through the Student & Family Handbook and school communications. Complaint forms and policy information are made readily available and are provided in languages accessible to families served by the school.

## **XVII. Element 15: Charter Closure Procedures**

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

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

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

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

## XVIII. Miscellaneous Provisions

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

### A. Budgets

*Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).*

Please refer to the current year adopted budget and five-year multiyear financial projections, including detailed assumptions, provided in Attachment A: Three Rivers Charter School Multi-Year Financial Projections. These projections are based on the most current and reliable fiscal information available at the time of submission, including the 2025–26 First Interim Budget Report, current enrollment trends, staffing plans, and anticipated state and local revenue estimates. Three Rivers Charter School projects a positive operating position for the current fiscal year and has consistently maintained prudent reserve levels and a healthy fund balance in prior years. The school expects to maintain a positive certification, demonstrating the ability to meet its financial obligations for the current and two subsequent fiscal years, consistent with Education Code requirements and standard county oversight criteria.

While the multiyear projections reflect anticipated operating deficits in certain out-years, the Board of Directors is proactively developing a fiscal stabilization plan to ensure long-term structural balance. Planned strategies include enrollment growth to increase Average Daily Attendance (ADA)-based revenues, adjustments to the staffing model aligned with enrollment, cost containment measures, and pursuit of supplemental grants and partnerships.

Despite projected short-term operating deficits, TRCS is expected to maintain adequate cash flow, reserves, and fund balance throughout the projection period, demonstrating ongoing fiscal solvency and the capacity to meet all financial obligations while thoughtfully aligning expenditures with revenues. The Board of Directors exercises active fiscal oversight through regular review of monthly financial statements, cash flow projections, and budget-to-actual reports at each board meeting, and routinely monitors multiyear assumptions to inform timely decision-making. This ongoing monitoring ensures the school remains financially sustainable and compliant with all state and local fiscal accountability standards.

### B. Financial Reporting

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

1. By July 1, a preliminary budget for the current fiscal year.

2. By September 15, a final un-audited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. In addition, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

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

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

### **C. Insurance**

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

### **D. Administrative Services**

Any charter-requested services from the District will be on a fee-for-service basis by mutual agreement in the MOU. Mutually agreed upon fees must be in place prior to the charter-requested service. The statutory supervisory oversight fee of 1% of the LCFF funds of TRCS will be paid to the District for actual costs of oversight in accordance with Education Code section 47613.

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

- Student health and human services, including access to school mental health and suicide prevention services, support from the crisis team, and access to audiology services;
- Fingerprinting and criminal record processing;
- Processing of emergency credentials;
- ELPAC testing;

- Non-stock requisition processing;
- Rubbish disposal;
- District purchasing contracts;
- Environmental health/safety consultation;
- Machine Maintenance Contracts;
- School mail;
- Student information system;
- Food services;
- Risk management; and
- Attendance accounting.
- Miscellaneous Health Services
- SPED Services

#### **E. Facilities**

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

TRCS intends to continue operating in the facilities currently being leased by the Petitioners at 1211 Del Mar Dr., Suite 301, on the Mendocino College Coast Center Campus. A current lease is in place with the Mendo Lake Community College District until June 30, 2028 with two-year renewal options.

In partnership with Mendocino College, TRCS invested in upgrades and renovations to the current buildings in 2023-24 school year.

#### **F. Transportation**

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

#### **XIV. Attachments**

- A. Multi-Year Budget and Cash Flow Projections**
- B. Independent Audit Reports**
- C. Board Resolution and Minutes**
- D. Staff Roster, Board of Directors Roster**
- E. Student Discipline, Suspension & Expulsion Policy**
- F. Corporate Bylaws & Articles Incorporation**
- G. Conflict of Interest Code**
- H. Facility Lease**

# Coversheet

## LCAP Mid Year Update

**Section:** III. Discussion and Action Items

**Item:** D. LCAP Mid Year Update

**Purpose:** Discuss

**Submitted by:**

**Related Material:**

2026\_LCAP\_Mid-Year\_Report\_for\_the\_2025-26\_LCAP\_Three\_Rivers\_Charter\_School\_20260206  
(1).pdf



## Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Three Rivers Charter School	Kimberly Morgan School Director	director@trcschool.org (707) 964-1128

**Goal 1****Goal Description**

Increase student and family engagement.

**Expected Annual Measurable Objectives**

<b>Metric #</b>	<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Mid-Year Outcome Data</b>	<b>Desired Outcome for 2026-2027</b>
<b>1.1</b>	Average number of families attending quarterly Parent Teacher Network Meeting (PTN) to increase to and remain at or above 25%.	Since resuming in person meetings after the Covid 19 pandemic, the percentage of families attending the PTN meetings has ranged between 10-28% of families. The average in 23-24 was 16%.	Number of families represented at the four PTN meetings in 24-25 ranged from 12 to 17 (out of 61-65 families enrolled). The average number of families attending in the 24-25 year was 23%		Three PTN Meetings held with average of 24% of families attending.	Average number of families attending quarterly Parent Teacher Network Meeting (PTN) to be at or above 25%.
<b>1.2</b>	Number of electives and extra curricular options offered to remain over 15 offerings.	19 elective and extra curricular options offered in 23-24 (up from 9 before the pandemic.)	17 elective and extra curricular options offered in 24-25		10 option offered so far this year.	At least 15 electives and extra-curricular activities offered.
<b>1.3</b>	School-wide community events for students and families organized to bring the community together around academics, culture, and student achievement and offered at least once per quarter.	Seven family events held in 23-24 including Back to School BBQ, Back to School Night, STEAM Night, TRCS Science Fair, Family Dance & Cultural Potluck, Music Concert & Variety Show and our Year End Awards BBQ.	Eight family events held in 24-25 including Back to School BBQ, Back to School Night, STEAM Night, TRCS Science Fair, Family Dance & Cultural Potluck, Music Concert & Variety Show, Spring Family Dance and our Year End Awards BBQ.		Six school community events held so far this year.	At least 4 events held during the school year, one each quarter.
<b>1.4</b>	TIDES After School Program offered and utilized by families with steady enrollment in the program maintained.	83% of students at TRCS enrolled in TIDES in 23-24, the first year of our expanded program.	At year end, 87% of current students are enrolled in the TIDES Program.		87% of students are enrolled in TIDES.	75% or more of families continue to be enrolled in TIDES.
<b>1.5</b>	Overall parent/guardian satisfaction with TRCS as measured by biannual survey to remain over 90%.	Spring Survey 2024 shows 97% of parents/guardians surveyed are satisfied with the school overall.	Spring Survey 2025 shows 100% of parents/guardians surveyed are satisfied with the school overall.		No survey sent yet.	Over 95% of families are satisfied with TRCS overall.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		On a scale of 1-4, with 4 being highest rating, 84% gave a 4 and 13% gave a 3.	On a scale of 1-4, with 4 being highest rating, 85% gave a 4 and 15% gave a 3.			
1.6	Increase Enrollment	At close of the school year 23-24, 76 students are enrolled.	At close of the school year 25-26, 71 students are enrolled.		83 students currently enrolled. Highest enrollment this year was 85.	90 students or more enrolled in TRCS.
1.7	Chronic Absenteeism Rate to decrease by at least 2% each year.	Chronic Absenteeism rate on 2023 CA Dashboard is 27.9% for the 22-23 school year.	Chronic Absenteeism rate on 2024 CA Dashboard is 26.4% for the 23-24 school year.		Chronic Absenteeism rate on 24-25 Dashboard is 34.5%	Chronic Absenteeism rate to be below 23.9%.
1.8	Student satisfaction with school to increase by 5% annually as reported on Spring Student Survey	71% of students surveyed report they "like school". On a scale of 1-4, with 4 being highest rating, 21% gave a 4 and 50% gave a 3.	57% of students report they "like school". On a scale of 1-4, with 4 being highest rating, 19% gave a 4 and 38% gave a 3.		Spring Student Survey not yet implemented.	86% or more of students report they like school.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Parent Teacher Network (PTN) Meetings.</b> Increase attendance at quarterly PTN Meetings that will be held in conjunction with high interest activities for students (such as Movie Night) with childcare and food offered for all.	No	Ongoing Implementation	Three of four meeting held. Fourth and final scheduled.	Pizza purchased for three PTN meetings in August, November & January.	\$1,000.00	\$650.00
1.2	<b>Art a la Cart</b> Continue to implement new art program, Art a la Cart, serving all classes once a week with art instructor.	No	Ongoing Implementation	StoryTelling a la Cart	Our program evolved this year due to available instructors. Storytelling sessions offered weekly in each class. Funds spent on materials.	\$2,000.00	\$140.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<b>Friday Electives</b> Elective period offered on Fridays for students in grades 3-8 and lead by teachers, staff and volunteers.	No	Ongoing Implementation	Fall elective cycle complete. Spring startin up.	Crochet, Art, Mindfulness, Student Council and Improv Comedy were offered.	\$500.00	\$300.00
1.4	<b>TIDES Afterschool Program</b> Afterschool program offered free for all students daily providing enrichment, academic support and childcare for families.	Yes	Ongoing Implementation	Program running and well attended.		10,000.00	\$1789.00
1.5	<b>School Community Events</b> School-wide community events for students and families organized to bring the community together around academics, culture, and student achievement.	No	Ongoing Implementation		Events included: Back to School BBQ, Community Bingo Night, Family Dance & Potluck, Science & Art Fair so far this year.	\$1,000.00	\$690.00
1.6	<b>Non-academic student engagement activities</b> Increase offerings of non-academic student engagement activities, such as sports tournaments and clubs, to build students' sense of belonging and engagement in the school community.	No	Ongoing Implementation	Basketball Team	Osprey Basketball team successful season. Purchased jerseys.	\$1,000.00	\$508.00
1.7	<b>Increase awareness about TRCS in local community</b> In an effort to boost enrollment, increase efforts to spread information about the school in the Mendocino Coast Community including by advertising in print, social media and radio	No	Ongoing Implementation	Tabled at events, held events, newspaper articles, magazine		\$2,800.00	\$700.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and representing TRCS at local community events. Special focus to target the Hispanic community and increase diversity in our enrollment.			advertising, banner sponsor of softball league			
1.8	<b>Outdoor Education Opportunities</b> Increase opportunities for outdoor educational experiences for students at school and in the local area.	No	Ongoing Implementation	Camp attended, field trips planned	Grades 3-8 attended PEEC Outdoor Ed Camp in October. Trips planned for spring.	\$6,000.00	\$2925.00
1.9	<b>Performing Arts Offerings</b> Increase performing arts offerings and instruction at TRCS. Add music component to grades 1-4 classrooms with additional instructor. Continue to build our Variety Show and Music Concert event and add more performing arts opportunities during and after school.	No	Ongoing Implementation	StoryTelling ala Cart program. Variety Show & Music Concert		\$4,000.00	\$300.00

## Goal 2

### Goal Description

Increase Student Achievement

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	TRCS English Language Arts (ELA) CAASPP (California Assessment of Student Performance and Progress) scores to increase by 3 points annually. (Priority 4.a.)	<p>TRCS 22-23 ELA CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (62 students tested), ELA scores are 11.5 points below standard.</p> <p>Socioeconomically Disadvantaged (SED) group scores are 12.4 points below standard</p> <p>*Other student groups do not contain enough students to be reported on Dashboard.</p> <p>CAASPP to be taken in May 2024.</p>	<p>TRCS 23-24 ELA CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (50 students tested), ELA scores are 6.6 points above standard.</p> <p>Socioeconomically Disadvantaged (SED) group scores are 20.3 points above standard</p> <p>*Other student groups do not contain enough students to be reported on Dashboard.</p> <p>CAASPP to be taken in May 2025.</p>		<p>TRCS 24-24 ELA CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (59 students tested), ELA scores are 7.3 points below standard.</p> <p>Socioeconomically Disadvantaged (SED) group scores are 32.1 points below standard</p> <p>*Other student groups do not contain enough students to be reported on Dashboard.</p> <p>CAASPP to be taken in May 2026.</p>	Scores are within 6 points of standard or greater for all students.
2.2	TRCS Math CAASPP scores to increase by 5 points annually (Priority 4.a.)	<p>TRCS 22-23 MATH CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (61 students tested), Math scores are 31.7 points below standard.</p>	<p>TRCS 23-24 MATH CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (50 students tested), Math scores are 18.1 points below standard.</p>		<p>TRCS 24-25 MATH CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (59 students tested), Math scores are 36.4 points below standard.</p>	Scores are within 32 points of standard or greater for all students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Socioeconomically Disadvantaged (SED) group scores are 42 points below standard  *Other student groups do not contain enough students to be reported on the CA School Dashboard.	Socioeconomically Disadvantaged (SED) group scores are 12.3 points below standard  *Other student groups do not contain enough students to be reported on the CA School Dashboard.		Socioeconomically Disadvantaged (SED) group scores are 65.1 points below standard  *Other student groups do not contain enough students to be reported on the CA School Dashboard.	
2.3	NWEA MAP Assessment Achievement scores for Math to grow by 2 percentiles or more annually.	MAP Math Achievement scores in Spring 2024 for all students are in the 46th percentile.	MAP Math Achievement scores in Spring 2025 for all students are in the 32nd percentile.		MAP Math assessment to be taken in Spring 2026	MAP Math Achievement scores for all students are in the 52nd percentile or greater.
2.4	NWEA MAP Assessment Achievement scores for Language Usage to grow by 2 percentiles or more annually.	MAP Language Usage Achievement scores in Spring 2024 for all students are in the 57th percentile.	MAP Language Usage Achievement scores in Spring 2025 for all students are in the 51st percentile.		MAP Language Usage assessment to be taken in Spring 2026	MAP Language Use Achievement scores for all students are in the 63rd percentile or greater.
2.5	NWEA MAP Assessment Achievement scores for Reading to grow by 2 percentiles or more annually.	MAP Reading Achievement scores in Spring 2024 for all students are in the 53rd percentile.	MAP Reading Achievement scores in Spring 2025 for all students are in the 48th percentile.		MAP reading assessment to be taken in Spring 2026	MAP Reading Achievement scores for all students are in the 59th percentile or greater.
2.6	Reading Intervention Program students' average progress in Word Recognition and Reading Comprehension to meet or exceed one year of growth over the school year.	In 23-24, ten students participated with average growth in Word Recognition: 1.4 years Reading Comprehension: 1.1 years	In 24-25 six students were served over the entire school year by the program and are included in the data. An additional six were served (totaling twelve) for only part of the year. Average growth in Word Recognition: 1.8 years Reading Comprehension: 1.7 years		Determined at end of year. Program in progress.	Word Recognition and Reading Comprehension levels to meet or exceed one year of growth over the school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.7	English Learner Performance Assessment for California (ELPAC) Scores increase annually for each EL student. (Priority 4.e.)	All students taking the ELPAC increased score from previous year.	No students took the Summative ELPAC in 24-25		2 students will take ELPAC	All students taking the ELPAC increased score from previous year.
2.8	English Learner Reclassification (Priority 4.f.)	One of our two EL students were reclassified in 23-24 = 50%	TRCS had one EL student in 24-25 who took the initial ELPAC only.		TBD	EL students considered for reclassification by team based on ELPAC scores and in class performance.
2.9	Foster Youth meet with Student Support Counselor on arrival to TRCS to determine needs within the first week.	Students classified as Foster Youth met with counselor within the first week.	No Foster Youth in 24-25		Foster youth met with counselor within one week.	Students classified as Foster Youth met with counselor within the first week.
2.10	Number of breakfasts and lunches served to students to be maintained or increased annually.	In 23-24 the average number of meals served was 49 lunches and 20 breakfasts each day.	In 24-25 the average number of meals served was 52 lunches and 21 breakfasts each day.		TBD	Average number of meals served not lower than 49 lunches and 20 breakfasts each day.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>English Learner (EL) Support</b> Staff and materials to provide assistance and support to EL students.	Yes	Ongoing Implementation	2 EL students being supported. No materials purchased yet		\$500.00	\$0
2.2	<b>Reading Intervention Program</b> Continue to provide Reading intervention Program by funding Reading Specialist and reading intervention curriculum materials.	Yes	Ongoing Implementation	Seven students being served in program.		\$500.00	\$300.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<b>Math Intervention Plan</b> Implement multi-tiered Math Intervention plan that includes before and after school math support/tutoring and "MathMasters" sessions with groups of students in grades 3-8 targeting specific skills.	Yes	Partially Implemented	After school math support in "Homework Club" with credentialed teacher.	Math masters idea attempted but not effective.		\$0
2.4	<b>Educational Technology</b> Maintain up to date network equipment, Chromebooks for all students and other educational technology. Invest in support for IT management.	No	Ongoing Implementation	Updated chromebooks as needed, IT support from Infinity Technologies.		\$22,900.00	\$17,045.00
2.5	<b>Standards Aligned Curriculum</b> Standards aligned curriculum materials for all students.	No	Fully Implemented	Curriculum purchased and in use		\$16,390.00	\$9270.00
2.6	<b>STEAM Focus &amp; NGSS Alignment</b> Enhance focus and increase opportunities for STEAM (Science, Technology, Engineering, Art and Mathematics) integration in the classrooms and after school program. Increased emphasis on aligning classroom instruction and practices to Next Generation Science Standards (NGSS).	No	Ongoing Implementation	Science Fair success, STEAM Night in March	Teacher attended Science Teacher Retreat	\$2,000.00	\$320.00
2.7	<b>Supplemental Curriculum and Assessment Tools</b> Online academic support and learning programs (such as Aleks Math, Prodigy and PeerTeach) that provide individualized student instruction and build skills to increase	Yes	Ongoing Implementation	Aleks Math, IXL, NWEA and other items purchased and in use.		\$20,000.00	\$3700.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	academic achievement. Online assessment platform (NWEA) to provide assessment tools for teachers and track student progress and teacher success in delivery of curriculum.						
2.8	<b>Professional Development</b> Provide professional development (PD) opportunities for teachers and other staff for continuous improvement. Training to specifically include meeting the needs of students with disabilities, delivering standards aligned curriculum and NWEA MAP assessments.	No	Ongoing Implementation	PD attended and continuing	Charter School Conference, MTSS Conference, Science Retreat, in house staff development	\$10,121.00	\$5120.00
2.9	<b>Certificated and Classified Staff</b> To execute Actions associated with Goal #2 retain: <ul style="list-style-type: none"> <li>• 1 School Director</li> <li>• 4 Certificated teachers</li> <li>• 4 Instructional Aides including EL Specialist</li> <li>• 1 Student Programs Specialist</li> <li>• 1 Secretary</li> <li>• 1 Student Support Counselor</li> <li>• 1 Music Specialist</li> <li>• 1 Art Specialist</li> <li>• 1 Reading Intervention Teacher</li> <li>• 1 Nutrition Services Coordinator</li> <li>• 1 After School Program Coordinator</li> <li>• 2 After School Instructors</li> </ul>	Yes	Ongoing Implementation	half way through the school year we are track with salaries.		\$851,219.00	\$400,000.00
2.10	<b>Breakfast and Lunch Program</b>	Yes	Ongoing Implementation	Free Breakfast and lunch		\$55,500.00	\$23,200.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Continue to develop meal program offering free breakfast via our breakfast cart and lunches provided by local vendor to all students daily. Improve food prep room infrastructure to better accommodate the meal program. We know that proper nutrition is crucial for learning and success at school.			served daily to all students			
2.11	<b>Foster &amp; Homeless Youth Support</b> Ensure Foster and Homeless students are receiving the services available and needed. Homeless Liaison and Counselor will work with Foster and Homeless Youth to be sure these students have the supplies and support needed to be successful in and out of school.	Yes	Ongoing Implementation	One foster youth, no funds needed yet.		\$500.00	\$0

## Goal 3

### Goal Description

Continue to develop a positive school climate and culture.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Local Discipline Data- Number of discipline referrals to School Director by staff to decrease by at least two annually.	66 Behavior Incident Reports submitted in 23-24 school year	56 Behavior reports completed in 24-25 year.		27 Reports submitted	60 Behavior reports submitted.
3.2	Student Suspension Rate to be below statewide average (Priority 6.a.)	TRCS Suspension Rate on 2023 Dashboard for TRCS is 0% compared to 3.5% suspended at least one day for the state.	TRCS Suspension Rate on 2024 Dashboard for TRCS is 2.1% compared to 3.2% suspended at least one day for the state.		TRCS Suspension Rate on 2024 Dashboard for TRCS is 1.2% compared to 2.9% suspended at least one day for the state.	Student Suspension Rate to be below statewide average on CA Dashboard.
3.3	Student Expulsions to remain at zero (Priority 6.b.)	0 Expulsions in 23-24	0 Expulsions in 24-25		0 Expulsions in 25-26	Student Expulsion Rate to remain at zero.
3.4	Students' feeling of safety at school as reported on Student Surveys to increase by 1% annually.	89% of students report feeling very safe or safe at school. On a scale of 1-4 with 4 being highest, 50% rate a 3 and 39% a 4.	90% of students report feeling very safe or safe at school. On a scale of 1-4 with 4 being highest, 44% rate a 3 and 46% a 4.		Survey implemented in spring	Percentage of students report feeling very safe or safe at school to be 91% or greater.
3.5	Chronic Absenteeism Rate to decrease by at least 2% each year.	Chronic Absenteeism rate on 2023 CA Dashboard is 27.9% for the 22-23 school year.	26.4% for 23-24		34.5% in 24-25 year	Chronic Absenteeism rate to be below 24.9%
3.6	Attendance Rate to increase by 1% annually.	Attendance Rate in 23-24 = 92.35%	Attendance Rate in 24-25 = 92.56%		Year to date attendance rate is 94.17%	Attendance Rate to be 95.35% or greater.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>Decompression Spaces &amp; Alternative Seating Options</b> Develop areas both inside the classrooms and outdoors on campus where students can go to regulate their emotions and center themselves. Provide alternative seating options for students to meet their individual needs.	No	Ongoing Implementation	Each classroom has a "Cozy Corner" and flexible seating options.	Variety of seating and table options, mats, rugs, outdoor benches	\$10,283.00	\$2210.00
3.2	<b>Improve Campus Safety &amp; Security</b> Install security camera system on campus. Improve cyber security measures and student internet filters online.	No	Fully Implemented	Security camera system installed and running. Lightspeed Systems up and running.	Camera projected exceeded budget amount. Lightspeed is monthly subscription and is heavy utilized and appreciated to monitor student internet safety.	\$5,000.00	\$8,000.00
3.4	<b>Attendance Improvement Campaign</b> Attendance Improvement Campaign to include closely tracking and sharing attendance data with families, educating educational partners on the positive impacts of regular attendance and launching a student incentive program for attendance.	Yes	Ongoing Implementation	Excellent Attendance Raffle monthly, data shared with community, regular messaging		\$500.00	\$275.00
3.5	<b>PBIS</b> Continue to implement Positive Behavior Intervention and Supports (PBIS) program including school-wide activities, assemblies and "Osprey Buck" incentives with our REACH Program (Respect, Empathy, Achievement, Citizenship and Hard Work).	No	Ongoing Implementation	Osprey Buck program in full swing, Expectation Stations twice this year, schoolwide posters and visuals hung.		\$500.00	\$80.00
3.6	<b>MTSS</b> Provide social emotional and mental health support for students and families through	No	Ongoing Implementation	Monthly MTSS Team meetings, teacher to			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Social Emotional Learning (SEL) curriculum, access to Student Support Counselor. TRCS teacher to participate in MTSS Team at county level and attend MTSS annual conference.			MTSS Conference in July, Staff Development focus.			

## Goal 4

Goal Description

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

## Goal 5

Goal Description

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$814,103	\$871,981
LCFF Supplemental/Concentration Grants	\$159,789	\$161,291