



LIGHTHOUSE

CHARTER SCHOOL

Charter Renewal Petition Approved by the Washington Unified School District
February 14, 2019

Renewal term: July 1, 2019 to June 30, 2024

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AFFIRMATIONS AND DECLARATION

River Charter Schools Lighthouse Charter (“Lighthouse Charter School,” “Lighthouse,” “LCS,” or the “Charter School”), a California public charter school operated by River Charter Schools (“RCS”) and authorized by Washington Unified School District (“WUSD” or the “District”) 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(c)(1)]
- River Charter Schools shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, 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(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(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(d)(2)(C). [Ref. Education Code Section 47605(d)(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 expression, gender identity, 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(d)(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, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- 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 a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- 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 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(d)(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 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 education programs. [Ref. Education Code Section 47605(c)]
- 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 Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legal required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

SIGNATURE

Date

INTRODUCTION

Lighthouse Charter School is a site-based, traditional calendar charter school serving students in kindergarten through eighth grade. The Charter School provides a family oriented, community-based intimate learning environment that is devoted to the academic, social, linguistic, and personal success of each child. This school has the primary objective of enabling its students to become self-motivated, competent, and lifelong learners.

A. GOALS FOR SCHOOL

- Lighthouse Charter School will attack the ethnic and socioeconomic achievement gap to enable students to become self-motivated, competent, and lifelong learners who are prepared for a lifetime of opportunities and change.
- Lighthouse Charter School shall continue to provide a multiethnic, student-centered learning environment that focuses on student achievement on an individual basis.
- Lighthouse Charter School's educational program is based on Common Core State Standards ("CCSS") within an educational experience that also includes technology, fine arts, athletics, and project based learning to support the intellectual, social, physical, and emotional development of a student in the 21st Century.
- Lighthouse Charter School shall provide educational programs for every student to reach his/her optimum academic performance level.
- Lighthouse Charter School will integrate the components of technological innovation and mastery as part of the core academic program.
- Lighthouse Charter School will provide personal growth and development opportunities in the areas of: Intellectual development, social development, physical and emotional health, technological knowledge and skills, service to their local community, creative talents in the creative and performing arts, and create a student- centered learning environment
- Lighthouse Charter School will provide multiple opportunities for cross-cultural understandings

B. FOUNDING GROUP

The founders of Lighthouse Charter School are a committed, dedicated, and highly educated group of teachers, parents, and community members interested in providing students with an exemplary elementary school education. The founders bring together the combined experience of working in the areas of community advocacy, school finance, business, school administration, school curriculum, instruction, governance, and assessment, and have brought together independent

consultants to provide advice in the legal and educational fields. The founders of Lighthouse Charter School also include the River Charter Schools' Board of Directors, which also operates Delta Elementary Charter School ("DECS"). DECS is a highly successful charter school operating within the River Delta Unified School District in Clarksburg, California. DECS has seen tremendous growth over the last several years in the numbers of students attending the program. LCS replicates and improves upon many of the successful elements of the DECS program, including project-based learning, high-quality professional development, and a small community school feel. These accomplishments have led to the Charter School growing to three times its original size since its inception. Since LCS' move to a new site, the Charter School has wait lists in all but two grades. See Appendix A for a listing of the founders and consultants and their expertise and involvement in the Charter School.

C. SUCCESSES AND ACCOMPLISHMENTS PRIOR CHARTER TERM: 2015-19

- Formal partnership with California State University, Sacramento ("CSUS") College of Education ("COE")
 - Endorsed by CSUS President Robert Nelsen and College of Education Dean, Sasha Sidorkin
 - The partnership will help River Charter Schools to make the next step in their development. Together, we will create a powerful vehicle for developing and spreading new interdisciplinary approaches to giving all students the 21st century skills.
 - The 21st Century Skills Framework was developed in 2007 by P21 Coalition. The Framework includes literacy and numeracy plus creativity, innovation, critical thinking and problem solving, communication and collaboration, media literacy and others. <http://www.p21.org/>
 - A strategic partner that helps to set a vision, establish a stronger brand, help with public relations efforts
 - Counselling services provided by COE's graduate students in their field experience classes
 - Professional development for teachers, help in addressing key student outcomes in math and science
 - An articulated pipeline of educational professionals (teachers, counselors, etc.) into positions with the district
 - Networking opportunities with traditional public schools to share what's effective in both contexts
 - Community partnership with elementary preservice teachers in science (service learning through the Community Engagement Center's Writing Partners program)
- Yolo County Office of Education: Superintendent quarterly meetings/participation
- First 5 Yolo County: Active on LCS campus working to assist our school community in raising safe, healthy and prepared children for school. Parent workshops and outreach on site.
- Mental Health Collaborative: working with Yolo County Social Services Department to provide onsite training to staff and parents.
- Membership in the West Sacramento Chamber of Commerce:
 - Support with public relations

- LCS Music program showcased at yearly Christmas Tree Lighting Event: mainstage performance for the past 3 years
- West Sacramento Rotary Club:
 - LCS teachers recognized at the yearly Teacher of the Year Event
 - Reading Buddies and volunteer hours provided by local Rotarians
- Grown from an enrollment of approximately 100 in 2015-2016 to over 325 in 2018-2019, with free and reduced-price meal eligible student as well as “unduplicated” student percentages over 40%
- Completion of spacious new 35,000 sq.ft campus in the Bryte neighborhood of West Sacramento
- Retention of Teachers

D. CHARTER RENEWAL CRITERIA

Education Code Section 47607(b) sets forth academic threshold criteria for charter schools seeking renewal. It applies to charter schools that have been in operation for four years or more. As Lighthouse did not open its doors until 2015, this Section is not applicable. The Charter School did not enroll third grade students until 2016-17, so 2017 is the first year Lighthouse participated in state testing.

The Charter School is data driven in its program analysis and takes advantage of the new California School Dashboard (“Dashboard”) and California Assessment of Student Performance and Progress (“CAASPP”) report assess progress, and is cognizant of the District’s responsibility to ensure academic achievement of Lighthouse Charter School students as measured by several formal and informal assessments. Accordingly, the following state and internal data demonstrate the progress of Lighthouse students. The 2017 and 2018 CAASPP reports are also attached as Appendix B.

CAASPP 2017 and 2018 Results: Comparison Schools

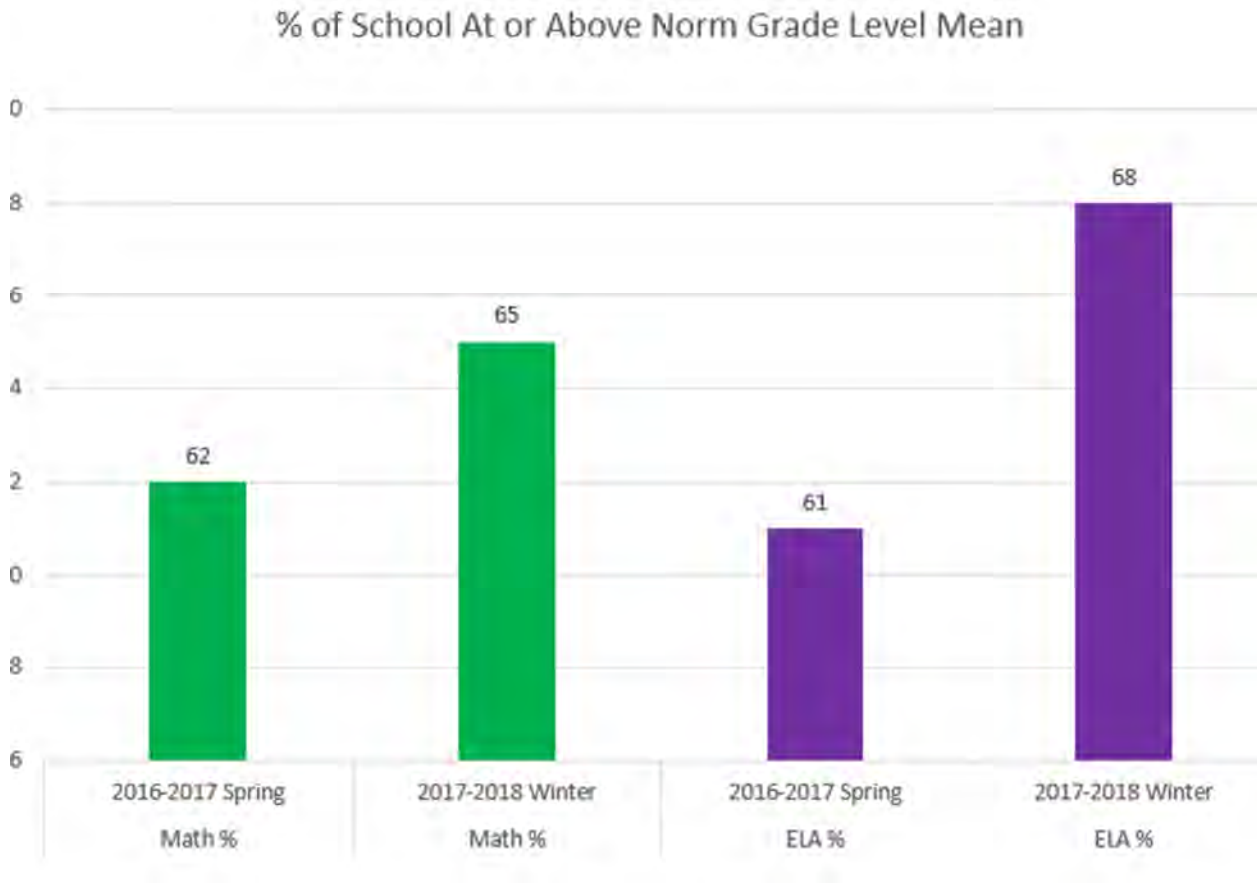
School	Schoolwide Assessment	2017	2018
Lighthouse	ELA	31.58%	46.16%
	Math	26.32%	56.41%
Riverbank	ELA	23.75%	26.27%
	Math	15.63%	16.04%
Westmore Oaks	ELA	31.24%	27.58%
	Math	24.43%	19.04%
Westfield Village Elementary	ELA	14.04%	23.04%
	Math	17.13%	11.58%

Additional Justification for Charter Renewal

CAASPP are summative assessments administered in the form of computerized adaptive tests (“CATs”) and developed according to the CCSS in ELA and Math for Grades 3-8 and 11. CAASPP

uses a vertical scale that assumes student proficiency is increased across different grade levels and reports scaled scores with a range between 2000 and 3000. The Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) Growth tests are vertically scaled interim assessments that are also administered in the form of CAT. MAP tests are constructed to measure student achievements from Grades K to 12th in reading, math, language usage, and science and aligned to the CCSS.

NWEA MAP TEST



NWEA’s MAP Test also looks at growth among subgroups in both Math and English Language Arts (“ELA”). While none of these subgroups is statistically significant, most show significant growth, as demonstrated in the tables on the following two pages, which show growth for grade level cohorts from Spring 2016 to Spring 2017. The tables are labeled Spring 2017, indicating that they address the grade level cohort’s growth from the previous year.

The following description is provided to aid in the review of the NWEA MAP data.

“Growth Count:” The first piece of numerical data present in the chart is “Growth Count.” This is the sample size of the data i.e. the number of students in each category (as of Spring 2017) that took tests in both the Spring of 2016 and the Spring of 2017.

“RTI.” RTI stands for Rasch Unit scale. It is a nationally norm-referenced scale that indicates skill attainment. The number is measure of overall achievement in a particular subject and it is independent of a student’s grade or age. Hence, one would expect a numerical increase as students proceed through schooling. (e.g. a first grader with an RTI of 175 has the same skills as a kindergartener with an RTI of 175)

“SD.” SD is the standard deviation, an indicator of the variance within the data set vis a vis the mean. For example, if the mean RTI were 170 and the standard deviation was 10, 68 percent of the test-takers scored between 160 and 180. Hence, a smaller standard deviation demonstrates individual test-takers were clustered around the mean while a higher standard deviation demonstrates a greater range of test scores.

“Percentile” Percentile is an indicator of how the skill attainment of the students assessed compares to students nationally.

“Observed Growth” Observed Growth is the increase in the mean RTI between years, the “Observed growth SE” is the standard error intrinsic in the assessment. (i.e. if the test were administered again, 68% of the time the Growth score would be this number above or below the Growth score reported.)

“Projected Growth” is the growth that the data model would anticipate given the specific makeup of the data. “Growth percentile shows how well the Charter School did in terms of overall growth versus the national norms.

“Percent Met Projection” shows what percentage of students in that cohort met or exceed growth projections. Lastly, Student Median Conditional Growth Percentile demonstrates how the median student growth (versus the Charter School overall) did in terms of growth versus national norms.

The most important takeaways in this analysis are the low “growth count” numbers and relatively high standard deviations. Both of these indicate that on a subgroup level, this data needs to be looked at in context. For example, nine Latino students who were in first grade took the assessment in 2017 and as kindergartners in 2016. Of these students, the mean score improved 22 points (a relatively arbitrary number without context). The mean score of this subgroup went from the 88th percentile to the 99th percentile. However, the standard deviation is quite large. This means that, as kindergartners, six of the nine students had a score between 148.8 and 181.4. In first grade, six of the nine had a score between 172.9 and 201.2. While this shows clear and dramatic increases within this subgroup, the variance is high enough that we would want to dig deeper, and it would be difficult to identify an actual statistical trend.



Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
District: Delta Elementary Charter Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Spring 2016 - Spring 2017
Weeks of Instruction: Start - 32 (Spring 2016)
End - 28 (Spring 2017)
Grouping: Ethnicity
Small Group Display: Yes

Lighthouse Charter School

Mathemal.cs

Grade (Spring 2017)	Growth Count	Spring 2016			Comparison Periods Spring 2017			Growth		School Norms		Growth Evaluated Against		Student Median Conditional Growth Percentile	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Percentile	Count with Projection		Count Met Projection
K	1	188.0			188.0		97	41.0				0	0	0	55
White	1	159.0			159.0		97	11.0				0	0	0	55
1	29	172.4	10.9	98	187.5	17.6	93	15.1	2.5	15.3	-0.07	47	29	15	52
Asian	1	149.0		4	167.0		3	19.0		22.4	-1.19	12	1	0	0
Black or African American	2	172.5	3.5	98	191.5	4.9	98	19.0	1.0	15.3	1.30	90	2	2	100
Hispanic or Latino	9	175.9	12.1	99	195.8	15.9	99	19.9	2.5	14.3	1.96	97	9	7	78
Native Hawaiian or Other Pacific Islander	1	190.0		99	197.0		99	17.0		13.1	1.36	91	1	1	100
White	19	171.4	9.5	97	183.0	18.6	76	11.8	4.2	15.6	-1.39	3	16	5	31
2	14	188.1	12.1	80	192.4	10.3	63	8.3	1.2	9.2	-1.06	14	14	3	21
Black or African American	2	198.0	7.1	87	191.5	7.8	57	3.5	0.5	8.7	-1.90	3	2	0	21
Hispanic or Latino	6	193.8	17.5	68	191.7	15.0	69	7.8	1.7	9.6	-0.69	25	6	2	33
Native Hawaiian or Other Pacific Islander	1	195.0		75	197.0		86	12.0		9.5	0.91	82	1	1	100
White	5	188.4	8.0	89	192.8	6.2	65	4.4	2.2	8.6	-1.54	6	5	0	32
3	14	190.2	12.3	38	197.8	13.1	27	7.6	1.2	10.3	-1.01	16	14	5	36
Asian	1	239.0		99	219.0		99	10.0		8.7	0.50	69	1	1	100
Black or African American	2	194.0	9.9	10	197.0	12.7	1	3.0	2.0	10.3	-2.95	1	2	0	13
Hispanic or Latino	5	190.0	7.3	37	199.0	6.6	33	9.0	2.0	10.3	-0.48	31	5	2	40
Native Hawaiian or Other Pacific Islander	2	193.0	18.8	56	199.5	14.8	36	6.5	3.5	10.0	-1.34	9	2	0	30
White	4	197.5	16.1	23	195.5	17.3	16	8.0	2.9	10.5	-0.94	17	4	2	50

Explanatory Notes: Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: Delta Elementary Charter Schools
 Norms Reference Date: 2015 Norms
 Growth Comparison Period: Spring 2016 - Spring 2017
 Weeks of Instruction: Start - 32 (Spring 2016)
 End - 26 (Spring 2017)
 Grouping: Ethnicity
 Small Group Display: Yes

Lighthouse Charter School

Reading

Grade (Spring 2017)	Growth Count	Comparison Periods					Growth		School Norms		Growth Evaluated Against			Student Median Conditional Growth Percentile				
		Spring 2016	Spring 2017	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index		School Conditional Growth Percentile	Court with Projection	Court Met Projection	Percent Met Projection
K	1	147.0	154.0	154.0	37	7.0	7.0	0	0	0	0	0	0	0	0	0	0	0
1	29	147.0	12.6	12.6	94	181.9	16.2	83	14.7	2.8	15.1	-0.15	44	29	15	52	48	
2	2	153.0	167.0	152.0	19	180.0	5.7	88	-1.0	4.0	18.2	-7.37	1	1	0	0	0	
3	5	167.0	0.0	180.0	93	187.1	14.1	96	2.0	6.4	15.1	2.63	99	2	2	100	80	
4	9	165.1	170.0	180.0	89	187.1	14.1	96	2.0	6.4	15.6	2.47	99	9	7	78	74	
5	1	170.0	180.0	180.0	98	180.0	7.5	75	10.0	10.0	14.5	-1.71	4	1	0	0	0	
6	16	189.1	11.7	180.0	97	180.0	17.2	75	10.9	3.2	14.7	-1.45	7	16	6	36	30	
7	13	197.2	12.8	193.5	93	193.5	14.4	82	6.2	2.6	8.2	-0.81	21	13	5	38	27	
8	1	198.0	198.0	212.0	90	212.0	9.9	99	26.0	26.0	8.3	7.71	99	1	1	100	0	
9	6	194.8	17.5	188.3	96	188.3	14.8	55	3.5	1.8	8.5	-2.20	1	6	1	17	25	
10	1	194.0	204.0	204.0	99	204.0	9.9	99	10.0	10.0	7.1	1.29	90	1	1	100	0	
11	5	199.0	9.2	193.8	96	193.8	14.0	83	4.8	5.1	7.9	-1.34	9	5	2	40	27	
12	14	196.6	13.5	200.9	88	200.9	13.6	88	4.3	3.0	9.1	-2.56	1	14	6	43	34	
13	1	221.0	219.0	219.0	99	219.0	14.0	99	-2.0	7.3	7.3	-4.97	1	1	0	0	0	
14	2	135.5	9.2	187.0	32	187.0	1.4	5	1.5	5.6	9.9	-4.51	1	2	0	0	15	
15	5	200.8	7.5	199.0	96	199.0	9.1	57	-1.3	5.3	8.8	-5.67	1	5	1	20	14	
16	2	199.0	15.6	208.5	94	208.5	12.0	95	9.5	2.5	8.9	0.33	63	2	2	100	60	
17	4	199.5	15.2	201.8	55	201.8	19.0	73	12.3	5.3	9.6	1.45	93	4	3	75	78	

Explanatory Notes

3Growth Count: provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
District: Delta Elementary Charter Schools

Norms Reference Data: 2015 Norms
Growth Comparison Period: Spring 2016 - Spring 2017
Weeks of Instruction: Start - 32 (Spring 2016)
End - 28 (Spring 2017)
Grouping: Program
Small Group Display: Yes

Lighthouse Charter School

Mathematics

	Comparison Periods						Growth		School Norms		Growth Evaluated Against					
	Spring 2016		Spring 2017		Mean RIT	SD	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	Statistics cannot be aggregated above the program level															
1	Statistics cannot be aggregated above the program level															
Free and Reduced Lunch (FRL)	5	163.4	12.4	75	161.8	11.2	70	18.4	1.5	17.9	0.17	57	5	3	60	55
2	Statistics cannot be aggregated above the program level															
Free and Reduced Lunch (FRL)	7	183.0	15.4	64	189.0	12.6	41	6.0	1.6	10.0	-1.48	7	7	1	14	23
3	Statistics cannot be aggregated above the program level															
Free and Reduced Lunch (FRL)	6	184.8	11.0	12	190.8	12.4	4	6.0	2.0	10.7	-1.79	4	6	2	33	30
Special Education (SPED)	1	191.0		43	205.0		70	14.0		10.2	1.45	93	1	1	100	0

Explanatory Notes

†Growth Court provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Term: Spring 2016-2017
 District: Delta Elementary Charter Schools

Norms Reference Data: 2015 Norms
 Growth Comparison Period: Spring 2016 - Spring 2017
 Weeks of Instruction: Staff - 32 (Spring 2016)
 End - 28 (Spring 2017)
 Grouping: Program
 Small Group Display: Yes

Lighthouse Charter School

Reading

	Comparison Periods						Growth		School Norms		Growth Evaluated Against						
	Spring 2016		Spring 2017		Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile				
Grade (Spring 2017) Growth Count	Mean RTT	SD	Percentile	Mean RTT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile		
K	Statistics cannot be aggregated above the program level																
1	Free and Reduced Lunch (FRL)	5	161.4	11.5	71	176.2	17.7	53	14.8	4.4	16.4	-0.61	27	5	3	60	54
2	Free and Reduced Lunch (FRL)	6	183.0	16.9	79	193.7	19.4	83	10.7	4.3	6.8	0.82	79	6	3	50	53
3	Free and Reduced Lunch (FRL)	7	189.7	10.5	50	193.9	8.8	27	5.1	3.6	9.7	-2.39	1	7	2	29	14
	Special Education (SPED)	1	202.0		98	209.0		95	7.0		8.7	-0.90	19	1	1	100	0

Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End Terms. Observed Growth calculation is based on that student data.

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ELEMENT I: 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(b)(5)(A)(i).

Governing Law: 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, or the nature of the program operated, by the charter school, 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(b)(5)(A)(ii).

A. MISSION

The Mission of Lighthouse in West Sacramento is to provide a family-oriented, community-based intimate learning environment that is devoted to the academic, social, linguistic, and personal success of each child.

B. VISION

The petitioners for the charter seek to capitalize on the unique student population of students and families currently residing in the northern portion of West Sacramento and in particular the community of Bryte and Broderick. These communities include an exciting blend of cultures, socio-economic backgrounds and ethnic diversity. All students, regardless of socio-economic background will benefit from the student-centered approach offered by Lighthouse Charter School. The petitioners are committed to building a collaborative learning community of parents, teachers, community members, and students, all dedicated toward the goal of increasing pupil achievement at Lighthouse Charter School, a special place to learn.

The School’s Student Body

Lighthouse Charter School’s educational program has been developed to provide expanded educational choice and opportunities for families in West Sacramento and surrounding communities. The Charter School will continue to strive to enroll a student body that is representative of the diversity of the surrounding community. The Charter School will offer a school setting that reflects the community’s desire to have access to a rigorous academic program that includes visual and performing arts, technology, and athletics programs. The Charter School will also focus on parent and community involvement to reach out to all stakeholders to ensure that the educational needs of all students are being met.

The Charter School will serve students whose families have an interest in and a commitment to the Charter School’s joint philosophy and vision. The Charter School offers TK-6 classes in the elementary grades, and 7th and 8th grade in the middle grades and will seek to eventually serve

approximately 600 students in grades TK-8. The Charter School’s projected enrollment plan is as follows:

LIGHTHOUSE CHARTER SCHOOL PROJECTED ENROLLMENT					
GRADE LEVEL	ANTICIPATED ENROLLMENT YEAR 6 2019-20	ANTICIPATED ENROLLMENT YEAR 7 2020-21	ANTICIPATED ENROLLMENT YEAR 8 2021-22	ANTICIPATED ENROLLMENT YEAR 9 2022-2023	ANTICIPATED ENROLLMENT YEAR 10 2023-2024
TK	26	26	26	26	26
K	56	56	56	56	56
1	82	56	56	56	56
2	54	82	56	56	56
3	56	56	82	56	56
4	49	59	61	82	61
5	32	56	61	64	82
6	31	32	59	64	64
7	32	64	64	96	96
8		32	64	64	64
TOTAL	418	519	585	620	617

The Charter School shall be nonsectarian in its admissions policies, employment practices, and all other operations. The school shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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). The founders believe that the personal attention and quality of the Charter School’s academic program greatly benefits all students, regardless of their educational history.

Described in the table below is information about the demographic breakdown of students attending the Charter School in 2017-18.

Ethnicity	Percentage
African American	4.9
American Indian/Alaskan Native	1.8
Asian	5.2
Filipino	2.8
Latino or Hispanic	29.4
Pacific Islander	1.5
White	33.5
Multiple or no response	20.9
Sub-Group	Percentage
Free or reduced price lunch participants	29.5
English learners	6.5
Students with disabilities	2.1

Source: California Department of Education, School Accountability Report Card, River Charter Schools-Lighthouse Charter, 01/29/2018

The community we now serve has a small population of English Learners (“ELs”), and, as of 2018-19, more than 40% of LCS students are identified as socioeconomically disadvantaged. This change in demographics is due, in part, to being located in a different neighborhood for the first three years of LCS’ existence while seeking the permanent location we now have developed. Even though the Charter School had been targeting families in the current neighborhood since the property was first acquired, LCS tended to attract families in the neighborhood of the temporary campus. Over time, the demographic makeup of the Charter School will continue to change as students from the current neighborhood continue to make up a larger percentage of new enrollees. The Charter School’s educational program has been developed focusing on the demographics that will ultimately be present as more students come from the neighborhood and with the primary goal of decreasing the achievement gap.

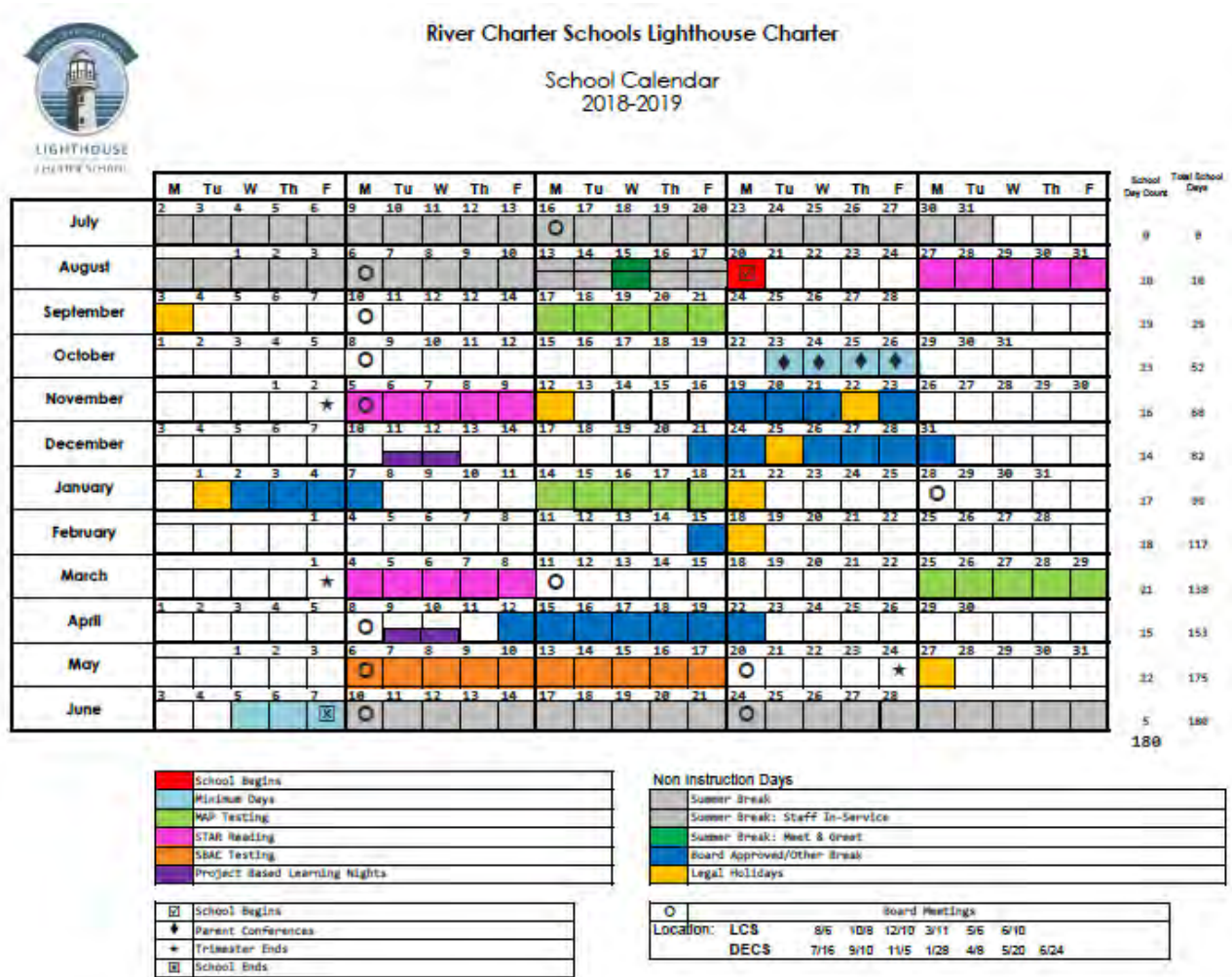
Faculty/Staff

All core teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold in accordance with Education Code Section 47605(1). Teachers are responsible for carrying out the Charter School’s educational program, teaching the core academic classes, overseeing students’ academic progress, and monitoring assessment.

The Charter School adheres to all applicable requirements outlined by the ESSA with respect to teachers and paraprofessional employees.

Academic Calendar

The following is the Charter School's school calendar for 2018-19.



Instructional Days: minimum, 180
 Pupil Free professional development Days: minimum, 5

Daily Instructional Minutes

Currently, the school day begins at 8:30 a.m. and concludes at 3:15 p.m. Each day includes a 40-minute lunch period and a 15-minute break. The total number of offered daily instructional minutes under this schedule is 350 minutes, which exceeds the legal requirement for annual instructional minutes for all grades pursuant to Education Code Section 47612.5(a).

An “Educated Person” in the 21st Century

The Charter School will endeavor to enable its students to receive educational experiences that will prepare them for high school, college, leadership, and life. The Charter School shall graduate students with the skills and attributes that are critical for all 21st Century learners.

To be a well-educated person of the 21st Century, one needs:

- To think creatively and critically, to have problem-solving skills, and to develop learning and reasoning skills to prepare for lifelong learning
- To be able to set short- and long-term goals
- To have a deep understanding of the humanities, sciences, and arts
- To be capable of using technology as a tool in the pursuit of continued learning
- To be an exceptional communicator in many forms of communication
- To possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity, and honesty

The attributes of an educated person in the 21st Century include:

- Literacy and appreciation of the arts, science, mathematics, and history
- Understanding the scientific and mathematical processes
- Ability to gather and organize information and critically assess data
- Ability to think critically, analytically, creatively, and logically
- Ability to communicate complex ideas
- Ability to work with people of various backgrounds

How Learning Best Occurs

Learning best occurs in a student-centered environment where the teachers involve and challenge the students with issues that the students regard as important and meaningful. The Charter School will provide:

- A safe and nurturing environment where diversity is celebrated (ethnic, racial, cultural, philosophical, and/or individual)
- An educational environment that builds on student strengths through enrichment activities, independent research, problem solving, critical thinking, music, art, science, and technology.
- A school that treats all youth as gifted and talented by offering an accelerated and academically rich curriculum to all students
- An educational experience that prepares pupils for successful learning opportunities and prepares them for successful college and/or careers
- A haven where students can build sustained and caring relationships with their fellow students, teachers, and community members
- An environment where all school community members (students, teachers, parents,

community volunteers, and administration) collaborate to achieve their school vision by sharing the responsibility and decision making for curriculum, instructional strategies, and school organization

- Thematic programs that support tiered instruction and activities that allow for multi-disciplinary learning coupled with alternative responses and solutions.

Learning best occurs when:

- Focus is placed on individual personalized learning, which can provide flexibility for the students to pursue their intellectual interests.
- Parents are actively involved as participants in support of their child's education.
- Community volunteers are actively engaged in the education and development of youth in their community.
- Students, teachers, and parents understand the metrics for success and share high expectations for success.
- Students receive tiered instruction and are involved in activities that allow for alternative solutions.
- Teaching methodologies encourage students to think creatively and critically.
- Technology is integrated into the curriculum as a tool to help students achieve academic success.

Methods of Instruction

The Charter School provides a small learning environment and contributes to educational reform by providing CCSS-based instruction that has been found to be effective in Title I schools serving disadvantaged students. The Charter School provides each student with powerful learning experiences that are differentiated to meet individual student needs. Mentoring of students by staff as well as fellow students at the Charter School will foster positive learning experiences, further develop the community, and diminish the need for remediation.

A combination of small- and large-group instruction will be used to deliver the curriculum with one-on-one help, including mentoring assistance for those who are in need of additional enrichment. The founders believe that this approach to learning will provide powerful learning experiences for all students within the Charter School as evidenced by the following examples:

- Small group instruction: WINN (“What I Need Now”) Teachers, under the direction of the Dean of Instruction, review student data to ensure specific areas of need are addressed. LCS provides thirty minutes, 3 days a week of targeted instructional ELA time in grades 2-6. During this time, students are put into leveled groups to meet their individualized needs for ELA. Groups typically include the subcategories: EL, Strategic, On-Level, and Advanced. The groups are based on various data, including MAP, SBAC, Accelerated Reader, and overall classroom assessment data. The groups are fluid and can change at any time based on the students' needs. This is a key component of our differentiated instruction for ELA. We are targeting needs across the board, but especially the needs of EL and high-achieving students who might otherwise be non-targeted during general instruction time.

- Project Based Learning (“PBL”) opportunities allow teachers and staff to encourage critical thinking and exploration. Our PBL projects allow for students to engage in deep level of inquiry and critical thinking to solve problems. Through research, project development, and public presentations, students are being prepared for real-world experiences that are directly tied to their grade-level standards.

Lighthouse Charter School will work to:

- Create small communities of learning where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth; and
- Teach a core academic program that utilizes research-based instructional practices and promotes artistic, scientific, and mathematical literacy, as well as critical thinking and reasoning.

The following key elements, together, comprise the Charter School’s approach to instruction:

- CCSS-based instruction
- PBL
- High quality professional development
- Integration of technology

The Charter School understands the importance of using research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be trained to: (1) design standards-based instruction (using the principles of backward design); (2) align appropriate assessments to the standards; and (3) implement project-based instructional activities that are aligned to standards and reflect research-based best practices, as detailed in the Buck Institute’s *Project Based Learning Handbook*. Teachers will also design instruction that incorporates strategies detailed in *Classroom Instruction That Works*, by Marzano, Pickering, and Pollock. The following provides a detailed description of the standards-based instructional design process that the Charter School shall follow, which has been successfully implemented at Delta Elementary Charter School.

The method, known as “backward design,” is an instructional design method with a strong research base currently being employed in reform efforts across the nation. Originally published in *Understanding by Design*, by Grant Wiggins and Jay McTighe, this process of instructional planning provides teachers with a method for aligning standards, assessment, and instruction.

This process is one in which teachers start with the desired results (goals or standards) – and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform. There are three distinct stages of this process that the Charter School will use. The three stages are as follows:

Stage 1: Unpacking and Prioritizing State Standards

Teachers and administrators will apply specific tools necessary to “unpack” and prioritize CCSS, Next Generation Science Standards, remaining State Content Standards, and English Language Development Standards (“ELD”) (collectively referred to as “State Standards”). This is a necessary prerequisite step to design effective assessments that are aligned to the standards. Specifically, teachers will:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
 - Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments).
 - Percentage of questions from the CAASPP program and the California Science Test (“CAST”), that relate to each strand of the standards (this is tied to creating assessments).
 - Identification of standards that serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this is tied to creating assessments for units as well as individual lessons within the unit).

Teachers in each of the content areas, including physical education and visual and performing arts, use State Standards as part of this process.

Stage 2: Aligning Assessments (formative and summative) to State Standards

Teachers design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard.

Specifically, teachers will

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative).
- Analyze State Standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment).
- Match an appropriate assessment method to each standard.
- Establish and articulate clear criteria for reaching proficient performance on standards.

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including ELs and students with special needs)
- Writing effective standards-based lesson plans
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests, and learning profiles
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g., latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)
 - All coursework involves a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning, as described in *Classroom Instruction That Works* (Marzano, Pickering, Pollock, 2001). Sample instructional strategies include:
 - Project-based learning and other ways of experiencing real-world problems
 - Collaborative investigations and demonstrations
 - Mini-lessons that address specific skills within the context of larger projects
 - Guidance and adequate time to self-reflect and self-assess
 - Democratic classrooms and school structure
 - Authentic assessments
 - Direct instruction
 - Research-based projects
 - Cooperative group work and projects
 - Interdisciplinary approaches to curriculum
 - Presentation of clearly defined “learning targets” for all students by all teachers
 - Rubric designed for self-assessment
 - Involvement of community members and educational partners in instructional presentations
 - Mentoring program
 - Peer study groups
 - Creation of learning experiences that promote understanding, interest, and excellence
 - Innovation and enhancement of current standards-based adopted programs

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process will serve as the vehicle for ongoing conversations among grade levels and departments at the Charter School. Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

As demonstrated by the sample interdisciplinary standards-based units found in the curricular section of this charter, the backward design process enables teachers to design and deliver comprehensive standards-based lessons in which multiple standards from across the content areas

are effectively addressed and assessed.

Project-Based Learning

A key instructional approach to meeting a variety of student needs is standards-based project-based learning. Standards-focused PBL is a “*systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.*” Research shows that students engaged in PBL “*construct solutions, thus shifting the emphasis [from the product] toward the process of learning*” (Buck Institute for Education, 2004, <http://www.bie.org/pbl/pblhandbook/intro.php>).

Brain-based research conducted by Kotulak (1996) and Kuhl (1994) has shown that human beings learn most what is most meaningful to them. Conversely, new material for which there is no connection is discarded. If an emotional connection is made during learning, the material learned is reinforced. Furthermore, a recent review of research on project-based learning (Thomas, 2000) suggests that PBL is a teaching method that may be particularly well adapted to disadvantaged youth, such as the ones who are served at Lighthouse Charter School. According to this research, PBL makes the content areas more relevant and meaningful to disaffected youth, while enhancing the *quality* of student learning and the development of self-directed learners. The same review also suggests that PBL can enhance professionalism and collaboration among educators.

All project-based units reflect the principles of backward design – the project content and processes will be framed by an essential question that is aligned to standards. Each project will be anchored by an enduring understanding standard or big idea that teachers have identified within the State Standards. Enduring understanding standards generally require high levels of critical thinking (analysis, synthesis, and evaluation on Bloom’s Taxonomy) and also requires a performance assessment to adequately assess student mastery of such standards. Therefore, project-based learning provides a successful vehicle through which students can demonstrate their mastery of big ideas that reside at the heart of State Standards. Along with the enduring understanding standard that anchors each project, teachers will identify standards that represent discrete skills or isolated pieces of knowledge that support the enduring understanding or big idea. Students will address these standards in relation to the big idea, which will enable students to see the connections between isolated facts or discrete skills and the big idea. This approach to curricular design and delivery is solidly grounded within the backward-design approach to curricular planning and provides for a meaningful comprehensive way in which to promote mastery of State Standards.

Students will be assessed for their mastery of standards, as well as their ability to solve problems individually and in cooperative groups. Project design will incorporate rigorous and complex problems that require students to understand the relationships between concepts from different disciplines. All projects will culminate in a tangible product and often a public exhibition of the students’ work. Furthermore, all projects will reflect the “6 A’s” of high quality PBL:

- Authenticity
- Academic rigor

- Applied learning
- Active exploration
- Adult relationships
- Assessment

High Quality Professional Development

Although not explicitly a method of construction, a key component of the Charter School’s approach is to continually work with our staff to ensure the teaching staff are constantly improving in their instructional delivery and content mastery. One of the most successful ways to accomplish this high quality professional development is to ensure that teachers and administration, work in a collaborative environment, with extensive opportunities for improvement and self-reflection. The educational program is designed to allow teachers the opportunity to work collaboratively throughout the entire educational process, from planning their lessons, daily instruction, as well as periods of reflection. The weekly calendar will allow for grade level teams to work collaboratively as well as the entire staff to share best practices.

Integration of Technology

In order for our students to be successful in achieving our goal of all students being an “educated person” in the 21st century, technological mastery is paramount. The tools of technology will be an integral part of all students and adults lives and should be a key component of our student’s education experience. Our students will be able to know about and use numerous forms of technology to demonstrate what they know and utilize this technology to learn about the world around them. A key component of our educational program is the use of electronic assessments, including but not limited to Accelerated Reader and Accelerated Mathematics, as well as computer adaptive formative and summative assessments that are aligned to common core standards.

C. CURRICULUM

An innovative curricular program was founded on the research-based approach described in *Understanding by Design* (backward design) (Wiggins and McTighe, 2001), and on innovations in project-based learning. By integrating backward design into PBL, teachers are empowered to use creative and authentic instructional methods, while ensuring the coverage of State Standards within the project context. The traditional backward-design process guides teachers through a three-step process: (1) internalization and prioritization of State Standards; (2) differentiated assessment methods aligned to prioritized standards and identified learning targets; and (3) innovative, research-based instructional strategies clearly articulating student learning objectives. In a standards-based PBL model, the third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

The section that follows demonstrates how teachers will be expected to cluster standards at each grade level (only select grade levels are included for demonstration purposes) to create multi-disciplinary standards-based instructional units and assessments. Note that the examples reflect

only the integration of selected standards, and they are meant to demonstrate how teachers will align assessments and instruction to standards. Through professional development and collaborative planning time, the Charter School will ensure that teachers are incorporating *all* of the standards for their grade level, using the backward-design model described above.

The examples listed below reflect the Charter School's belief that assessments should be aligned to standards and should drive instructional practice. Additionally, in-depth discussions with the school community on what students should know and be able to do will occur. Students' progress towards mastery of standards will be assessed every six to eight weeks, using benchmark assessments that mirror the outcomes of standard met and standard exceeded required on the CAASPP tests.

The Charter School supports a multidisciplinary instructional approach, as it lends meaning to individual standards and increases the content's relevance to students.

KINDERGARTEN		
Sample Standards-Based Performance Assessment	Related State Standards	Priority Level
Students “write” (through dictation, pictures, and phonetic	Life Sciences	
	3a. Students know how to observe and describe similarities and differences in the	1
<p>writing) a “More Than, Less Than” story involving a variety of living things (plants and animals). Students share their stories orally with the teacher and then with the class. During oral presentations, students are asked to describe the attributes of the living things in their stories and also to identify which are real and which are made-up fictional characters.</p> <p>Assessment Criteria A standards-based rubric is developed by the teacher and shared with students.</p>	appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).	
	3 b. Students know stories sometimes give plants and animals attributes they do not really have.	2
	3c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).	2
	Number Sense	
	1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.	1
	1.2 Count, recognize, represent, name, and order a number of objects (up to 30).	2
	1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	2
	Algebra and Functions	
	1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).	2
	Vocabulary and Concept Development	
1. Students are prepared for the assessment through a variety of textbook-based and teacher- created activities. For example, students w sort objects by attributes, use manipulatives to explore the concepts of comparative quantity,	1.18 Describe common objects and events in both general and specific language.	2
	Literary Response and Analysis <i>Narrative Analysis of Grade-Level-Appropriate</i>	
	3.1 Distinguish fantasy from realistic text.	2
	3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	2
Instructional Activities		

<p>and work with actual plants and models of animals to practice identifying parts and generally describing their characteristics.</p> <p>2. Students also read and discuss stories in which animals are given human attributes.</p>	3.3 Identify characters, settings, and important events.	2
	Listening and Speaking	
	2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.	1
	2.2 Recite short poems, rhymes, and songs.	2
	2.3 Relate an experience or creative story in a logical sequence.	2

THIRD GRADE		
THEME: ECONOMIC LITERACY		
Sample Standards-Based Performance Assessment	Related State Standards	Priority Level
<p>Students produce a food and agriculture report on a food product that they regularly eat or drink. They research production characteristics (location, production processes, labor needs, etc.) of the ingredients contained in that food product. Students use information provided about labor, transportation, and land costs to calculate the cost of producing the ingredients used in their favorite food. Students also research alternatives to that food (e.g., drinking juice instead of Kool-Aid), and report on the cost differences. Students present their findings as part of a food and agriculture report that recommends whether consumers should purchase the food they researched, and also explain why.</p> <p>Assessment Criterion Students keep a portfolio of their</p>	Continuity and Change	
	1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.	1
	2. Understand that some goods are made locally; some, elsewhere in the United States; and some, abroad.	2
	3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	2
	Number Sense	
	1.1 Count, read, and write whole numbers to 10,000.	2
	1.2 Compare and order whole numbers to 10,000.	2
	1.3 Identify the place value for each digit in numbers to 10,000.	2
	1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.	2
	1.5 Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).	2
	2.1 Find the sum or difference of two whole numbers between 0 and 10,000.	2
	2.2 Memorize the multiplication table for numbers between 1 and 10.	2

work on the food and agriculture report, and are evaluated on their research process and the final product. A variety of rubrics are created by students and the teacher to assess students' research methodology, oral presentation skills, written report, and understanding of food production	2.3 Use the inverse relationship of multiplication and division to compute and check results.	1
	2.4 Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers ($3,671 \times 3 =$).	1
	2.5 Solve division problems in which a multi-digit number is evenly divided by a one-digit number ($135 \div 5 =$).	2
	2.6 Understand the special properties of 0	2
processes.	and 1 in multiplication and division.	
	2.7 Determine the unit cost when given the total cost and number of units.	2
Instructional Activities	2.8 Solve problems that require two or more of the skills mentioned above.	1
<p>1. Students practice calculating production costs, given set information about labor, supplies, and transportation.</p> <p>2. Students study the characteristics of production of major commodities (e.g., sugar, cotton, wheat, corn, salt, rice, etc.).</p> <p>3. Students practice developing oral presentations on simple topics that involve props and visual aids.</p> <p>4. Students learn research methodologies and practice those methods on simple research topics (e.g., what country or area of the world produces the most rice, etc.).</p>	Listening and Speaking	
	1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, and encyclopedia).	1
	1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).	2
	2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	2

SIXTH GRADE		
THEME: PHILOSOPHY, THEN AND NOW		
Sample Standards-Based Performance Assessment	Related State Standards	Priority Level
Writing Strategies		

Students write a research report about the life, culture, political context, and philosophy of Confucius. The report identifies how he addressed the issues of his time and place. Students apply their understanding of Confucius to write an editorial from his	<i>Research and Technology</i>	
	1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, columns, page orientation).	3
	1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial	2
<p>perspective on a modern day issue or current event. Students are assessed on both the editorial they write from Confucius’s perspective and how it connects to the research they conducted on his life. Students orally present both a summary of the report and their editorial.</p> <p><u>Assessment Criteria</u></p> <p>Separate rubrics are constructed for the research report and for the editorial. The research report rubric focuses on the variety of sources used, the student’s ability to synthesize different sources of information, the historical accuracy of the report, and the completeness of the content.</p> <p>The editorial is evaluated for how persuasively it is written, how well it reflects Confucius’s thinking, and for the student’s application of writing conventions.</p>	order, order of importance, or climactic order.	
	Writing Applications	
	2.4 Write persuasive compositions: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering readers’ concerns and counterarguments.	1
	World History and Geography: Ancient Civilizations	
	6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	1
	2. Explain the geographic features of China that made government and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.	2
	3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.	2
	4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	2
	Reading Comprehension	
	<i>Structural Features of Informational Materials</i>	

Instructional Activities	2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the	2
1. Students analyze quotes from Confucius, circa 560 B.C., and think about how they apply to themselves or people around them. Sample Quotes: “Be not ashamed of mistakes and	2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	2
	Listening and Speaking	
	<i>Organization and Delivery of Oral Communication</i>	
<i>thus make them crimes.”</i> <i>“Everything has its beauty but not everyone sees it.”</i> 2. Students read articles or passages in textbooks about the life and times of Confucius. 3. Students look at art from the time of Confucius and analyze cultural, political, societal, and religious themes in the works. 4. Students synthesize information gained throughout the unit and look at how certain issues and themes connect to modern society.	1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal	1
	modulation to the audience.	
	1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.	2
	1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.	2
	1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.	2
	Visual Arts	
	<i>Role and Development of the Visual Arts</i>	
	3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).	2
	3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.	3
	<i>Diversity of the Visual Arts</i>	
3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.	2	

At Lighthouse Charter School, students are expected to be engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summatively assessing for student mastery of all concepts and State Standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations about learning objects, instruction, and assessment.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement are embedded into the daily culture of the classroom. Strategies brought to

light in *Classroom Instruction That Works* (Marzano, Pickering, and Pollock) are utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that “have a high probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano, Pickering, Pollock, 2001). Teachers are challenged to examine the three elements of effective pedagogy: instructional strategies, management techniques, and curricular design.

The Core Curriculum

State adopted textbooks and materials will be used along with a variety of supplemental resources. The academic core curriculum will include reading and language arts, mathematics, history and social science, and science. The content or “key” standards will define for each subject and grade the most important knowledge that students must acquire and the skills that they must master. Other standards that represent discrete learning skills will be linked to the key standards (as demonstrated in the sample units above) in order to bring relevance to the standards that represent isolated skills. Clustering standards in this way, prior to choosing curricular resources, will ensure that the Charter School’s choice and use of curricular resources are aligned to State Standards. As described in the CCSS, in Mathematics, the Charter School’s students will be able to apply the following:

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
 - Find meaning in problems
 - Analyze, predict and plan solution pathways
 - Verify answers
 - Ask themselves the question: “Does this make sense?”
- Reason abstractly and quantitatively.
 - Make sense of quantities and their relationships in problems
 - Create coherent representations of problems
- Construct viable arguments and critique the reasoning of others.
 - Understand and use information to construct arguments
 - Make and explore the truth of conjectures
 - Justify conclusions and respond to arguments of others
- Model with mathematics.
 - Apply mathematics to problems in everyday life
 - Identify quantities in a practical situation
 - Interpret results in the context of the situation and reflect on whether the results make sense

- Use appropriate tools strategically.
 - Consider the available tools when solving problems
 - Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)

- Be precise.
 - Communicate precisely to others
 - Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes
 - Calculate accurately and efficiently

- Look for and make use of structure.
 - Discern patterns and structures
 - Can step back for an overview and shift perspective
 - See complicated things as single objects or as being composed of several objects

- Look for and identify ways to create shortcuts when doing problems.
 - When calculations are repeated, look for general methods, patterns and shortcuts
 - Be able to evaluate whether an answer makes sense

In Mathematics, students will also be responsible for learning the content and the skills at each grade level of the Common Core State Standards. For example, the overview of the Kindergarten mathematics standards is included below.

Grade K Overview | Mathematics

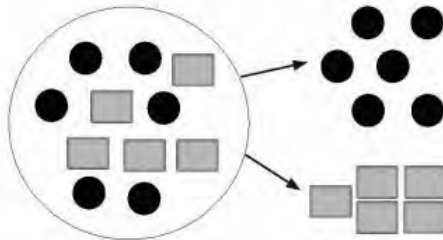
Kindergarten students learn to count to 100 and write numbers to 20. Attention is given to numbers 11-20 where emphasis is placed on tens and ones building a foundation for place value understanding. Beginning addition and subtraction starts in kindergarten. Students sort and classify groups of objects and identify basic shapes.

- Know number names and be able to count to 100
- Write numbers 0 – 20
- Learn about numbers 11-20, with tens and ones
- Count objects to tell the number of things in a group up to 20
- Compare numbers and groups



Which group has more? Which group has less?
Are these groups equal?

- Understand that addition is putting together groups and adding to groups
- Understand that subtraction is taking apart groups and taking from groups
- Fluently add and subtract within 5
- Understand concepts of time (morning, afternoon, evening, etc.)
- Know about the tools that measure time (clock, calendar, etc.)
- Sort objects into groups



Reading and Language Arts

Similarly, for English Language Arts, the Charter School students will become proficient at all of the adopted Common Core State Standards for ELA. An example of the overview of what is expected of 7th grade students is included below.

Grade 7 Overview | English Language Arts

Seventh grade students read and understand grade-level nonfiction literature. They compare and contrast fictional and historical accounts. Students write a variety of pieces, creating organized arguments to support claims. When writing research projects, students collect additional questions for further research. They use eye contact, appropriate volume, and clear pronunciation when presenting.

Reading

- Explain what the text says and draw conclusions
- Determine the main ideas of a text and how they develop
- Analyze how the elements or setting of a story shape the plot
- Analyze how an author develops and contrasts his or her own point of view with those of characters or the narrator
- Analyze the structure of text
 - Graphics, headers, and captions
- Compare and contrast fictional and historical accounts
- Assess the extent to which the reasoning and evidence in a text support the author's claims
- Read and understand grade-level literary and nonfiction texts

Writing

- Write arguments to support claims with clear reasons and relevant evidence
- Write informative texts that examine a topic and convey ideas
- Write narratives that include relevant descriptive details and well-structured event sequences
- Conduct research projects and demonstrate an understanding of the subject under investigation
- Use technology to produce and publish writing; include references and links to sources

Speaking and Listening

- Participate in discussions, both one-on-one and with a group
- Evaluate the reasoning and relevance of evidence made in a speaker's argument
- Plan and present an argument
- Use eye contact, appropriate volume, and clear pronunciation when presenting

Language

- Use correct grammar and language
- Use correct capitalization, punctuation, and spelling
- Use a variety of methods to determine the meaning of unknown words
- Use relationships between words to better understand words
 - Synonym: a word that means the same
 - Antonym: a word that means the opposite

We currently use the updated Next Generation Science Standards. Once new History/Social Science standards are adopted, we will more than likely begin using those. Currently we are using California State Standards for History/Social Science. The Charter School students will know and be able to accomplish the following:

History and Social Science

Students will understand and apply knowledge in the areas of history, geography, economics, civics, and government to appreciate the interrelationships that exist within our complex 21st Century. They will develop the skills of a historian through research and the use of primary sources.

Science

Students will successfully use scientific research and inquiry methods to understand and apply the major concepts underlying various branches of the sciences, including health and agricultural sciences. They will develop the skills of a scientist through research and lab opportunities.

Other Areas of Emphasis in Curriculum

In addition to the core curriculum, the Charter School will also emphasize several other curricular areas in its course of study, including (1) health, especially those elements cited in the California state standards; (2) physical education, as outlined in the *Physical Education Content Standards for California Public Schools*; and (3) visual and performing arts, as spelled out by grade level in the *Visual and Performing Arts Content Standards for California Public Schools*.

Unique Aspects of the Charter School's Program

The courses of study developed for the Charter School are intellectually demanding, relevant, and taught through an interdisciplinary team-teaching approach. Based on current research on how students learn, this interdisciplinary team-based approach reinforces brain-based learning. It has been demonstrated that students are better able to retain information when curriculum is presented in an integrated setting rather than in isolation.

The Charter School's staff shall be encouraged to offer their expertise in selecting appropriate curricular materials. Curricular decisions will be approved by the Charter School's Board of Directors.

The Charter School's teachers are encouraged to use an interdisciplinary approach in a standards-based system with student-centered learning opportunities. This will be accomplished through the seamless integration of standards with project-based learning, as described above. In order to ensure the effective integration of these pedagogical approaches, all staff members shall have a variety of opportunities for professional development, including staff development to enhance the school's team-based approach to learning. Staff training shall be focused on the academic State Standards, best practices in teaching, and accountability for school-wide goals.

The Charter School has implemented a comprehensive model of continuous school improvement, which includes staff professional development as well as personalized coaching to help teachers implement concepts in their classroom in a practical way that meets their needs. The Charter School will encourage teachers to identify the types of professional development that they need in order to fulfill the mission and vision of the school.

Additional professional development will focus on topics that are relevant to the Charter School's mission, such as project-based learning. Furthermore, teachers will attend training to correspond with the textbooks adopted by the Charter School, and administrators will also be trained to support effective implementation of the adopted materials.

Teachers will be encouraged to share with the staff and Charter School directors the areas where they feel a need for more support and professional development. Peer support teams and informal and/or formal interdisciplinary teams will promote the Charter School as a place for professional and personal growth for every staff member, as well as a place for learning for every student.

Technology will be available for all students as an integral part of their curriculum, staff members will be adequately trained in the use of computers and tablets and their application to curricular planning and development and for data retrieval and analysis.

The standard for high quality student work will be enhanced and enabled by excellent teaching within a supportive school culture in which:

Teachers are expected to:

- Possess demonstrable professional competence; maintain emotional and physically safe learning environments.
- Implement Common Core State Standards-based education in all areas of the curriculum.
- Use curricular materials and assessment practices that are aligned with Common Core State Standards.
- Provide content and performance standards that are clear, including required academic performance levels, for all parents and students.
- Assign regular and relevant homework linked to content and performance standards.
- Establish the development of literacy as a high priority.
- Utilize support personnel, including parent and community volunteers.
- Facilitate student access to human services agencies and to other appropriate organizations.
- Encourage innovation and academic excellence.
- Be role models and mentors to students.

Learning opportunities include the following:

- Students will be encouraged to collaborate and work effectively with other students in the K-8 community.
- Students shall have opportunities to participate in a well-articulated physical fitness and athletics program that will promote lifelong fitness.
- Students shall have opportunities to participate in visual and performing arts programs.
- Students will develop individual goals for high school, post-high school, and career planning.

Independent Study

Lighthouse Charter School offers short-term independent study for students who wish to keep up with their educational program while they are not physically present in school. Independent study requests are approved on a case-by-case basis by the Principal and in accordance with the Independent Study Board Policy (#15-04), and must be authorized in advance of the student

generating attendance for the day(s) he or she is out of school. LCS will implement the RCS independent study Board Policy and Master Agreement, and will adhere to Education Code Section 51745, *et seq.*

D. CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • Lighthouse Charter School will hire and maintain a well qualified faculty. • Lighthouse Charter School will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career. • School facilities are maintained and in good repair. 	<ul style="list-style-type: none"> • All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. • Faculty will have targeted professional development, based on Personalized Educator Plans (individual and school goals) and the needs of students based on data. • School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process. • Annual community survey. • Faculty participates in shared decision making process. • Regular walkthroughs of school facilities by school leadership.
State Priority #2. Implementation of Common Core State Standards, including how EL	

students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • All Lighthouse Charter School curriculum will be aligned to CCSS. • All Lighthouse Charter School curriculum will be designed to support ELs and other struggling subgroups. 	<ul style="list-style-type: none"> • Curriculum maps for each course written prior to school opening and revisited yearly. • All curriculum maps will have goals and strategies to support ELs. • Professional development days, which includes dedicated days for implementing Common Core, and supporting ELs and other struggling students

State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • Parents view themselves as a key component of the schools’ and student success. • Parents demonstrate high satisfaction with the school’s program. 	<ul style="list-style-type: none"> • Published list of differentiated opportunities for parental involvement. • Regular, designated times for parents to give feedback to school leadership (meetings, coffee hours, etc.). • Active Parent Teacher Committee • Annual community survey.

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC”).
- D. EL reclassification rate
- E. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • All students will become proficient in English, math, science and social science. • Students perform well on all external tests. • Students show growth on benchmark 	<ul style="list-style-type: none"> • Common Core State Standards based and aligned curriculum. • Regular benchmark assessments (minimum 8x per year) aligned to common core state

<p>assessments.</p> <ul style="list-style-type: none"> All students show growth on external measures. 	<p>standards</p> <ul style="list-style-type: none"> Extensive student support structures Curriculum maps designed to support ELs and struggling students Extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups
<p>State Priority #5. Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #5</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>
<p>Students attend school regularly, consistently and on time.</p>	<ul style="list-style-type: none"> Advisory System and course to support students. Social-Emotional learning in all courses. Personalized Learning Plans. Student Success Teams Extensive support structures, including early intervention plans. Extensive community building via orientation, advisory, and morning meeting.
<p>State Priority #6. School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #6</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>
<ul style="list-style-type: none"> Students will be thoughtful, engaged citizens of a 21st century world. Students will be active participants in class, and school activities 	<ul style="list-style-type: none"> Extensive community building via advisory, orientation and morning meeting as well as other school events. Advisory system and course. Social-Emotional Learning in all courses. Personalized Learning Plans. Student Success Teams Analysis of and action plans from community surveys.
<p>State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course</p>	

of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> 100% of students are enrolled in a broad course of study, including those courses that will prepare students for college readiness 	<ul style="list-style-type: none"> Extensive Support Systems Annual review of course and curricular offerings to ensure broad course of study.

State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> All students will become proficient readers and writers of the English Language. All students will become proficient in mathematical skills and content. All students will become proficient in science concepts and scientific thinking. All students will become proficient in social science practice and content. 	<ul style="list-style-type: none"> Common Core State Standards based and aligned curriculum maps. Regular benchmark assessments (minimum 8x per year) aligned to standards. Curriculum maps designed to support ELs and struggling students. Extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(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, which address in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can also be found in the Charter School’s Local Control and Accountability Plan (“LCAP”). 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 <http://www.lighthousecharterschool.org/charter-history-mission-vision/>. 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 through the annual LCAP update. The LCAP will be updated annually to reflect changes to goals, actions, and outcomes, as our student population's needs change over time. 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 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.

E. PLANS FOR STUDENTS WHO ACHIEVE BELOW OR ABOVE GRADE LEVEL

It is the primary goal of the Charter School to have a student body performing at or above standard met on all achievement tests. Establishing a comprehensive intervention system is a critical component of a sound educational program. It is the intention of the Charter School to implement academic support structures for students and their identified needs. There are two particular groups of students who need strategically differentiated intervention/enrichment programs. First, students who do not meet their progression towards proficiency in English language arts, English language development, and mathematics, and need intervention programs. Second, students who are achieving above grade level will also benefit from enrichment programs, which will be a regular part of their daily curricular experience.

The Charter School promotes success for all students. The Charter School believes all students can achieve high standards, regardless of their strengths, weaknesses, and life experiences and, therefore, should be offered opportunities to engage in a rigorous curriculum.

Students Achieving Above Grade Level

Students who are achieving above grade level will be provided with opportunities to extend and expand on the common core state standards. Teachers will engage students with open ended projects and allow students to work at their individual level to challenge and enhance their experience and produce the best work in accordance with their ability. The school will also provide appropriate reading material to build student awareness and imagination. Understanding and comprehension of reading material will be assessed using the Accelerated Reading program and individual goals set to challenge the student. Students will be identified as achieving above grade level primarily through daily teacher interactions and daily assessments in the classroom.

Students Not Meeting Standards

Students who are not meeting grade level benchmarks will be provided additional interventions. In order to determine which students are operating below grade level, the Charter School will utilize several techniques. One of the primary ways of identifying these students is through the daily teacher interactions with the student. Teachers are offering daily assessments, checking for understanding regularly and providing students with ample opportunities to demonstrate their mastery of skills. In addition to the teacher identification of those students not meeting grade level benchmarks, the Charter School will employ a series of assessments early in the school year to determine the student's performance level. These monthly assessments will be based on items derived from a common core item bank, which will provide the teacher with diagnostic information about each student's performance and identify those students in need of extra help. Finally, the Charter School will use the results of the state assessments when identifying those students in need of remediation. Above all, this is a data driven process, where the teacher and administrator will work together in this identification.

The interventions provided to the students will focus on building and supporting basic reading, writing, and math skills for success in the regular grade level appropriate curriculum. Additionally, the interventions will provide opportunities for students to relearn concepts already presented to them. Students will be identified for intervention, based on the CAASPP program data (students performing at the basic, below basic, or far below basic performance levels), diagnostic assessments administered by classroom teachers, and any other classroom-based assessment data relevant to student achievement.

Student Success Team

The Charter School is committed to working with students who are performing below grade level to help them achieve at expected levels and to those students who are performing above grade level and needing additional challenges. The Charter School will identify students who are performing below or above grade level, or those students otherwise having behavioral issues, and use a student success team ("SST") process to develop a plan to address their individual needs.

An SST uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher, and student. An SST is a general education function. All students can benefit from an SST, including, but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to the SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns, and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers, and law enforcement personnel. The meeting is designed to bring out the best in the people involved.

The Charter School's 12 SST meeting steps shall include:

1. Team members introduce themselves and their roles.
2. The purpose and process of the meeting are stated.
3. A timekeeper is appointed.
4. Strengths are identified.
5. Concerns are discussed, clarified, and listed.
6. Pertinent information and modifications are listed.
7. Concerns are synthesized, with one or two chosen for focus.
8. Strategies to deal given concerns are brainstormed.
9. Team chooses best strategies to carry into action.
10. Individuals make commitments to actions.
11. Persons responsible and timelines for actions are recorded.
12. Follow-up date is set.

If the concerns continue to exist after an SST plan has been implemented, revisions to the plan may be discussed or, if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

F. PLAN FOR ENGLISH LEARNERS

The Charter School will meet all applicable legal requirements for ELs, 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, core content instruction, teacher qualifications and training, re-classification 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.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment in the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English are tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window is year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, is assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window is a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners is assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC is used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

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; this includes, but is 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 may 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.

Strategies for English Learners

Teachers will be trained to use Specially Designed Academic Instruction in English (“SDAIE”) techniques to meet the needs of English Learners. All credentialed teachers will have an EL authorization attached to their credential (e.g., Crosscultural, Language, and Academic Development, or “CLAD”).

ELD designated instruction occurs during WINN differentiated ELA time. Students with EL designations receive targeted instruction during this time from a credentialed teacher (or from an aide under the guidance of a credentialed teacher) during this time. Additional ELD instruction occurs throughout the day during small group instruction in the general classroom environment.

The McGraw-Hill curriculum has ELD materials that can be accessed as part of the ELD instruction. Teachers will also use Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (“SIPPS”) to address the needs of emergent readers who are developing the skills of fluency and comprehension. Lighthouse is also in the process of having all teachers Guided Language Acquisition by Design (“GLAD”) trained, as that focuses on utilizing strategies to target the needs of EL students; this is a two-year roll out and we anticipate all teachers to be GLAD certified by the end of 2019-20.

The instructional design model used by the Charter School places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers will be trained on a variety of instructional strategies to be used specifically with English Learners. These strategies include, but are not limited to, the following techniques:

Total Physical Response (“TPR”). Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning

opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR." (*For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.*)

Cooperative Learning. Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, and Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small- group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have limited English proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task, such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

Language Experience Approach (also known as dictated stories). This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student's words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).

Dialogue Journals (also known as interactive journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a nonthreatening opportunity for EL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step

process of building students' abilities to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research in cognitive academic language proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instructional methods but can be used in any classroom context. (See Gibbons [2002] for specific scaffolding strategies.)

Native Language Support. Whenever possible, EL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience." In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement; and fostered students' development of, knowledge of, and pride in their native languages and cultures."

Guided Language Acquisition Design ("GLAD"). All teachers will be trained to utilize GLAD strategies, a program initially designed to meet the needs of English Learners. It relies on teachers implementing specific strategies to enhance the learning environment.

Designated Small Group Instruction for ELs and Others - WINN. Lighthouse Charter provides 30 minutes, 3 days a week of targeted instructional ELA time in grades 2-6. During this time, students are put into leveled groups to meet their individualized needs for ELA. Groups typically include the subcategories: EL, Strategic, On-Level, and Advanced. The groups are based on various data, including MAP, SBAC, Accelerated Reader, and overall classroom assessment data. The groups are fluid and can change at any time based on the students' need. This is a key component of our differentiated instruction for ELA. We are targeting needs across the board, but especially the needs of EL and high-achieving students who might otherwise be non-targeted during general instruction time.

Monitoring and Evaluation of Program Effectiveness

The Charter School shall monitor whether reclassified English Learners are able to participate meaningfully in the Charter School's educational program and shall report the number and percentage of Reclassified English Learners meeting State Standards for each of the 4 years after such students are no longer receiving services consistent with 20 U.S.C. 6841 and U.S. Department of Education guidance.

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.

- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

G. SERVING STUDENTS WITH DISABILITIES

Overview

The Charter School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Improvement Act (“IDEA”).

The Charter School shall be its own local educational agency (“LEA”) and has applied directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School has been approved for membership in the El Dorado County Charter SELPA, pending renewal of its charter petition.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the District, the SELPA, and the California Department of Education at least one year prior to the proposed effective date. Such a transition is considered a material revision requiring District Board approval..

Upon acceptance in a SELPA, the Charter School shall provide the District evidence of membership. The Charter School’s application and acceptance as an independent LEA member of a SELPA is considered a material revision to this charter and requires District Board approval. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

All certificated staff will receive training on the Response to Intervention model. Students will be placed in special education only after alternative measures have been considered, and, where appropriate, utilized.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all of the Special Education Local Plan Area’s (“SELPA”) policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with the IDEA, Section 504 of the Rehabilitation Act and the ADA. The facilities to be utilized by the school shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School 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 the Charter School. 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.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team that will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parents or guardians of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations,

modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he or she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students Under the IDEA

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students, and shall conduct all assessments in accordance with statutory timelines and requirements.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the parents of the child; the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; any individuals necessary to interpret the instructional implications of evaluation results; and other Charter School representatives who are knowledgeable and/or have special expertise about the regular education program at the Charter School and/or about the student, including related service personnel as appropriate. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, behavior specialist, and any other necessary related service providers; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter

School students in accordance with the student's unique educational needs and the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all the implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's general education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, funding, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Requests and Other Formal Complaints

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file a request for a due process hearing, or request mediation, the Charter School is solely responsible for defending the case and will bear all associated costs. The Charter School will inform the District within 5 business days of its receipt of any due process request filed against it with the Office of Administrative Hearings or complaint filed against it with the Office for Civil Rights or California Department of Education (collectively referred to hereinafter as "Complaint"). Charter School will timely respond to the District's request for any records and/or information pertaining to the Complaint, including the nature, status and/or outcome.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA..

H. EVERY STUDENT SUCCEEDS ACT

As applicable under the ESSA, the Charter School works with its staff to ensure that all students have full access to the curriculum and that each subgroup in the Charter School is making meaningful progress toward meeting all of the State Standards. The Charter School will implement all provisions of the ESSA that are applicable to charter schools.

ELEMENT II MEASURABLE PUPIL OUTCOMES AND
ELEMENT III ASSESSMENT OF STUDENT PERFORMANCE

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose 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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(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(b)(5)(C).

Student Outcomes Aligned with the State Priorities

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element II of the charter.

CHARTER SCHOOL OUTCOMES TO ACHIEVE STATE PRIORITIES

State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> Lighthouse Charter School will hire and maintain a well qualified faculty. Lighthouse Charter School will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career. School facilities are maintained and in good repair. 	<ul style="list-style-type: none"> All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. Faculty will have targeted professional development, based on Personalized Educator Plans (individual and school goals) and the needs of students based on data. School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process. Annual community survey. Faculty participates in shared decision making process. Regular walkthroughs of school facilities by school leadership. 	<ul style="list-style-type: none"> 90% satisfaction rating on annual community survey results 85% of faculty reach Personal Educator Plan Goals. Number of high quality applicants per yearly faculty job opening is greater than 5. Less than 10% of faculty leaving the Charter School after two or fewer years that are a cultural, philosophical and skills fit. Faculty does yearly assessment of materials during intersession PD time. 90% of faculty agree leadership meetings are productive on community survey. 90% of community members agree that the school is clean and orderly on community survey.
		<ul style="list-style-type: none"> School leaders rate the school condition as “excellent” on monthly walkthroughs.

State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • All Lighthouse Charter School curriculum will be aligned to CCSS. • All Lighthouse Charter School curriculum will be designed to support ELs and other struggling subgroups. 	<ul style="list-style-type: none"> • Curriculum maps for each course written prior to school opening and revisited yearly. • All curriculum maps will have goals and strategies to support ELs. • Professional development days, which includes dedicated days for implementing Common Core, and supporting ELs and other struggling students 	<ul style="list-style-type: none"> • 60% of ELs are redesignated yearly. • 90% of ELs make progress towards EL proficiency as measured by the ELPAC. • School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and CA ELD standards and have supports for ELs and struggling students.
State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation		
ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • Parents view themselves as a key component of the schools' and student success. • Parents demonstrate high satisfaction with the school's program. 	<ul style="list-style-type: none"> • Published list of differentiated opportunities for parental involvement. • Regular, designated times for parents to give feedback to school leadership (meetings, coffee hours, etc.). • Active Parent Teacher Committee • Annual community survey. 	<ul style="list-style-type: none"> • 70% of parents complete 30+ hours of volunteering. • 75% of parents complete community survey. • Parental attendance at community meetings is significant according to school leader.
State Priority #4. Pupil achievement, as measured by all of the following, as applicable:		

<p>A. CAASPP</p> <p>B.</p> <p>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</p> <p>D. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC</p> <p>E. EL reclassification rate</p> <p>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</p> <p>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness</p>		
ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
<ul style="list-style-type: none"> • All students will become proficient in English, math, science and social science. • Students perform well on all external tests. • Students show growth on benchmark assessments. • All students show growth on external measures. 	<ul style="list-style-type: none"> • Common Core State Standards based and aligned curriculum. • Regular benchmark assessments (minimum 8x per year) aligned to common core state standards • Extensive student support structures • Curriculum maps designed to support ELs and struggling students • Extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups 	<ul style="list-style-type: none"> • 70% or more of all students will demonstrate at least one year of growth on the CAST or CAASPP assessments. • 70% of students will show growth on their internal benchmark assessments. • On average, 75% of students are proficient or above on CAASPP assessments. • 75% of all subgroups score a proficient or above on CAASPP. • California School Dashboard is above statewide target. • • 90% of ELs make progress towards EL proficiency as measured by the ELPAC. • 75% of ELs are reclassified as fluent English Proficient.

<p>State Priority #5. Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 		
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #5</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>
<p>Students attend school regularly, consistently and on time.</p>	<ul style="list-style-type: none"> • Advisory System and course to support students. • Social-Emotional learning in all courses. • Personalized Learning Plans. • Student Success Teams • Extensive support structures, including early intervention plans. • Extensive community building via orientation, advisory, and morning meeting. 	<ul style="list-style-type: none"> • 95% Average Daily Attendance. • Less than 2% annual Chronic Absentee Rate. • Less than 1% Middle School Dropout rate.
<p>State Priority #6. School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 		
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #6</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>

<ul style="list-style-type: none"> • Students will be thoughtful, engaged citizens of a 21st century world. • Students will be active participants in class, and school activities 	<ul style="list-style-type: none"> • Extensive community building via advisory, orientation and morning meeting as well as other school events. • Advisory system and course. • Social-Emotional Learning in all courses. • Personalized Learning Plans. 	<ul style="list-style-type: none"> • Less than 10% suspensions. • Less than 1% expulsions. • At least 75% of all students will reach Personal Learning Plan goals • 90% of students are satisfied with Lighthouse Charter
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	<ul style="list-style-type: none"> • Student Success Teams • Analysis of and action plans from community surveys. 	<p>School on community survey.</p> <ul style="list-style-type: none"> • 90% of parents are satisfied with Lighthouse Charter School on community survey. • Less than 10% transfer rate.
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State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE	ACTIONS TO ACHIEVE	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
PRIORITY #7	ANNUAL GOALS	

<ul style="list-style-type: none"> • 100% of students are enrolled in a broad course of study, including those courses that will prepare students for college readiness 	<ul style="list-style-type: none"> • Extensive Support Systems • Annual review of course and curricular offerings to ensure broad course of study. 	<ul style="list-style-type: none"> • 90% of parents, students and teachers identify the coursework as a broad course of study on community survey. • Annual review of course and curricular by administration and leadership team indicate a broad course of study.
<p>State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>		
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #8</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>
<ul style="list-style-type: none"> • All students will become proficient readers and writers of the English 	<ul style="list-style-type: none"> • Common Core State Standards based and aligned curriculum maps. 	<p>All students, including those in numerically significant subgroups</p>

<p>Language.</p> <ul style="list-style-type: none"> • All students will become proficient in mathematical skills and content. • All students will become proficient in science concepts and scientific thinking. • All students will become proficient in social science practice and content. 	<ul style="list-style-type: none"> • Regular benchmark assessments (minimum 8x per year) aligned to standards. • Curriculum maps designed to support ELs and struggling students. • Extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups. 	<p>(students with exceptional needs, or classified as EL, FRPM eligible, or foster youth) will demonstrate knowledge of a broad course of study, as described in Ed Code Section 51210: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board.:</p> <ul style="list-style-type: none"> • 70% or more of all students will demonstrate at least one year of growth on the English Language Art CAASPP assessment. • 70% of students will show growth on their benchmark assessments for English. • 75% or more of all students will be proficient or above ELA CAASPP assessment. • 70% or more of all students will demonstrate at least one year of growth on the Mathematics CAASPP assessment. • 70% of students will show growth on their benchmark assessments for math. • 75% of students will be proficient or above on the mathematics CAASPP assessment.
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		<ul style="list-style-type: none"> • 70% of students will show growth on their benchmark assessments for science. • 75% of students will be proficient or above on the science CAST assessment. • 70% of students will show growth on their benchmark assessments for social science. • 75% of students will be proficient or above on the social science CAASPP assessment. • 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) who are basic, proficient or advanced on their CAASPP test. • School leadership/department lead yearly audit of curriculum and lesson plans show that 95% of curriculum maps are aligned to CCSS and ELD standards and have supports for ELs and struggling students.
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Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(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, which address in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can also be found in the Charter School’s LCAP. 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 <http://www.lighthousecharterschool.org/charter-history-mission-vision/>. 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 through the annual LCAP update. The LCAP will be updated annually to reflect changes to goals, actions, and outcomes, as our student population's needs change over time. 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 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.

The Charter School affirms that 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.

A. ADDITIONAL SCHOOLWIDE OUTCOMES / METHODS OF MEASUREMENT

OUTCOMES	METHODS OF MEASUREMENT
<p>Goal 1: Provide a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and State Standards that develops content knowledge, conceptual understanding, and critical thinking for all students – those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.</p>	<ul style="list-style-type: none"> • Percent of students who are meeting or exceeding on SBAC in ELA and Math • Percent of students who are meet projected growth target in ELA and Math as measured by the NWEA • Percent of teachers who feel that professional development supports them in implementation of the CCSS, NGSS, and State Standards and serving ELLs as measured by Annual Survey
<p>Goal 2: Close the achievement gap, if any, between students who are from low-income families, are English Language Learners, and who are Latino and the general population.</p>	<ul style="list-style-type: none"> • Gap (if any) between percent of students from low-income families, who are ELLs, and who are Latino that are meeting or exceeding on SBAC in ELA and Math • Gap (if any) between percent of students from low-income families, who are ELLs, and who are Latino that meet projected growth target in ELA and Math as measured by the • Percent of English Learners making annual progress, as measured by ELPAC. • Percent of 4th, 5th, and 6th grade students participating in experiences that promote college and career knowledge

<p>Goal 3: Students and families are engaged and empowered, in service of supporting students’ overall development and well-being.</p>	<ul style="list-style-type: none"> • Percent of students who feel safe, engaged, and empowered at school as measured by Annual Survey • Percent of families who feel their child is safe, engaged, and empowered at school as measured by Annual Survey • Percent of families who feel actively engaged in the school as measured by Annual Survey • Student attendance rate • Student chronic truancy rate
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In order to best serve our students and community, the Charter School examines and refines its list of school-wide outcomes.

B. SUBJECT MATTER SPECIFIC PUPIL OUTCOMES

The State Standards define for each subject and grade the most important knowledge that students must acquire and the skills that they must master. Appropriate grade-level mastery of core academic skills will include, but not be limited to, the following:

Reading and Language Arts

Students will demonstrate strong reading, writing, speaking and language skills in multiple forms of expression (e.g., written, oral, multimedia, and performing arts) with communication skills appropriate to age, setting, and audience.

Mathematics

Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within number sense and operations, functions and algebra, geometry and measurement, and statistics, data analysis, and probability appropriate to their skill levels.

History and Social Science

Students will understand and apply knowledge in the areas of history, geography, economics, civics, and government to appreciate the interrelationships that exist within our complex 21st Century. They will develop the skills of a historian through research and the use of primary sources.

Science

Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of the sciences. They will develop the skills of a scientist through research and lab opportunities.

Other Areas of Emphasis

In addition to the core curriculum, as noted earlier in Section II of this document, the Charter School will also emphasize several other curricular areas in the course of studies offered the students from kindergarten through grade eight. The areas include (1) health and nutrition; (2) physical education and athletics; (3) visual and performing arts; and (4) foreign languages.

C. METHODS OF ASSESSMENT AND REPORTING OF DATA

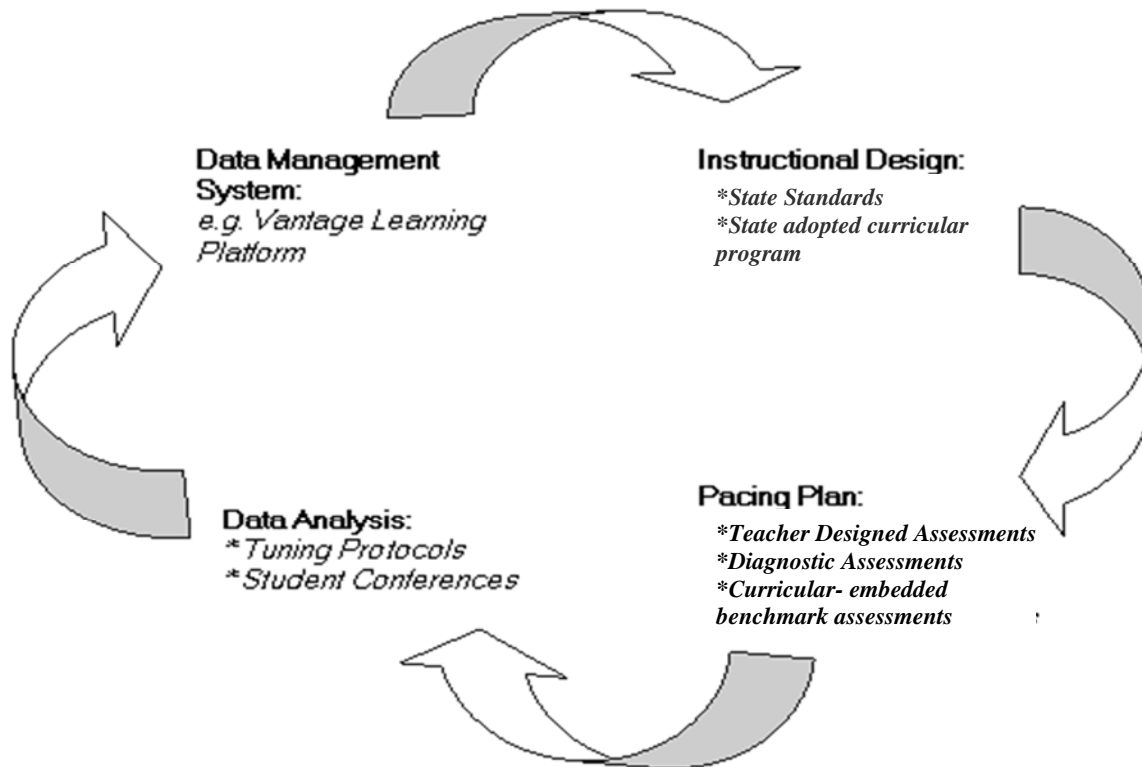
The Charter School shall conduct the required pupil assessments pursuant to Education Code Section 60605 and any other pupil assessments applicable to pupils in non-charter public schools.

The Charter School is dedicated to documenting student achievement of the State Standards each year through state-mandated assessments.

The Charter School will implement a cyclical feedback process to ensure that measurable pupil outcomes are used to inform and guide instruction. Teachers will be trained to work with California state standards and the chosen curricular program(s) to determine pupil outcomes. The Charter School has chosen a curricular program that includes curriculum referenced tests that are aligned to its sequence. These tests, along with other curricular-embedded and teacher- designed assessments, will be used to assess student mastery of the standards. The Charter School utilizes school-wide pacing plans for each grade level that identify when each standard is assessed during the course of the year.

The Charter School will contract with a student information system vendor for software which will compile and disaggregate assessment data (by student subgroup), and create a variety of instructive data reports. These reports will be used by teachers and other staff to collectively analyze student performance. Using the information from the system, staff will conduct a multiyear study of student performance by subgroup and grade level. Each year of the study, the Charter School staff and its governing board will examine the findings and plan to make appropriate adjustments to ensure the success of all students in the Charter School. The Charter School will also employ a strategy of monthly assessments in each grade. The results of these assessments will be aggregated and shared with the teachers, administrators to determine the best strategy for maximizing student performance

Teachers will meet weekly as an entire staff with the administration and the leadership team. During these weekly collaborative meetings, teachers will apply tuning protocols; use student data conferences and other data analysis processes to identify students' academic strengths and weaknesses; and use that information to guide their instructional design. The Principal will monitor the use of data to drive instruction.



The data analysis process will also help the Charter School staff determine which students are in need of intervention (remedial instruction) or enrichment. As stated above in the education program section regarding students achieving below grade level, students in need of intervention services who are performing two or more levels below their actual grade level (as indicated by diagnostic assessments and/or curricular-embedded assessments) and those students who score ‘basic,’ ‘below basic,’ or ‘far below basic’ in any subject area on the state mandated testing will receive interventions, as discussed above, including, but not limited to, instruction in one of the CDE-adopted reading and/or math intervention programs (e.g., *Read 180, McDougall Littell*).

Student progress shall be measured through varied and diverse methods, which include traditional forms such as grades, unit tests, and standardized tests as well as through ongoing “authentic assessment” methods, such as demonstrations, performances, and exhibitions.

Students will also be measured in noncurricular areas, such as class attendance and discipline, to ensure that they are meeting their social responsibilities. The Charter School believes that students develop important life skills when they are held responsible for both performance and conduct.

The Charter School will centrally manage scores from assessments and other meaningful quantifiable data so that students’ progress within particular subjects and across all subjects and areas of interest can be monitored. The Charter School will provide the students and teachers this progress data so that the Charter School staff, students, and parents can track individual student performance throughout the student’s career at the Charter School. Teachers and students shall be able to critically analyze student data, identify strengths and opportunity areas, develop individualized learning plans, and define goals for the students. Goals would be jointly set by

teachers and students, and student progress will be tracked and discussed with both students and parents on a regular basis.

Parent participation will be essential in setting up these individual student educational contracts and in managing the students as they successfully progress through their goals and objectives. This information will be used to identify areas of student, teacher, and program level improvement within the Charter School's program. The charter school will encourage active participation by parents in their child's learning. The charter school will provide extensive opportunities for parents to provide their time and assistance in the classroom and on school grounds. Additionally, the charter school will work with parent groups established at the school to maximize the home to school connection.

Additional assistance will be offered to those students who need extra help in reaching their academic and personal goals. Examples include peer tutoring, parent or community volunteer assistance, after-school mentoring programs, and educating parents on how they can help at home.

Standards-based report cards will be utilized for both progress reports and end of term grading to communicate student performance with parents.

D. PERFORMANCE REPORTING

If requested, the Charter School will provide to the District Board of Education an annual performance report. This report will include the following information:

- Summary data showing student progress toward the goals and outcomes listed above
- A summary of major decisions and policies set forth by the Charter School's Board of Directors during the year
- Data on the parent involvement in the school's governance (and other facets of the school) and summary data from a yearly parent and student satisfaction survey
- Data regarding the number of staff working at the school and their qualifications
- A copy of the school's health and safety policies and any major changes to those policies during the year
- A comprehensive view of the Charter School's admissions practices during the year (This will include information regarding the numbers of students enrolled, children on waiting lists, and the students expelled and/or suspended.)
- Analyses of the effectiveness of the Charter School's internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints
- Results of a Parent/teacher satisfaction survey
- Any other information regarding the educational program and the administrative, legal, and governance operations of the Charter School relative to compliance with the terms of the charter generally

The Charter School and District's Board of Education will jointly develop any additional content, evaluation criteria, timelines, and processes for the annual performance report. The Charter School will use the data in the performance report to assess and improve upon its educational

programming, as deemed necessary.

The above-referenced annual performance report and the state mandated School Accountability Report Card and Local Control and Accountability Plan will be submitted to the District within the timelines agreed upon by the District and the Charter School and made available to the public. The Charter School and District's Board of Education has developed a visitation process to enable the District to gather information needed to validate the school's performance and compliance with the terms of this charter. However, the Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight.

Pursuant to Education Code Section 47604.3, the Charter School promptly responds to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the District, the Yolo County Office of Education, and the State Superintendent of Public Instruction.

ELEMENT IV: 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(b)(5)(D).

A. NONPROFIT PUBLIC BENEFIT CORPORATION

The Charter School is a directly funded independent charter school operated by River Charter Schools, a California nonprofit public benefit corporation, pursuant to California law.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight, as required by statute, and other contracted services, as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), Washington Unified School District shall not be liable for the debts and obligations of Lighthouse Charter School, operated by a California nonprofit 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 Appendix C, are the Articles of Incorporation, the Bylaws, the Conflict of Interest Code of River Charter Schools and filing of the amended corporate name (Friends of Clarksburg Schools changed to River Charter Schools).

River Charter Schools has created a nonprofit public benefit supporting organization, Leaders & Scholars, Inc., “operating exclusively for the benefit of, to perform the functions of, or to carry out the purposes of” River Charter Schools. Further, according to its Bylaws (attached as Appendix C) Leaders & Scholars is “to direct attention and effort toward providing funding to support the educational purposes of River Charter Schools and the development of other charter schools that may later be formed. The primary recipient of donations shall be River Charter Schools.” The Leaders & Scholars Board is appointed by the Board of River Charter Schools, and it is a controlled entity. Leaders & Scholars, Inc. has created Leaders & Scholars Two, LLC (see Appendix C for its Operating Agreement) to further its charitable and exempt activities, of which Leaders & Scholars, Inc. is the sole member. For federal tax purposes, Leaders & Scholars Two, LLC is considered a “disregarded entity.” In accordance with GAAP, the financial statements of both Leaders & Scholars, Inc. and Leaders & Scholars Two, LLC are consolidated together in River Charter Schools’ audit and financial statements. Leaders & Scholars Two, LLC holds title to the property at 899 Bryte Avenue in West Sacramento and has borrowed the money needed to perform improvements on the property and has completed Phase I of the school site project which is the current home of Lighthouse Charter School.

B. BOARD OF DIRECTORS

Lighthouse Charter School will be governed by the Board of Directors (“Board” or “Board of Directors”) of River Charter Schools, in accordance with the adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board of Directors will be composed of at least five (5), but no more than fifteen (15) members, which will include up to nine (9) At Large representatives, up to seven (7) of whom will be At Large representatives of Delta Elementary Charter School, and up to two (2) of whom will be At Large representatives of Lighthouse Charter School; and a minimum of two (2) and maximum of four (4) parents/former parents/guardians/former guardians of a River Charter Schools student/former student. At least two (2) of the parents/former parents/guardians/former guardians will be of a Lighthouse student/former student. In addition, in accordance with Education Code Section 47604(b), the authority that grants a charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit Corporation, River Charter Schools. If the District chooses to appoint a representative, RCS may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Appointment of At Large Representatives

At Large representatives will be appointed by the Board. The Charter School shall seek members from the broader community-at-large with expertise in areas critical to school success, including, but not limited to, education, school finance, fundraising, facilities, government, business, and legal. (Appendix C.) A preference shall be given to community members with experience as Founders of the Charter School. An At Large representative cannot also be an employee of the Charter School.

Election of Parent Representatives

Parent representatives will be selected through a nomination process. The Board will appoint an ad hoc nomination committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. A parent representative cannot also be an employee of the Charter School.

Board Members’ Terms and Elections

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. There shall be no limit imposed on the number of consecutive terms of service.

Board Meetings and Duties

The Board of Directors of River Charter Schools meets regularly, approximately once a month and in accordance with the Ralph M. Brown Act and shall post agendas, board packets, and meeting minutes for all board meetings on its public website. When not meeting within the Washington Unified School District, Lighthouse shall provide a telephone and/or video conference location within the boundaries of the Washington Unified School District for use by Board members and or members of the public. Regular meetings rotate each month between the RCS charter schoolsites. The regular meeting schedule, including meeting locations for the entire fiscal year, are published on the LCS website. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School, including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Superintendent of River Charter Schools.
- Hire, promote, discipline, and dismiss all employees of the Charter School after consideration of a recommendation by the Principal of the Charter School.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies of the Charter School. These will include effective human resource policies for career growth and compensation of the staff.
- Approve and monitor the Charter School's annual budget and budget revisions.
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees, as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school-related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Engage in ongoing strategic planning.
- Approve the school calendar and schedule of Board meetings.
- Review requests for out-of-state or overnight field trips.
- Participate in the dispute resolution procedure and complaint procedures, when necessary.
- Approve charter amendments, as necessary, and submit requests for material revisions, as necessary, to the District for consideration.
- Approve annual independent fiscal audit.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which schools are established. All Board meetings shall comply with the Ralph M. Brown Act.

The Charter School complies with the Brown Act.

River Charter Schools has adopted a conflict of interest code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations. As noted earlier, the “Conflicts Code” is included in Appendix C.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties. Such delegation will:

- Be in writing.
- Specify the entity designated.
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation.
- Require an affirmative vote of a majority of Board members.

River Charter Schools’ Board of Directors will attend in-service sessions for the purposes of training Board members on their responsibilities, with topics to include, at a minimum, conflicts of interest and the Ralph M. Brown Act.

C. THE PRINCIPAL

The Principal/ will be the leader of the Charter School. The Principal will ensure that the curriculum is implemented in order to maximize student learning experiences. The Principal must report directly to the River Charter Schools’ Board of Directors, and he or she is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Principal is assigned to perform assigned tasks directed from River Charter Schools’ Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure that the Charter School enacts its mission.
- Supervise and evaluate teachers and staff.
- Communicate and report to River Charter Schools’ Board of Directors.
- Oversee school finances to ensure financial stability.
- Participate in and develop professional development workshops, as needed.
- Serve or appoint a designee to serve on any committees of the Charter School.
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal.
- Ensure compliance with all applicable state and federal laws and help secure local grants.
- Communicate with parents, recruit new families and students, and assure families of

- academic growth.
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors.
- Complete and submit required documents, as requested or required by the charter and/or River Charter Schools' Board of Directors and/or the District.
- Identify the staffing needs of the Charter School and offer staff development, as needed.
- Maintain up-to-date financial records.
- Ensure that appropriate evaluation techniques are used for both students and staff.
- Establish and maintain a system to handle organizational tasks, such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables.
- Hire qualified substitute teachers, as needed.
- Ensure the security of the school buildings.
- Promote the Charter School in the community and promote positive public relations and interact effectively with media.
- Encourage and support teachers on ongoing professional development.
- Attend District administrative meetings, as requested by the District, and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the school's Chief Financial Officer on fiscal oversight issues once monthly or as otherwise agreed upon.
- Provide all necessary financial reports, as required for proper reporting of average daily attendance (ADA).
- Develop the Charter School's SARC, and the LCAP.
- Present independent fiscal audit to the River Charter Schools' Board of Directors and, after review by the Board of Directors, present audit to the District's Board of Education and the County Superintendent of Schools, the State Controller, and the California Department of Education.
- Manage student discipline, as necessary, and participate in the suspension and expulsion process.
- Participate in IEP meetings, as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted, as approved by the Board of Directors, to a business administrator of the Charter School, other appropriate employee, a parent volunteer (only in accordance with student and teacher confidentiality rights), or to a third-party provider.

D. ENGLISH LEARNER ADVISORY COMMITTEE

To the extent the Charter School receives Title III federal funding, once LCS enrolls 21 or more EL students, the Charter School will maintain an English Learner Advisory Committee ("ELAC") as a condition of receipt of such funding. The ELAC shall be comprised of parents, staff, and community members specifically designated to advise the Charter School on English Learner program services. ELAC membership, duties and responsibilities shall be established in accordance with applicable state and federal laws. The Charter School will work with parents of both English Learners and English speaking students in developing and adopting parent involvement strategies and policies.

E. SCHOOL SITE COUNCIL

To the extent the Charter School receives Title I federal funding, the Charter School will maintain a School Site Council (“SSC”) as a condition of receipt of such funding. The SSC is an advisory committee that works together to support the Charter School’s growth as a united and innovative school community. The membership of the SSC represents all major stakeholders in order to provide a forum for stakeholder voice and input on school development as it relates to building community, accomplishing school goals, and reaching the mission of the school. SSC membership, duties and responsibilities shall be established in accordance with applicable state and federal laws.

F. PARENT INVOLVEMENT

Parent Teacher Club

The Charter school encourages parents to form a Parent Teacher Club to be responsible for parent involvement in school activities, fundraising, and advising the RCS Board of Directors on any and all matters related to the strengthening of the Charter School community. Parent participation plays a vital role in the effectiveness of our program. We encourage the parents to continue the efforts of the Parent Teacher Club at the same level of support to the Charter School in terms of program enhancement and fundraising.

Parent Volunteer Opportunities

In addition to maintaining a minimum of four parent/guardian participants on the Board and parent participation on the Parent Teacher Club, parents will be strongly encouraged to contribute to the Charter School as possible with no required hours. Principal shall maintain a comprehensive list of volunteer opportunities, including, but not limited to, the following: volunteering in the classroom/school (including at-home assistance); tutoring; attending parent-teacher conferences; attending meetings of the River Charter Schools’ Board of Directors (as member or observer), ELAC or SSC, or any applicable parent group functions; participating in the planning of, or attendance at, fundraising or academic/arts events; or taking part in other activities upon approval by the Principal. No child will be excluded from the Charter School or school activities due to his or her parent or legal guardian not contributing volunteer hours to the Charter School as no service hours are required.

G. ORGANIZATIONAL CHART

See Appendix D for an organizational chart.

ELEMENT V: QUALIFICATIONS OF SCHOOL EMPLOYEES

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

For all administrative, instructional, instructional support, and noninstructional support positions, the Charter School shall recruit professional, effective, and qualified personnel who believe in the vision of the Charter School and are in touch with the needs of the community. The Charter School shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 should possess the personal characteristics, knowledge, and relevant experiences to meet the responsibilities and qualifications identified in the posted job description, as determined by the Charter School.

Prior to commencing employment with the Charter School, all employees are fingerprinted and receive a background clearance in accordance with Education Code Section 44237.

The following is a list of key personnel to be employed by the Charter School, along with corresponding qualifications:

Principal's Qualifications

The Charter School shall seek candidates who possess strong leadership skills; the ability to understand and implement the educational vision of the Charter School; and a desire to facilitate communication and effective participation among teachers, students, staff, the Board, and the community at large. The Charter School Principal shall possess the following minimum qualifications:

- Valid teaching credential
- Valid Administrative Services Credential (or Pupil Services Credential)
- Minimum of five years of teaching experience
- Master's Degree or equivalent

Dean of Instruction Qualifications

The Dean of Instruction will provide instructional coaching to TK-8 teachers and staff, provide targeted support for teachers and paraeducators in order to develop their instructional, curricular, and professional skills. Instructional coaching activities may include, but are not limited to: developing accurate learning targets; scaffolding instruction towards learning targets; differentiating curriculum and instruction to support emerging skill sets of all students including

EL, IEP and advanced students; and developing and refining curriculum and performance assessments. Qualifications:

- B.A. or B.S. required.
- 4+ years teaching experience. River Charter School experience preferred.
- California Teaching Credential required. Administrative credential required.
- 3 years administrative or instructional coaching experience preferred.
- Knowledge of Project Based Learning, GLAD, Accelerated Reader, Effective Engagement Strategies, BTSA, and Strengths Based Education preferred.

Teachers' Qualifications

The Charter School shall seek well qualified teachers who are committed to education and the mission and vision of the Charter School and who are in touch with the needs of the community. Teachers are expected to exhibit critical-thinking and communication skills, effective teaching strategies, subject-matter expertise, and a willingness to work collaboratively and take responsibility and exercise leadership for the Charter School as a whole. Teachers shall possess the following minimum qualifications:

- A bachelor's degree
- A state credential or have an Intern Certificate/Credential as issued by the California Commission on Teacher Credentialing ("CCTC")
- Demonstrated core academic subject-matter competence preferred

The Charter School shall comply with Education Code Section 47605(1), which states:

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

Should the Charter School seek to exercise any flexibility with regard to noncore, noncollege classes, the Charter School shall submit a list of those courses that it deems to be noncore and noncollege prep to the District.

Core teachers will hold the certifications required by the CCTC or be in the process of obtaining those certifications and passing the CTEL.

Noncertificated Staff

The Charter School shall seek noncertificated candidates who embrace the vision of the Charter School and are flexible and able to work collaboratively with administrators, students, faculty, staff, and parents. Noncertificated staff candidates must possess adequate professional training and/or experience.

Noncertificated staff members, who may include business service providers, a custodian, and a school secretary, must exhibit the following minimum qualifications¹:

- Adequate professional training and/or experience
- Any and all licenses or certifications necessary to perform the responsibilities of the position
- Positive references

Classroom Aides

The Charter School may hire well qualified paraprofessionals to fill positions. The Charter School recognizes the importance of trained aides in the classroom to help the teacher in the instruction of students; therefore, aides must possess the following qualifications:

- Candidate must hold a high school diploma.
- Candidate must have completed a minimum of two years of post-secondary study (defined as 48 semester units or greater) or hold a minimum of an AA degree - to include coursework that shall prepare the paraprofessional candidate for demonstration of working knowledge of and the ability to assist in instructing in the areas of reading, writing, and math, or in "school readiness." In lieu of this, the candidate may have job experience in the same or similar position or have a skillset that is needed such as being bilingual.

Staff Selection Procedures

When a vacancy occurs, the Principal² shall establish an ad hoc hiring committee, which shall:

- Announce openings.
- Recruit applicants; request resumes.
- Interview and select candidates.

¹ In the alternative, the Charter School may contract for any or all of these services.

² The Board shall establish the committee in case the Principal is not available.

ELEMENT VI: 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 Education Code Section 44237.*
- ii. The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents*
- iii. That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*
 - Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety procedures and risk management policies for the Charter School site, which are maintained onsite.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary, as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California teaching credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School does not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies used by the District. The Charter School provides mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code

Section 49406.

Immunizations

All enrolled students will be required to provide records documenting immunizations, as is required at public schools pursuant to Health and Safety Code Sections 120325-120375 and Title 17, California Code of Regulations, Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medications in School

The Charter School adheres to Education Code Section 49423 regarding administration of medications in school. The Charter School adheres to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis Screening

Students will be screened for vision, hearing, and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School maintains a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School stocks at least 50% of its restrooms with feminine hygiene products, and does not charge students for these products, pursuant to Education Code Section 35292.6.

Emergency Preparedness

The Charter School shall adhere to an *Emergency Preparedness Handbook*, drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff receives training in emergency response, including appropriate “first responder” training or its equivalent.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying 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, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable

- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents

Blood-borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and tobacco-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Further, the Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person’s associated with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s discrimination and harassment policies.

ELEMENT VII: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. —Education Code Section 47605(b)(5)(G).

The Charter School shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the Washington Unified School District.

The Charter School will implement an outreach plan that includes, but is not limited to, the following elements or strategies, which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the Washington Unified School District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the Washington Unified School District, including Spanish language materials.
- Presentations in multiple locations throughout the area in English and Spanish to generate interest.

The outreach plans will be reviewed and updated annually based upon the success and/or failures of the prior year.

Outreach plan that has been done and that will continue follow:

Outreach plan:

- Extensive work with the local neighborhood
 - Several days of canvassing efforts to better understand neighborhood needs: (biggest need based on neighborhood visits: safety, vagrancy and vandalism, speeding)
 - We have formed partnerships with the local apartments and will be hosting weekend social events
 - We are partnering with Highlands Charter School, which is located directly behind us. Adults enrolled in their program are receiving needed volunteer hours in our TK and Kindergarten classes.
- West Sacramento Chamber of Commerce: active members
 - Annual Christmas Tree Lighting Event
 - Annual Breakfast with Santa Event

- California State University, Sacramento (CSUS) official partnership. Focused on providing teacher support, as well as, family and student counseling services and supports for the community.
- Active with Yolo County Children's' Alliance (YCCA) Annual Can Drive, Jacket Drive and Gift Exchange
- West Sacramento Rotary Club: Buddy reading program and mentoring program beginning December-January. Teacher of the Year recipients for the past 3 years
- West Sacramento Broderick-Bryte-Community Action Network (BBCAN): working closely with members of the BBCAN board to ensure we are understanding the needs of our new school community

ELEMENT VIII: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). — Education Code Section 47605(b)(5)(H).

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

The Charter School admit all pupils who wish to attend the Charter School. No test or assessment is administered to students prior to acceptance and enrollment into the Charter School. The Charter School complies 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, is not determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences do not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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:

- Completion of a student enrollment form
- Proof of immunizations
- Home language survey
- Completion of “Emergency Medical Information Form”
- Proof of minimum age requirements
- Release of records

Public Random Drawing

Applications will be accepted during one or more publicly advertised open enrollment period(s) each winter/spring 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 to determine enrollment for the impacted grade levels, with the exception of existing students who are guaranteed enrollment in the following school year. As of the date of the public random drawing, those students with applications in for non-impacted classes will have their enrollment secured. Currently enrolled students (enrolled for no less than 30 school days) at the Charter School who will be moving up into the next grade level will be automatically re-enrolled for the following year. Each returning student will be required to return an “intent to return” form. If the intent to return form indicates the student is not returning, the automatic re-enrollment for that student will be canceled.

Preferences in the public random drawing will be given in the following order of priority:

Priority 1: Children of Charter School Employees and Board of Directors. (Not to exceed 10% of total population.)

Priority 2: Siblings, including foster siblings, of students who currently attend the Charter School. In the event a student who has a sibling(s) also in the lottery pool is admitted, that student's sibling(s) shall be admitted contemporaneously.

Priority 3: Students who are currently enrolled in, and students who reside in the attendance area of, Riverbank Elementary School, where the Lighthouse Charter School site is physically located and which has more than 55% of its student enrollment eligible for free and reduced price meals, in accordance with Education Code Section 47614.5.

Priority 4: Residents within the boundaries of Zip Code 95605 which encompasses all of Broderick/Bryte area.

Priority 5: Children of Founding Members. (Not to exceed 2% of total population. "Founding Members" shall be defined in accordance with adopted policy of the Board of Directors.)

Priority 6: Residents of the Washington Unified School District.

Priority 7: All other out-of-District applicants.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

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 Superintendent). 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.

Once a grade level is filled to capacity, applications will continue to be drawn for positions on a waiting list. This waiting list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a waiting list 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 a public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all 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 conducts lotteries in the winter/spring for enrollment in fall of the next school year.

School Orientation

Interested parents of prospective students are strongly encouraged to schedule a tour with the Superintendent or Principal to learn more about the Charter School's goals and philosophy.

ELEMENT IX: INDEPENDENT FINANCIAL AUDITS

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(b)(5)(I).

An annual independent fiscal audit of the books and records of the Charter School is conducted, as required by Education Code Sections 47605(b)(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 principles. 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 K-12 Audit Guide issued by the State Controller's Office.

An RCS Board audit committee will select an independent auditor through a request for proposal format. The audit committee consists of 3 RCS Board members, who are selected by the RCS Board, taking into consideration various factors including financial experience. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list of educational audit providers. To the extent required under applicable federal law, the audit's scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed and forwarded to the District, the Yolo County Superintendent of Schools, the State Controller, and to the CDE by December 15th of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the RCS Board of Directors with recommendations on how to resolve exceptions. 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 doing so. Audit exceptions will typically be addressed within 90 days, or as otherwise agreed with the District. This requirement will be met if sufficient detail of any exceptions or deficiencies and management response as documented in the audit addresses the issue(s) adequately. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in this Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

ELEMENT X: 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 is 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 his or her 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 school days 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 foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder 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). — Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the Student Handbook and

will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this policy and procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Prior to the involuntary removal of any student, the Charter School shall offer a restorative justice program to that student. No student is involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice is in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student remains enrolled and is not removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 8, inclusive.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person

to conclude that the replica is a firearm.

- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers

and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and

without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv) , inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- c) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900 (n)
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes

but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate

violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (1) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (b) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv) , inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - c) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion

for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900 (n)

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period will be extended, such extension is made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial RCS Board following a hearing

before it or by the RCS Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School's governing board. Each entity is presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board makes the final determination. When considering the expulsion of a student under any misconduct under Education Code Section 48915(c), the Charter School will notify the District prior to making a final determination on the expulsion.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that

shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted

in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be

returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; (c) Information regarding rehabilitation and readmission; and (d) Information regarding alternative education options.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the RCS Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has

successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board then makes a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

a. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

b. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

c. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- ii. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

d. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Lighthouse shall comply with 20 U.S.C. Section 1415(k)(2), which states that interim alternative educational setting shall be determined by the IEP team.

e. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- i. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- ii. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- iii. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

f. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

g. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the

procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- i. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- ii. The parent has requested an evaluation of the child.
- iii. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT XI: RETIREMENT BENEFITS

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(b)(5)(K).

Teachers in the Charter School will participate in the State Teachers' Retirement System ("STRS"). STRS participants are exempt from Social Security participation. All staff not participating in STRS will participate in Social Security, and all non-certificated staff will be enrolled in the Public Employees' Retirement System ("PERS") after 1,000 hours of employment following PERS regulations, if not already enrolled at the time of hire. The Charter School may elect to (a) file STRS and PERS reporting directly with Yolo County Office of Education, or (b) shall ask the District to forward any required payroll deductions and related reporting data to STRS and PERS, as required by Education Code Section 47611.3. In the case of (b) above, the District may charge the Charter School its actual costs for the provision of such services. The Charter School reserves the right to explore additional opportunities to offer to teachers and staff alternative retirement programs. The Chief Business Officer shall be responsible for ensuring that appropriate arrangements for coverage have been made.

ELEMENT XII: 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(b)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend schools within the District according to District policy or in another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

ELEMENT XIII: RETURN RIGHTS OF EMPLOYEES

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(b)(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.

Accrued sick leave, but not vacation leave, earned at another school district shall be transferable 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.

ELEMENT XIV: RESOLUTION OF DISPUTES

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. —Education Code Section 47605(b)(5)(N).

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, the Charter School staff, employees, and Board members of River Charter Schools and District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and the Principal of the Charter School. In the event that the District 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, but recognizes that it cannot require the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Principal and Superintendent, 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 District’s Superintendent and the Principal of the Charter School, 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 the Principal, 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 the Principal, 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 in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

The Charter School has an internal dispute resolution process used for all internal disputes related to the Charter School’s operations. The Charter School also maintains a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School are provided with a copy of the Charter School’s policies and internal dispute resolution process. The District promptly refers all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT XV: SCHOOL CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. —Education Code Section 47605(b)(5)(O).

The following procedures shall apply in the event that the Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the Yolo County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the non-profit public benefit corporation, River Charter Schools. Upon dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix E, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

REPORTING AND ACCOUNTABILITY

A. BUDGETS AND FISCAL REPORTS

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 cash flow and financial projections for the first three years of operation. — Education Code Section 47605(g).

Attached, as Appendix E, please find the following documents:

- A projected budget
- Budget assumptions
- Financial projections for the next three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County in accordance with Education Code Section 47604.33, as follows, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, 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.
5. By September 15, a final unaudited actual report from 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.

B. INSURANCE COVERAGE

The Charter School maintains and finances general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purposes and circumstance. The District's Board of Education is named as an additional insured on all policies of the Charter School.

C. ADMINISTRATIVE SERVICES

*Governing Law: The manner in which administrative services of the charter school are to be provided.
— Education Code Section 47605(g).*

The Principal will assume the lead responsibility for administering the Charter School under the policies adopted by the Charter School's Board of Directors. The Charter School will provide internally or procure through a third-party contract most of its own administrative services, including, but not limited to, financial management, human resources, payroll, and attendance accounting. Currently, these services are provided internally, by River Charter Schools' Chief Business Officer ("CBO"). The CBO has met the qualifications identified in the published job description, which is available at the Charter School site, as well as the requisite professional experience expectations. As needed, River Charter Schools will hire the best qualified candidates based on their expertise and has its own administrative services team in place. Should RCS need to utilize the services of a contractor, it will compare multiple options with relevant qualifications and expertise, and will contract with the best qualified option, taking into account cost.

Should the District be interested in offering certain services to the Charter School for a fee from the District, the Charter School shall consider the possibility of purchasing some of these or other services from the District. The specific terms and cost for these services will be the subject of a separate memorandum of understanding between the Charter School and the District and subject to District availability.

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. If the Charter School receives substantially rent free facilities from the District, the District may charge up to three (3) percent of the revenue of the Charter School pursuant to Education Code Section 47613(b). Pursuant to Education Code Section 47613(f), "revenue of the charter school" means the general purpose entitlement and categorical block grant as defined in Education Code Section 47632(a) and (b).

D. FACILITIES

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.

--Education Code Section 47605(g); A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district, (Education Code Section 47605(a)(1).)

This charter seeks the authorization of The Lighthouse Charter School, a single charter which shall operate within the geographic boundaries of Washington Unified School District, as authorized pursuant to Education Code Section 47605. If the Charter School proposes to establish operations at one or more additional school sites, it shall request a material revision to its charter and shall notify the District of those additional locations.

The current location of the Charter School is 899 Bryte Ave, West Sacramento, CA 95605.

The Charter School retains its ability to expand in the area should other facilities or a better alternative become available that would enhance its program and/or extracurricular offerings and will seek a material revision from the District to add an additional school site.

E. TRANSPORTATION

The Charter School will not provide transportation options to its students, except as required by law for students with disabilities in accordance with a student's IEP.

F. FOOD SERVICES

The Charter School has entered into a contact for food services with Davis Joint Unified School District.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district.

— *Education Code Section 47605(g).*

The Charter School shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure that the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District have entered into a memorandum of understanding which shall provide for indemnification of the District by the Charter School. Insurance amounts will be determined by recommendations of the insurance company for schools of similar size, location, and type of program. The District shall be named an additional insured on the general liability insurance of the Charter School.

The corporate bylaws of River Charter Schools shall provide for indemnification of the school's Board of Directors, officers, agents, and employees; and the Charter School will purchase general liability insurance, directors and officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By renewing this charter, Washington Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils, with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The petitioners are eager to continue working independently, yet cooperatively, with the District to raise the bar for what a charter school can and should be. To this end, the petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year renewal term to begin July 1, 2019. Renewal of the charter shall be governed by the standards and criteria in Education Code Sections 47605 and 47607, as applicable. Consistent with the terms of approval, the term of this charter is five years, from July 1, 2019 to June 30, 2024.

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Appendix A: Founders and Consultants

FOUNDERS, STAFF and CONSULTANTS

FOUNDERS

Dominic F. DiMare is currently a partner at DiMare, Van Vleck and Brown, LLC. Mr. DiMare was formerly the Vice-President of Government Affairs for the California Chamber of Commerce, a membership organization representing nearly 16,000 businesses in California. His principle responsibilities involved managing the Chamber's Public Policy unit and serving as the lead lobbyist. Mr. DiMare has been with the Chamber since March of 2000.

Mr. DiMare has 15 years of government and lobbying experience having served as a Policy Committee Consultant in the State Assembly, as a Legislative Director and as a lobbyist representing business interests in California. Prior to his work in government and government affairs Mr. DiMare worked for FTK, Holland, a fruit and vegetable import company located outside of Rotterdam, Holland. He worked in the harbor checking incoming shipments of fruits and vegetables from around the world. He also worked in various capacities for the DiMare Company his family's national agricultural corporation.

Mr. DiMare is a native of Concord, Massachusetts. He grew up living his winters in Concord, MA and his summers in Newman, CA, on the West Side of the San Joaquin Valley. Mr. DiMare is a graduate of the American University in Washington D.C. with a BA in History and Public Communications. He earned a J.D from the McGeorge School of Law of the University of the Pacific.

Jim Lockhart and his family have lived in Yolo County since 1986 and in West Sacramento since 1991. Jim graduated in 1986 from the University of California Berkeley and is a strong advocate for quality public education. Jim and his wife Barbara have been active and strong supporters of the elementary school education in Yolo County for the last 15 years. He was one of the petitioners/founders of the Delta Elementary Charter School and has served on the Board of Directors, the past two years as President and prior to that as Vice President. Jim believes that all school children deserve the best quality education we can offer so that all children can enjoy meaningful and fulfilling lives. As a volunteer in his community, Jim has coached children in martial arts, baseball and soccer.

With more than 20 years of experience in Sales and Marketing in High Technology and Healthcare. Jim has sales leadership experience in both direct and indirect sales. He also wrote an organizational history of the Bureau of Narcotic Enforcement, part of the State of California Department of Justice.

Donald G. Clark, P.E., and his family live in Clarksburg and are long-time Yolo County residents. Don and his wife, Karen, have four children, one of whom currently attends Delta Elementary Charter School (DECS), where Karen is very active as a parent volunteer. Don is on DECS Board of Directors and is a founding member. Don grew up in West Sacramento, attending public grammar and high schools there, and he graduated in 1983 from Stanford University with a Bachelor of Science degree in Civil Engineering.

Don is the co-owner and president of business development of a large West Sacramento based construction firm that employs over 500 people, including over 50 registered engineers, and does

business throughout the West Coast. He is experienced in all aspects of running a large business concern, having held executive level responsibilities since 1984. Don currently serves on the board of directors (and is a past president) of the Construction Employers Association, and he is active in numerous other construction industry associations. Don's firm is a member company of SACTO, and he is an member of the West Sacramento Rotary Club as well as the Clarksburg Community Church.

Andrew S. Wallace has been a resident of Clarksburg for most of his life where he and his wife raised their 2 sons, both of whom attended school in Clarksburg. Mr. Wallace attended Clarksburg Elementary and Delta High School and received his Bachelors Degree in Business and Health Care Management from Chico State University in 1987.

Mr. Wallace is co-owner of the geotechnical engineering firm Wallace-Kuhl & Associates where he is currently the Chief Financial and Chief Operating Officer. Wallace-Kuhl has been honored 10 times as one of the Sacramento Business Journal's 100 Fastest Growing Companies. Wallace-Kuhl was also honored by the Sacramento Human Resources Association as one of the Best Places To Work In the Sacramento region and by Civil Engineering News as one of the Top 50 Civil Engineering Firms in the Country.

Mr. Wallace's professional and civic affiliations include serving on the Board of Directors of Presidio Insurance Company LTD, the West Sacramento Chamber of Commerce, the Rotary Club of West Sacramento and the West Sacramento Rotary Foundation. He served as President of the West Sacramento Chamber of Commerce and of the Rotary Club of West Sacramento. He is a School Board Member and Co-Founder of the Delta Elementary Charter School, and the Chief Financial Officer for River Charter Schools Inc. Foundation. In 2010, Mr. Wallace was named the West Sacramento Business Person of the Year by the Chamber of Commerce. He is active locally in the Boy Scouts and the Clarksburg Community Church where he and his wife Debbie are youth group counselors.

Lisa Page is a Vice President in the Sacramento office of the global public relations firm Edelman. She has nearly 15 years of experience effectively counseling clients on communications issues that span the public and private sector. Prior to joining Edelman, she served as chief deputy press secretary for Governor Arnold Schwarzenegger where she was a frequent media spokesperson. Lisa has also worked for two other public relations agencies, where she ran a number of public affairs outreach and stakeholder engagement campaigns.

Lisa graduated magna cum laude from the University of Oregon, receiving a bachelor of arts in journalism with an emphasis in public relations and minors in political science and business. She met her husband of 10 years at the University of Oregon. They have one child, Henry, with another on the way.

She is a Northern California native and a regular blogger for girlsonthegrid.com. She is a member of the Sacramento Press Club and California Women Lead. She is also a past active member of the non-profit Active 20-30 Club of Greater Sacramento #1032.

Dr. Tara Marmulak completed her PharmD at Purdue University with internships at Rite Aide, CVS, Albertsons and Northwestern University. After a couple of years of working in hospital

pharmacy and managing an independent pharmacy, respectively, Tara accepted a position as pharmacy resident at the only veterinary pharmacy residency in the country. With a passion for animal care, she worked to answer both clinician and client medication questions, worked on research studies and answered extra label use withdrawal questions for FARAD. Tara continues her work as a consultant to veterinarians across the country working for FARAD at the University of California, Davis. Prior to her studies and career in pharmacy, Dr. Marmulak graduated from the University of Guelph with a bachelors in honors biology. During this time, she spent a semester studying in Paris, continuing her love for travel inspired by prior studies at the Frankfurt International School where she obtained an International Baccalaureate.

Matthew Page is Vice President of Wealth Management at Capital Planning Advisors, Inc. located in Sacramento, Ca. He has more than a decade of experience in the financial services industry. Matt has his CFP® and CRPS® certifications.

Matt graduated with a Bachelor of Science degree in Finance and Economics from the University of Oregon.

Outside of Capital Planning Advisors, Inc., Matt is involved in several organizations throughout Sacramento including MetroEdge, Financial Planning Association and Sacramento Estate Planning Council. He is also a past active member of the non-profit organization, Active 20-30 Sacramento Club #1, which focuses on raising money for children's charities. During Matt's time with Active 20-30, he served two terms on board and a one year term as general fund treasurer.

He enjoys spending time with his wife Lisa and their three year old son, Henry. Matt and Lisa are expecting their second child in February 2014.

Kate Bell Alves, is a lobbyist at Capitol Advocacy, with a successful track record of providing sound strategic advice to a wide array of clients with business interests across California. Her extensive knowledge of government relations and legislative advocacy at the state and local level helps Capitol Advocacy clients identify contracting opportunities and achieve strategic goals in the business, information technology, health and education sectors.

Prior to joining Capitol Advocacy, Kate represented an assortment of clients as a lobbyist at Sloat, Higgins, Jensen and Associates, another well-regarded Sacramento-based lobbying firm. She also previously served as Chief Operating Officer at the California Business Properties Association, where she helped represent the commercial, industrial and retail real estate industry in California's growing communities.

Kate holds degrees in physiology and Spanish from the University of California, Santa Barbara, where she graduated with high honors, and a Masters in Business Management, with an emphasis in public policy from California State University, Sacramento. She resides in West Sacramento with her husband, Joshua, and two young children.

Darin Hall is currently a Senior Manager at California State Teachers' Retirement System (CALSTRS), where he oversees the CalSTRS benefits counseling services for California educators. He has worked for the State of California for over 20 years. Darin's career and free time are focused on kids and schools. Darin is a member of the Delta Elementary Charter School (DECS)

Board, and previously served as a President of Catholic school board. In addition, Darin served on the Sacramento Diocesan School Board in 2010. He has been a mentor and coach for several baseball, basketball, and football youth teams. He has also enjoyed being a Cub Scout Leader in Yolo County for several years. Darin's true passion lies in fundraising for local schools. He, along with his wife have raised approximately \$100,000. over that last 10 years.

Darin resides in West Sacramento with his wife, D'Niece who is a 3rd Generation West Sacramento resident, and his son Colton, who currently attends DECS in Clarksburg.

Jody Bogle VanDePol grew up attending local schools and entrenched in the local community of Clarksburg. After graduating from Delta High School in 1991, she went on to attend Linfield College, where she earned her BA in English and a degree in secondary education in 1995. She taught middle school language arts in Oregon and then Elk Grove Unified School District for 5 years, participating in BTSA, continuing education programs and participating in site council at her last middle school.

In 2000, Jody left education to return to work with her family business, Bogle Vineyards. Working in hospitality, marketing, PR and sales, Jody has created a personal and professional customer relations department at the winery. She started a wine club which now has over 3000 members, initiated and implemented an international sales division which now sells Bogle wines to over 30 countries, yet still answers each and every customer email and issue personally.

Jody's daughter Abigail is currently a 3rd grader at DECS, and this is her 3rd year on the school board, first as an elected parent representative, and now as an appointed community member.

Matt Taylor is a proud parent of three students who attend Delta Elementary Charter School. Matt has held several posts working for the State of California, working for the Joint Legislative Audit Committee, the Office of the Inspector General and most recently and the California Department of Education. At the Department of Education, Matt works as an administrator in the accountability division. His team is responsible for calculating various school accountability measures and reporting of educational performance data.

Prior to working for the State of California, Matt attended Linfield College, earning a Bachelor of Arts Degree in Political Science and Economics. Matt also earned a Master's degree in Public Policy from Pepperdine University.

Matt resides in West Sacramento, with his wife Tiffani, who has served as a classroom teacher. Matt is currently serving as a board member at Delta Elementary Charter School. Matt has also served on the Board of Directors of the Fremont Presbyterian Church.

David Shapiro, grew up in Boonville, CA, a small town in Northern California. He captained his varsity baseball, basketball, and football teams, and went on to play college baseball at the University of California at Davis (UCD). David's work experience includes positions with the AAA baseball team in Sacramento (the Rivercats) and with the California Community College Commission on Athletics.

As the Chief Revenue Officer for PCA, David is responsible for managing all revenue generating departments at PCA. This includes PCA's fundraising, sales, and corporate partnership departments. David is also responsible for developing and managing PCA's National Partnerships. David served as the Director of Partner Development prior to his current assignment.

David's coaching experience includes time spent in Germany being a player/coach for a Professional Baseball Club. While in Germany, he also taught English and coached baseball at a local high school. David also developed a 5th and 6th grade basketball program in his hometown of Boonville, CA, so he is very familiar with the challenges that youth sports organizers face today. Most recently David spent four years as the Assistant Varsity Baseball coach at Rio Americano HS in Sacramento.

Richard S. Judge has worked in the public education field for over 20 years. He began his career as a math teacher in the International Baccalaureate program at Mira Loma High in the San Juan Unified School District. Since 1999 he has worked in secondary school administration, most recently as part of a team of administrators and teachers transforming Encina 6-12 Preparatory High School into a teacher-led model of school reform. In addition to holding a Single Subject Teaching Credential in math and a Professional Clear Credential in administration, Richard has a Bachelor of Arts in Mathematics from California State University, Sacramento, and a Masters Degree in Educational Administration from the University of the Pacific. He has also been trained in school reform by the San Francisco Coalition of Essential Small Schools, as well as in organizational culture development by Dialogos Consultants of Cambridge, MA.

Richard and his wife, Monique, have two sons and a daughter and live in West Sacramento.

Monique Judge is an educator with San Juan Unified School District, where she has taught English/Language Arts for eighteen years. In 1996, Monique joined the staff at Bella Vista High School, teaching English classes to students in grades 9-12 in a college preparatory environment. In addition to teaching, Monique served on the BVHS School Site Council, working within the consensus model for school governance issues ranging from professional development for teachers to the modernized classroom. Additionally, Monique served as a Curriculum Facilitator whose duties involved developing grade level articulation for 9-12 English courses, and being the "teacher trainer" for numerous professional development projects.

In 2002, Monique joined the staff at Arden Middle School as part of an interdisciplinary team serving high-achieving students. Monique enjoyed balancing the developmental needs of adolescent children and the rigors of academic instruction within the interdisciplinary context through unique projects such as the *Living History: Medieval Banquet!* After completing her Master of Arts in English, Monique joined the staff of Arcade Fundamental Middle School. With an emphasis on Project Based Learning for the 21st Century Learner, Monique developed and implemented standards-based curriculum using Wiki-Spaces and Google Literature Trips. Currently assigned to Mira Loma High School, Monique teaches freshmen English in the International Studies Program, and Middle Years Program 5, the sophomore English course for the International Baccalaureate Program.

Monique lives in West Sacramento, with her husband and three children.

Laura Schnack is an elementary school teacher, tutor, and stay at home mom. She received her degree at Sonoma State University and continued her education at Chico State where she received a California State Clear Multiple Subject Teaching Credential with CLAD certificate. After years of education she began her teaching career at Bates Elementary in the River Delta Unified School District. Here she gained a wealth of experience and knowledge that allowed her to bring success to all her students and create a model classroom.

After growing up in Escalon on a small family dairy farm she currently resides in West Sacramento with her husband, Michael, and two young daughters.

Additional Founders of Lighthouse Charter School

Joshua Alves, Spine Consultant
LDR Spine

Joseph P. Barankin, Ph.D.
Assistant California State Superintendent of Public Instruction, Retired

Heather Brown, Dept. Director
Kitchell

April Donald, Publisher

Jacque Finn
Regional VP, Advisor Consultant, Hartford Funds

John Garner, Attorney

Sam Hamoud, Chief
Caltrans Bridge Design Branch

Angel Preciado, Producer
Univision

Clifton Taylor, VP
Richland Communities

Staff and Consultants

Steve Lewis, Superintendent/Principal of DECS, graduated from San Diego State University with an English degree, and decided to pursue the idea of teaching. His love of travel resulted in my involvement with volunteer organizations in the former Czechoslovakia, Germany, Hungary, Ireland, Mexico and Guatemala. He taught 5th and 6th grade for seven years and after receiving my Master's in Bilingual Education from CSUS, he accepted my first administration job as Director of a bilingual school in Antigua, Guatemala. It was there that he met his wonderful wife and began to build a home in Ciudad Vieja. Before arriving at DECS, he was a principal for seven years in Sacramento.

Peter Stone, Chief Business Officer of DECS, graduated from UC Berkeley with an Accounting degree, he joined the audit firm of KPMG where he had the opportunity to see how various companies handled their accounting, and from there moved to Ampex in various audit, finance and accounting positions. Then, he joined Pearson, the largest textbook publisher in the world, and co-founded the Electronic Education division to take the new K-2 Waterford Early Reading Program to market in schools across the U.S. He was very excited to help make a significant difference in the reading achievement for the most needy children.

Young, Minney, and Corr (YMC) has been providing expert, effective and responsive legal advice to California's charter school community since the inception of the Charter Schools Act in 1992. YMC focuses its representation on charter schools in all areas of law that are most significant to the successful development and operation of a charter school: Labor and employment matters, student discipline, constitutional claims, facilities, finance, and nonprofit corporate issues to name a few. YMC has assisted hundreds of charter schools in the successful development and operation of charter schools throughout the state. YMC is working with the Petitioners to ensure the successful development of the School.

Appendix B: CAASPP Reports



Smarter Balanced Assessment Test Results for: School: River Charter Schools Lighthouse Charter

CDS Code: 57-72694-0131706

District: River Charter Schools Lighthouse Charter

County: Yolo

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

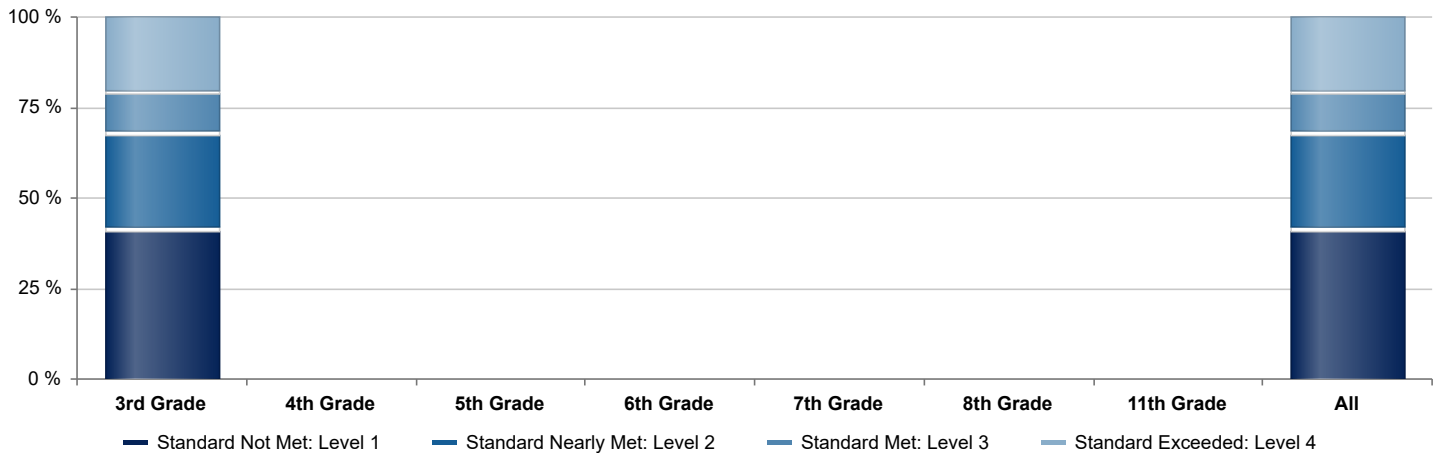
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	19	N/A	N/A	N/A	N/A	N/A	N/A	19
# of Students Tested ⁱ	19	N/A	N/A	N/A	N/A	N/A	N/A	19
# of Students With Scores ⁱ	19	N/A	N/A	N/A	N/A	N/A	N/A	19

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Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2394.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ¹	21.05 %	N/A	N/A	N/A	N/A	N/A	N/A	21.05 %
Standard Met: Level 3 ¹	10.53 %	N/A	N/A	N/A	N/A	N/A	N/A	10.53 %
Standard Nearly Met: Level 2 ¹	26.32 %	N/A	N/A	N/A	N/A	N/A	N/A	26.32 %
Standard Not Met: Level 1 ¹	42.11 %	N/A	N/A	N/A	N/A	N/A	N/A	42.11 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	21.05 %	N/A	N/A	N/A	N/A	N/A	N/A	21.05 %
Near Standard ¹	21.05 %	N/A	N/A	N/A	N/A	N/A	N/A	21.05 %
Below Standard ¹	57.89 %	N/A	N/A	N/A	N/A	N/A	N/A	57.89 %

WRITING: How well do students communicate in writing?

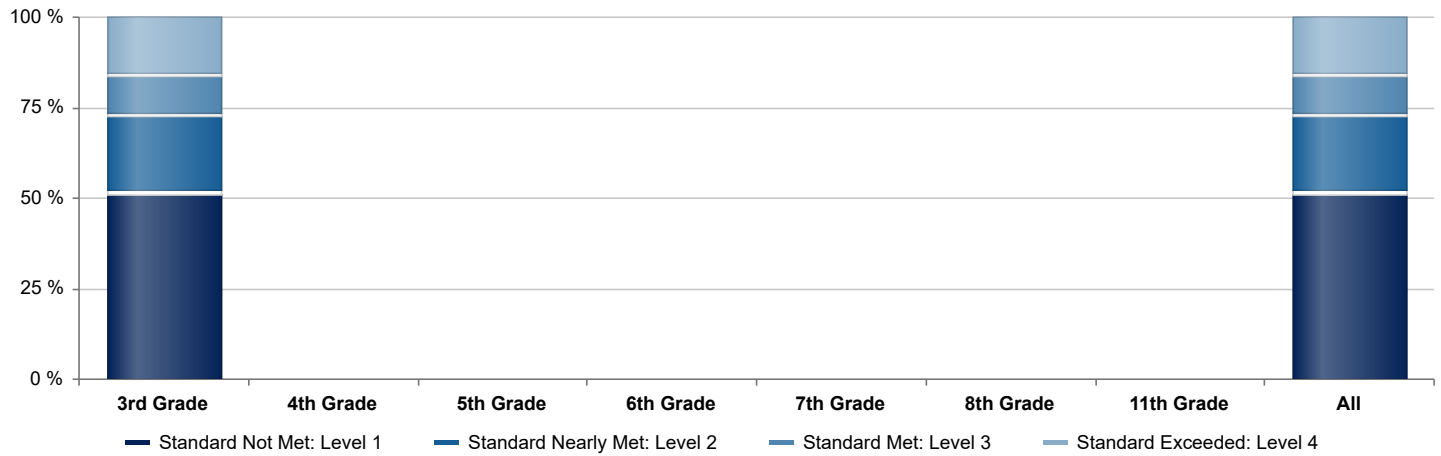
 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	10.53 %	N/A	N/A	N/A	N/A	N/A	N/A	10.53 %
Near Standard ¹	47.37 %	N/A	N/A	N/A	N/A	N/A	N/A	47.37 %
Below Standard ¹	42.11 %	N/A	N/A	N/A	N/A	N/A	N/A	42.11 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	21.05 %	N/A	N/A	N/A	N/A	N/A	N/A	21.05 %
Near Standard ¹	57.89 %	N/A	N/A	N/A	N/A	N/A	N/A	57.89 %
Below Standard ¹	21.05 %	N/A	N/A	N/A	N/A	N/A	N/A	21.05 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	26.32 %	N/A	N/A	N/A	N/A	N/A	N/A	26.32 %
Near Standard ¹	36.84 %	N/A	N/A	N/A	N/A	N/A	N/A	36.84 %
Below Standard ¹	36.84 %	N/A	N/A	N/A	N/A	N/A	N/A	36.84 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)**MATHEMATICS****Achievement Level Distribution**[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	19	N/A	N/A	N/A	N/A	N/A	N/A	19
# of Students Tested ⁱ	19	N/A	N/A	N/A	N/A	N/A	N/A	19
# of Students With Scores ⁱ	19	N/A	N/A	N/A	N/A	N/A	N/A	19
Mean Scale Score	2388.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁱ	15.79 %	N/A	N/A	N/A	N/A	N/A	N/A	15.79 %
Standard Met: Level 3 ⁱ	10.53 %	N/A	N/A	N/A	N/A	N/A	N/A	10.53 %
Standard Nearly Met: Level 2 ⁱ	21.05 %	N/A	N/A	N/A	N/A	N/A	N/A	21.05 %
Standard Not Met: Level 1 ⁱ	52.63 %	N/A	N/A	N/A	N/A	N/A	N/A	52.63 %

[Mathematics Scale Score Ranges](#)**Areas**





Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?





Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	21.05 %	N/A	N/A	N/A	N/A	N/A	N/A	21.05 %
Near Standard ⁱ	26.32 %	N/A	N/A	N/A	N/A	N/A	N/A	26.32 %

Below Standard 	52.63 %	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.63 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	21.05 %	N/A	N/A	N/A	N/A	N/A	N/A	21.05 %
Near Standard 	42.11 %	N/A	N/A	N/A	N/A	N/A	N/A	42.11 %
Below Standard 	36.84 %	N/A	N/A	N/A	N/A	N/A	N/A	36.84 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	15.79 %	N/A	N/A	N/A	N/A	N/A	N/A	15.79 %
Near Standard 	36.84 %	N/A	N/A	N/A	N/A	N/A	N/A	36.84 %
Below Standard 	47.37 %	N/A	N/A	N/A	N/A	N/A	N/A	47.37 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: School: River Charter Schools Lighthouse Charter

CDS Code: 57-72694-0131706

District: River Charter Schools Lighthouse Charter

County: Yolo

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

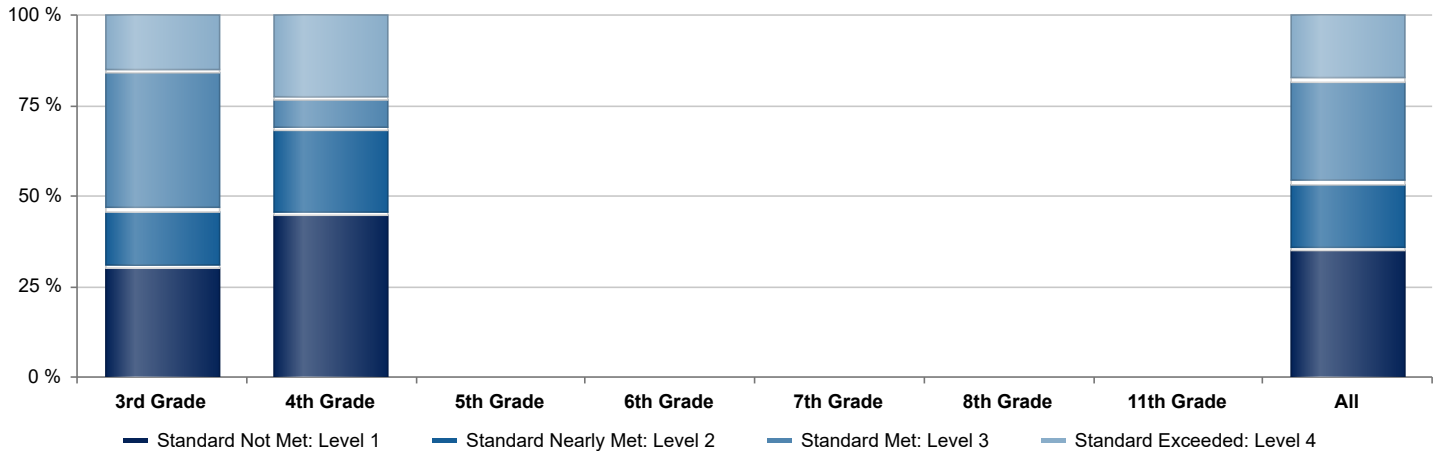
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)





Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	26	13	N/A	N/A	N/A	N/A	N/A	39
# of Students Tested ⁱ	26	13	N/A	N/A	N/A	N/A	N/A	39
# of Students With Scores ⁱ	26	13	N/A	N/A	N/A	N/A	N/A	39

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Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2421.6	2439.1	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 	15.38 %	23.08 %	N/A	N/A	N/A	N/A	N/A	17.95 %
Standard Met: Level 3 	38.46 %	7.69 %	N/A	N/A	N/A	N/A	N/A	28.21 %
Standard Nearly Met: Level 2 	15.38 %	23.08 %	N/A	N/A	N/A	N/A	N/A	17.95 %
Standard Not Met: Level 1 	30.77 %	46.15 %	N/A	N/A	N/A	N/A	N/A	35.90 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	26.92 %	23.08 %	N/A	N/A	N/A	N/A	N/A	25.64 %
Near Standard 	50.00 %	46.15 %	N/A	N/A	N/A	N/A	N/A	48.72 %
Below Standard 	23.08 %	30.77 %	N/A	N/A	N/A	N/A	N/A	25.64 %





WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	7.69 %	23.08 %	N/A	N/A	N/A	N/A	N/A	12.82 %
Near Standard 	46.15 %	15.38 %	N/A	N/A	N/A	N/A	N/A	35.90 %
Below Standard 	46.15 %	61.54 %	N/A	N/A	N/A	N/A	N/A	51.28 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	26.92 %	23.08 %	N/A	N/A	N/A	N/A	N/A	25.64 %
Near Standard 	61.54 %	61.54 %	N/A	N/A	N/A	N/A	N/A	61.54 %
Below Standard 	11.54 %	15.38 %	N/A	N/A	N/A	N/A	N/A	12.82 %

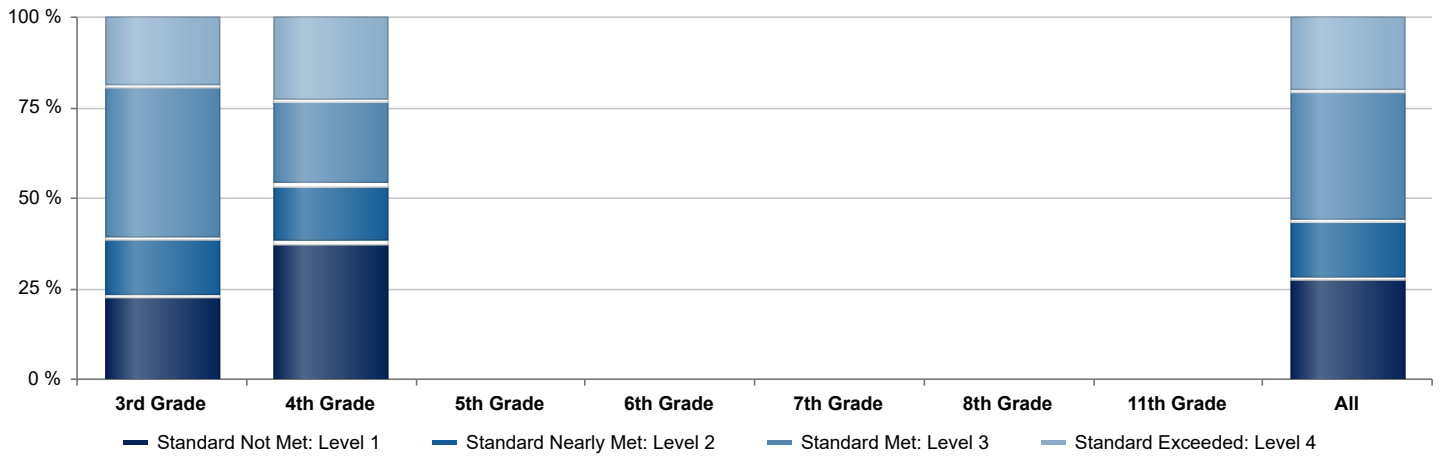
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	15.38 %	23.08 %	N/A	N/A	N/A	N/A	N/A	17.95 %
Near Standard 	50.00 %	23.08 %	N/A	N/A	N/A	N/A	N/A	41.03 %
Below Standard 	34.62 %	53.85 %	N/A	N/A	N/A	N/A	N/A	41.03 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	26	13	N/A	N/A	N/A	N/A	N/A	39
# of Students Tested ⁱ	26	13	N/A	N/A	N/A	N/A	N/A	39
# of Students With Scores ⁱ	26	13	N/A	N/A	N/A	N/A	N/A	39
Mean Scale Score	2438.7	2466.5	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁱ	19.23 %	23.08 %	N/A	N/A	N/A	N/A	N/A	20.51 %
Standard Met: Level 3 ⁱ	42.31 %	23.08 %	N/A	N/A	N/A	N/A	N/A	35.90 %
Standard Nearly Met: Level 2 ⁱ	15.38 %	15.38 %	N/A	N/A	N/A	N/A	N/A	15.38 %
Standard Not Met: Level 1 ⁱ	23.08 %	38.46 %	N/A	N/A	N/A	N/A	N/A	28.21 %

[Mathematics Scale Score Ranges](#)

Areas





Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?





Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	38.46 %	23.08 %	N/A	N/A	N/A	N/A	N/A	33.33 %
Near Standard ⁱ	42.31 %	30.77 %	N/A	N/A	N/A	N/A	N/A	38.46 %

Below Standard 	19.23 %	46.15 %	N/A	N/A	N/A	N/A	N/A	28.21 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	38.46 %	38.46 %	N/A	N/A	N/A	N/A	N/A	38.46 %
Near Standard 	30.77 %	23.08 %	N/A	N/A	N/A	N/A	N/A	28.21 %
Below Standard 	30.77 %	38.46 %	N/A	N/A	N/A	N/A	N/A	33.33 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	26.92 %	38.46 %	N/A	N/A	N/A	N/A	N/A	30.77 %
Near Standard 	46.15 %	15.38 %	N/A	N/A	N/A	N/A	N/A	35.90 %
Below Standard 	26.92 %	46.15 %	N/A	N/A	N/A	N/A	N/A	33.33 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: School: Riverbank Elementary

CDS Code: 57-72694-0116996

District: Washington Unified

County: Yolo

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

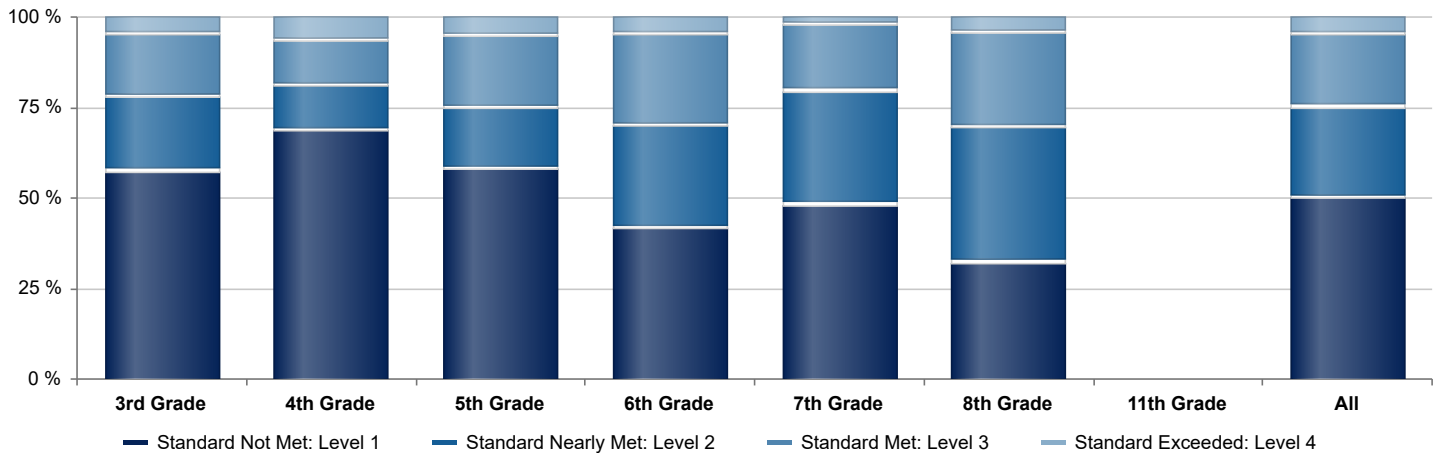
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)





Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled [ⓘ]	102	85	87	97	83	111	N/A	565
# of Students Tested [ⓘ]	100	85	87	96	83	109	N/A	560
# of Students With Scores [ⓘ]	100	85	87	96	83	109	N/A	560

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Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2360.4	2385.4	2427.5	2473.9	2473.0	2516.4	N/A	N/A
Standard Exceeded: Level 4 	4.00 %	5.88 %	4.60 %	4.17 %	1.20 %	3.67 %	N/A	3.93 %
Standard Met: Level 3 	17.00 %	11.76 %	19.54 %	25.00 %	18.07 %	25.69 %	N/A	19.82 %
Standard Nearly Met: Level 2 	20.00 %	11.76 %	16.09 %	28.13 %	31.33 %	37.61 %	N/A	24.64 %
Standard Not Met: Level 1 	59.00 %	70.59 %	59.77 %	42.71 %	49.40 %	33.03 %	N/A	51.61 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	7.00 %	7.06 %	6.90 %	12.50 %	3.61 %	7.34 %	N/A	7.50 %
Near Standard 	30.00 %	30.59 %	32.18 %	42.71 %	38.55 %	43.12 %	N/A	36.43 %
Below Standard 	63.00 %	62.35 %	60.92 %	44.79 %	57.83 %	49.54 %	N/A	56.07 %





WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	4.00 %	5.88 %	13.79 %	8.33 %	7.23 %	10.09 %	N/A	8.21 %
Near Standard 	42.00 %	34.12 %	37.93 %	37.50 %	48.19 %	52.29 %	N/A	42.32 %
Below Standard 	54.00 %	60.00 %	48.28 %	54.17 %	44.58 %	37.61 %	N/A	49.46 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	6.00 %	2.35 %	8.05 %	8.33 %	3.61 %	3.67 %	N/A	5.36 %
Near Standard 	69.00 %	56.47 %	57.47 %	63.54 %	45.78 %	71.56 %	N/A	61.43 %
Below Standard 	25.00 %	41.18 %	34.48 %	28.13 %	50.60 %	24.77 %	N/A	33.21 %

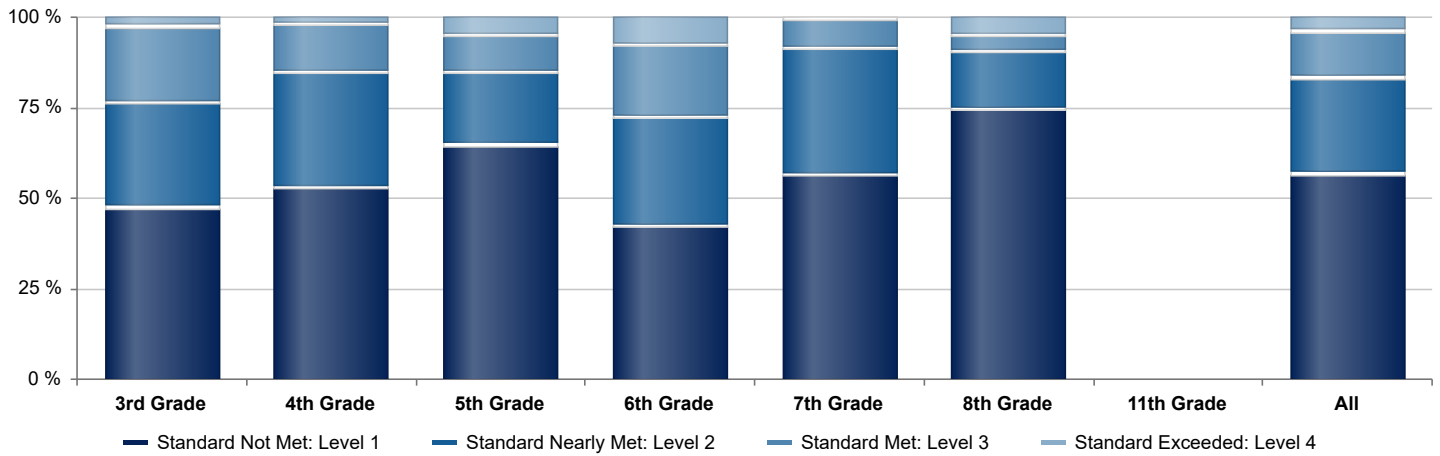
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	10.00 %	4.71 %	5.75 %	10.42 %	4.82 %	11.01 %	N/A	8.04 %
Near Standard 	40.00 %	41.18 %	41.38 %	47.92 %	48.19 %	47.71 %	N/A	44.46 %
Below Standard 	50.00 %	54.12 %	52.87 %	41.67 %	46.99 %	41.28 %	N/A	47.50 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	102	85	86	97	83	111	N/A	564
# of Students Tested ⓘ	101	85	86	97	83	111	N/A	563
# of Students With Scores ⓘ	101	85	86	97	83	111	N/A	563
Mean Scale Score	2381.5	2397.0	2430.2	2487.4	2452.3	2457.2	N/A	N/A
Standard Exceeded: Level 4 ⓘ	1.98 %	1.18 %	4.65 %	7.22 %	0.00 %	4.50 %	N/A	3.37 %
Standard Met: Level 3 ⓘ	20.79 %	12.94 %	9.30 %	19.59 %	7.23 %	3.60 %	N/A	12.26 %
Standard Nearly Met: Level 2 ⓘ	28.71 %	31.76 %	19.77 %	29.90 %	34.94 %	15.32 %	N/A	26.29 %
Standard Not Met: Level 1 ⓘ	48.51 %	54.12 %	66.28 %	43.30 %	57.83 %	76.58 %	N/A	58.08 %

[Mathematics Scale Score Ranges](#)

Areas


Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	6.93 %	3.53 %	4.65 %	13.40 %	0.00 %	5.41 %	N/A	5.86 %
Near Standard ⓘ	42.57 %	22.35 %	25.58 %	32.99 %	24.10 %	14.41 %	N/A	27.00 %

Below Standard ⓘ	50.50 %	74.12 %	69.77 %	53.61 %	75.90 %	80.18 %	N/A	67.14 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	7.92 %	3.53 %	5.81 %	10.31 %	1.20 %	3.60 %	N/A	5.51 %
Near Standard ⓘ	42.57 %	27.06 %	29.07 %	40.21 %	45.78 %	27.03 %	N/A	35.17 %
Below Standard ⓘ	49.50 %	69.41 %	65.12 %	49.48 %	53.01 %	69.37 %	N/A	59.33 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	1.98 %	2.35 %	4.65 %	12.37 %	0.00 %	5.41 %	N/A	4.62 %
Near Standard ⓘ	52.48 %	40.00 %	34.88 %	41.24 %	53.01 %	34.23 %	N/A	42.45 %
Below Standard ⓘ	45.54 %	57.65 %	60.47 %	46.39 %	46.99 %	60.36 %	N/A	52.93 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: School: Riverbank Elementary

CDS Code: 57-72694-0116996

District: Washington Unified

County: Yolo

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

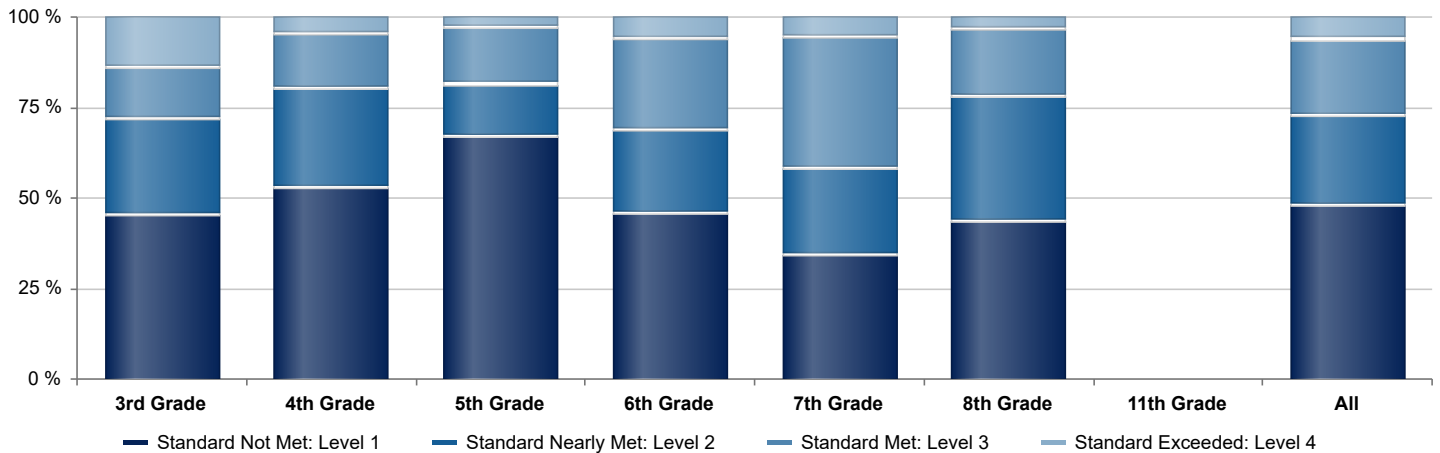
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled [ⓘ]	89	100	86	94	97	73	N/A	539
# of Students Tested [ⓘ]	88	98	86	92	97	72	N/A	533
# of Students With Scores [ⓘ]	88	98	86	92	97	72	N/A	533

11/20/2018

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Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2382.8	2399.0	2409.2	2470.0	2514.6	2498.3	N/A	N/A
Standard Exceeded: Level 4 ¹	13.64 %	4.08 %	2.33 %	5.43 %	5.15 %	2.78 %	N/A	5.63 %
Standard Met: Level 3 ¹	13.64 %	14.29 %	15.12 %	25.00 %	36.08 %	18.06 %	N/A	20.64 %
Standard Nearly Met: Level 2 ¹	26.14 %	27.55 %	13.95 %	22.83 %	23.71 %	34.72 %	N/A	24.58 %
Standard Not Met: Level 1 ¹	46.59 %	54.08 %	68.60 %	46.74 %	35.05 %	44.44 %	N/A	49.16 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	12.50 %	8.16 %	4.65 %	4.35 %	12.37 %	6.94 %	N/A	8.26 %
Near Standard ¹	38.64 %	42.86 %	30.23 %	44.57 %	41.24 %	30.56 %	N/A	38.46 %
Below Standard ¹	48.86 %	48.98 %	65.12 %	51.09 %	46.39 %	62.50 %	N/A	53.28 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	10.23 %	4.08 %	4.65 %	10.87 %	17.53 %	15.28 %	N/A	10.32 %
Near Standard ¹	44.32 %	32.65 %	32.56 %	40.22 %	51.55 %	37.50 %	N/A	39.96 %
Below Standard ¹	45.45 %	63.27 %	62.79 %	48.91 %	30.93 %	47.22 %	N/A	49.72 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	11.36 %	7.14 %	6.98 %	5.43 %	7.22 %	1.39 %	N/A	6.75 %
Near Standard ¹	65.91 %	67.35 %	50.00 %	56.52 %	63.92 %	66.67 %	N/A	61.73 %
Below Standard ¹	22.73 %	25.51 %	43.02 %	38.04 %	28.87 %	31.94 %	N/A	31.52 %

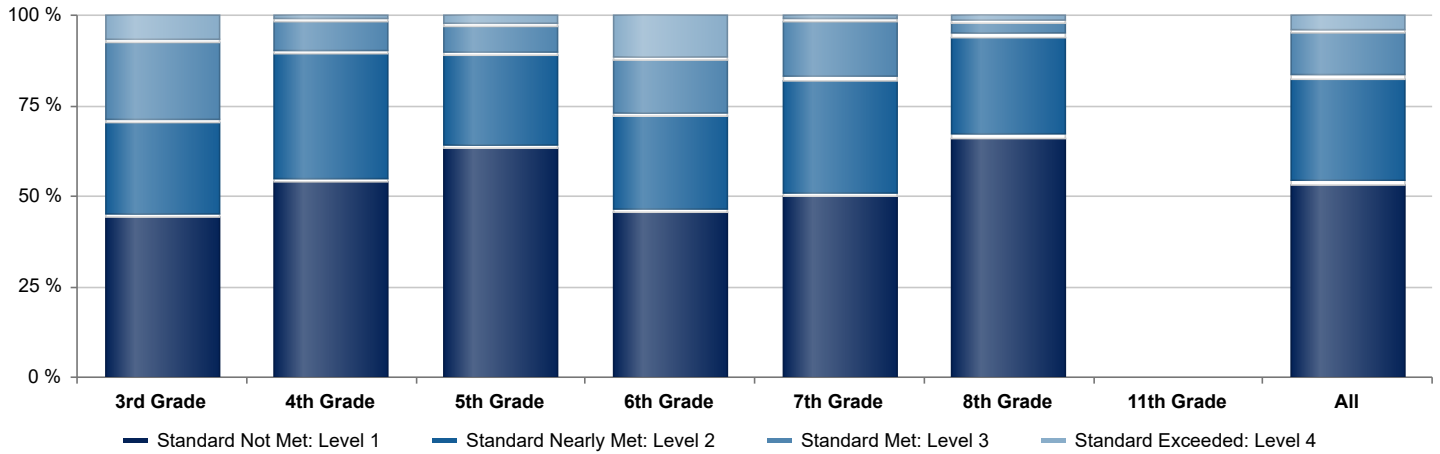
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	17.05 %	7.14 %	8.14 %	15.22 %	21.65 %	8.33 %	N/A	13.13 %
Near Standard ¹	42.05 %	46.94 %	33.72 %	51.09 %	51.55 %	38.89 %	N/A	44.47 %
Below Standard ¹	40.91 %	45.92 %	58.14 %	33.70 %	26.80 %	52.78 %	N/A	42.40 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	89	100	86	94	97	73	N/A	539
# of Students Tested ⁱ	88	99	86	94	97	72	N/A	536
# of Students With Scores ⁱ	88	99	86	94	97	72	N/A	536
Mean Scale Score	2394.5	2405.7	2420.0	2479.9	2471.3	2453.1	N/A	N/A
Standard Exceeded: Level 4 ⁱ	6.82 %	1.01 %	2.33 %	11.70 %	1.03 %	1.39 %	N/A	4.10 %
Standard Met: Level 3 ⁱ	21.59 %	8.08 %	6.98 %	14.89 %	15.46 %	2.78 %	N/A	11.94 %
Standard Nearly Met: Level 2 ⁱ	26.14 %	35.35 %	25.58 %	26.60 %	31.96 %	27.78 %	N/A	29.10 %
Standard Not Met: Level 1 ⁱ	45.45 %	55.56 %	65.12 %	46.81 %	51.55 %	68.06 %	N/A	54.85 %

[Mathematics Scale Score Ranges](#)

Areas





Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?





Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	13.64 %	2.02 %	2.33 %	18.09 %	6.19 %	0.00 %	N/A	7.28 %
Near Standard ⁱ	32.95 %	25.25 %	24.42 %	27.66 %	29.90 %	30.56 %	N/A	28.36 %

Below Standard 	53.41 %	72.73 %	73.26 %	54.26 %	63.92 %	69.44 %	N/A	64.37 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	12.50 %	5.05 %	3.49 %	8.51 %	4.12 %	1.39 %	N/A	5.97 %
Near Standard 	37.50 %	29.29 %	24.42 %	42.55 %	43.30 %	45.83 %	N/A	36.94 %
Below Standard 	50.00 %	65.66 %	72.09 %	48.94 %	52.58 %	52.78 %	N/A	57.09 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	13.64 %	4.04 %	4.65 %	12.77 %	5.15 %	1.39 %	N/A	7.09 %
Near Standard 	47.73 %	36.36 %	27.91 %	35.11 %	54.64 %	33.33 %	N/A	39.55 %
Below Standard 	38.64 %	59.60 %	67.44 %	52.13 %	40.21 %	65.28 %	N/A	53.36 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: School: Westmore Oaks Elementary

CDS Code: 57-72694-6056402

District: Washington Unified

County: Yolo

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

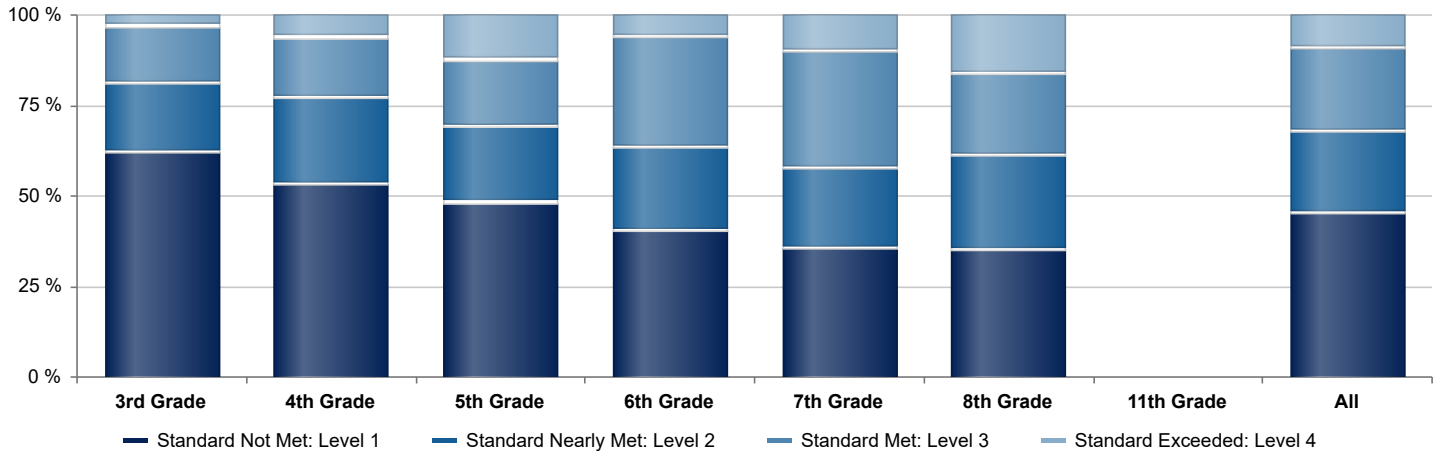
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)





Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	84	91	90	96	94	90	N/A	545
# of Students Tested ⁱ	80	88	85	92	93	90	N/A	528
# of Students With Scores ⁱ	80	88	83	92	93	89	N/A	525

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Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2343.3	2408.9	2450.5	2479.6	2518.0	2543.2	N/A	N/A
Standard Exceeded: Level 4 	2.50 %	5.68 %	12.05 %	5.43 %	9.68 %	15.73 %	N/A	8.57 %
Standard Met: Level 3 	15.00 %	15.91 %	18.07 %	30.43 %	32.26 %	22.47 %	N/A	22.67 %
Standard Nearly Met: Level 2 	18.75 %	23.86 %	20.48 %	22.83 %	21.51 %	25.84 %	N/A	22.29 %
Standard Not Met: Level 1 	63.75 %	54.55 %	49.40 %	41.30 %	36.56 %	35.96 %	N/A	46.48 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	5.06 %	4.55 %	13.25 %	9.78 %	15.22 %	22.73 %	N/A	11.88 %
Near Standard 	31.65 %	52.27 %	42.17 %	46.74 %	44.57 %	44.32 %	N/A	43.87 %
Below Standard 	63.29 %	43.18 %	44.58 %	43.48 %	40.22 %	32.95 %	N/A	44.25 %





WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	6.25 %	12.50 %	13.25 %	15.38 %	25.00 %	20.45 %	N/A	15.71 %
Near Standard 	26.25 %	44.32 %	44.58 %	42.86 %	41.30 %	44.32 %	N/A	40.80 %
Below Standard 	67.50 %	43.18 %	42.17 %	41.76 %	33.70 %	35.23 %	N/A	43.49 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	3.80 %	2.27 %	10.84 %	10.87 %	13.04 %	12.50 %	N/A	9.00 %
Near Standard 	58.23 %	51.14 %	51.81 %	59.78 %	55.43 %	62.50 %	N/A	56.51 %
Below Standard 	37.97 %	46.59 %	37.35 %	29.35 %	31.52 %	25.00 %	N/A	34.48 %

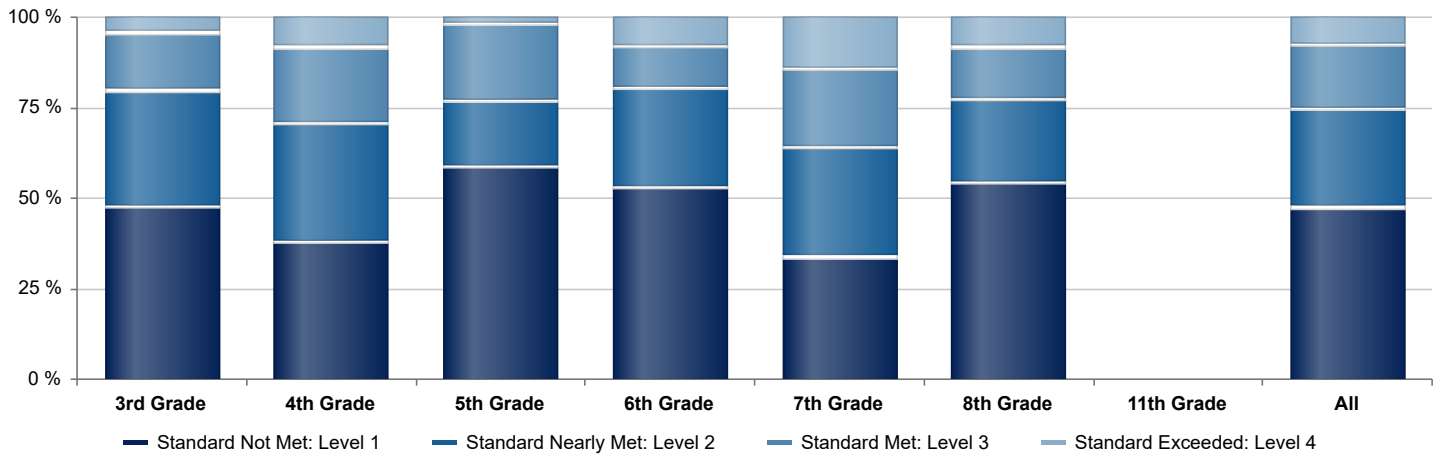
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	1.27 %	4.55 %	15.66 %	13.04 %	20.65 %	23.86 %	N/A	13.41 %
Near Standard 	41.77 %	47.73 %	37.35 %	46.74 %	48.91 %	45.45 %	N/A	44.83 %
Below Standard 	56.96 %	47.73 %	46.99 %	40.22 %	30.43 %	30.68 %	N/A	41.76 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	84	91	90	96	94	90	N/A	545
# of Students Tested ⁱ	79	88	85	92	93	88	N/A	525
# of Students With Scores ⁱ	78	88	85	92	93	88	N/A	524
Mean Scale Score	2381.9	2436.0	2445.5	2452.5	2516.7	2500.4	N/A	N/A
Standard Exceeded: Level 4 ⁱ	3.85 %	7.95 %	1.18 %	7.61 %	13.98 %	7.95 %	N/A	7.25 %
Standard Met: Level 3 ⁱ	15.38 %	20.45 %	21.18 %	10.87 %	21.51 %	13.64 %	N/A	17.18 %
Standard Nearly Met: Level 2 ⁱ	32.05 %	32.95 %	17.65 %	27.17 %	30.11 %	22.73 %	N/A	27.10 %
Standard Not Met: Level 1 ⁱ	48.72 %	38.64 %	60.00 %	54.35 %	34.41 %	55.68 %	N/A	48.47 %

[Mathematics Scale Score Ranges](#)

Areas


Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	9.09 %	11.36 %	4.71 %	7.61 %	18.28 %	7.95 %	N/A	9.94 %
Near Standard ⁱ	38.96 %	32.95 %	24.71 %	20.65 %	36.56 %	28.41 %	N/A	30.21 %

Below Standard ⓘ	51.95 %	55.68 %	70.59 %	71.74 %	45.16 %	63.64 %	N/A	59.85 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	7.79 %	7.95 %	4.71 %	6.52 %	15.05 %	10.23 %	N/A	8.80 %
Near Standard ⓘ	40.26 %	45.45 %	36.47 %	33.70 %	46.24 %	34.09 %	N/A	39.39 %
Below Standard ⓘ	51.95 %	46.59 %	58.82 %	59.78 %	38.71 %	55.68 %	N/A	51.82 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⓘ	3.90 %	15.91 %	2.35 %	8.70 %	19.35 %	11.36 %	N/A	10.52 %
Near Standard ⓘ	48.05 %	44.32 %	40.00 %	41.30 %	52.69 %	47.73 %	N/A	45.70 %
Below Standard ⓘ	48.05 %	39.77 %	57.65 %	50.00 %	27.96 %	40.91 %	N/A	43.79 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: School: Westmore Oaks Elementary

CDS Code: 57-72694-6056402

District: Washington Unified

County: Yolo

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

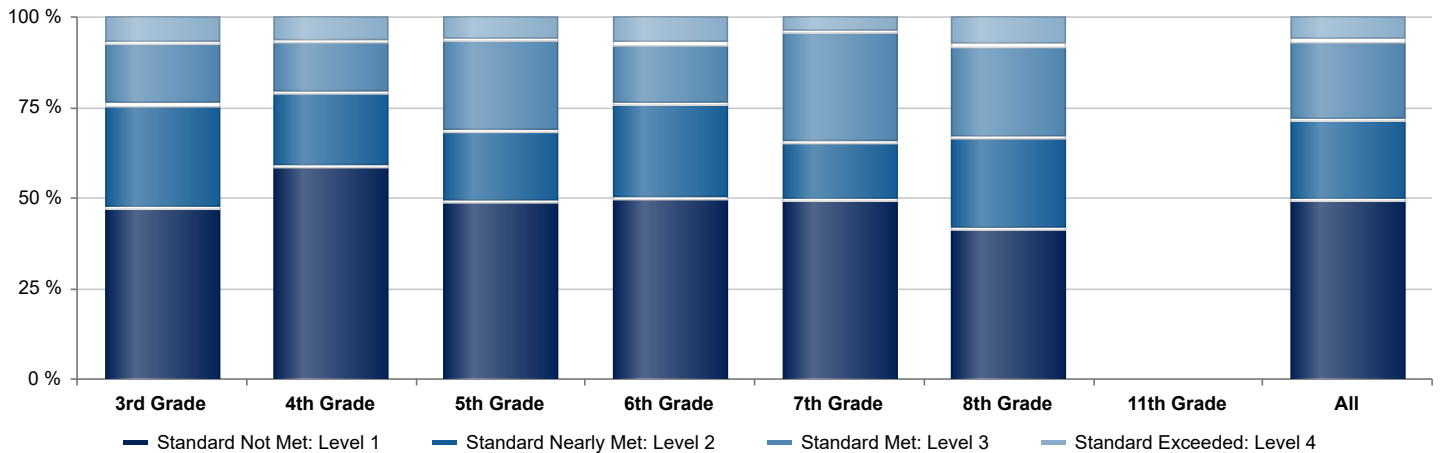
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled [ⓘ]	62	82	87	89	89	81	N/A	490
# of Students Tested [ⓘ]	60	80	84	86	85	80	N/A	475
# of Students With Scores [ⓘ]	60	80	84	86	85	80	N/A	475

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Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2369.2	2395.0	2450.4	2458.6	2480.4	2524.3	N/A	N/A
Standard Exceeded: Level 4 ¹	6.67 %	6.25 %	5.95 %	6.98 %	3.53 %	7.50 %	N/A	6.11 %
Standard Met: Level 3 ¹	16.67 %	13.75 %	25.00 %	16.28 %	30.59 %	25.00 %	N/A	21.47 %
Standard Nearly Met: Level 2 ¹	28.33 %	20.00 %	19.05 %	25.58 %	15.29 %	25.00 %	N/A	21.89 %
Standard Not Met: Level 1 ¹	48.33 %	60.00 %	50.00 %	51.16 %	50.59 %	42.50 %	N/A	50.53 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	10.00 %	3.75 %	10.71 %	8.14 %	10.59 %	16.25 %	N/A	9.89 %
Near Standard ¹	40.00 %	45.00 %	34.52 %	40.70 %	36.47 %	38.75 %	N/A	39.16 %
Below Standard ¹	50.00 %	51.25 %	54.76 %	51.16 %	52.94 %	45.00 %	N/A	50.95 %


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	6.67 %	7.50 %	11.90 %	10.47 %	11.76 %	11.25 %	N/A	10.11 %
Near Standard ¹	38.33 %	36.25 %	51.19 %	32.56 %	42.35 %	48.75 %	N/A	41.68 %
Below Standard ¹	55.00 %	56.25 %	36.90 %	56.98 %	45.88 %	40.00 %	N/A	48.21 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	6.67 %	3.75 %	7.14 %	8.14 %	4.71 %	12.50 %	N/A	7.16 %
Near Standard ¹	63.33 %	62.50 %	55.95 %	52.33 %	51.76 %	61.25 %	N/A	57.47 %
Below Standard ¹	30.00 %	33.75 %	36.90 %	39.53 %	43.53 %	26.25 %	N/A	35.37 %

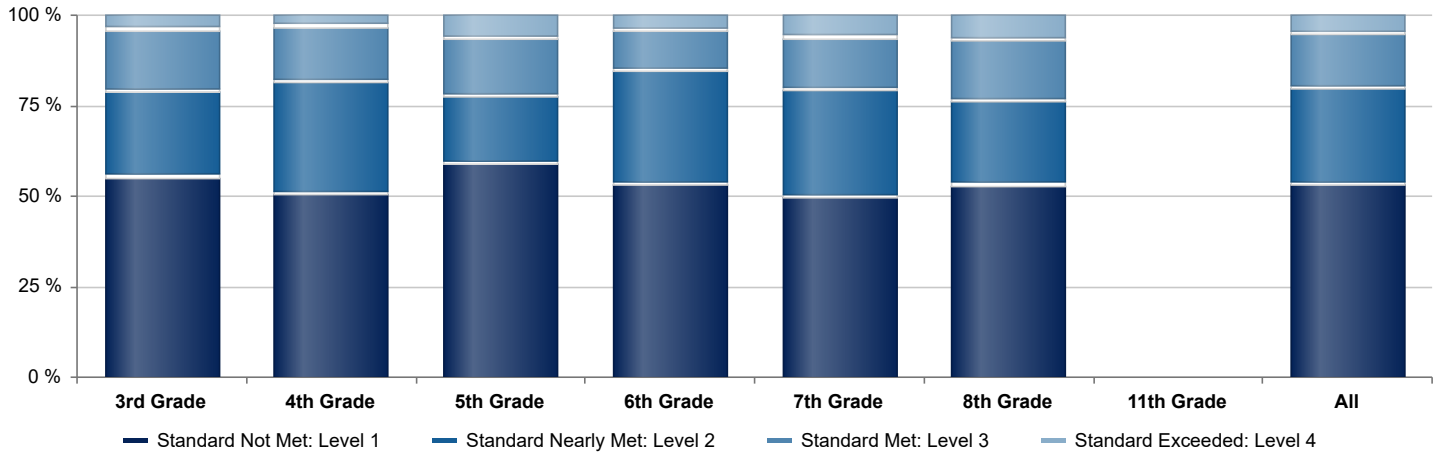
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ¹	10.00 %	3.75 %	9.52 %	11.63 %	18.82 %	22.50 %	N/A	12.84 %
Near Standard ¹	46.67 %	41.25 %	44.05 %	50.00 %	40.00 %	42.50 %	N/A	44.00 %
Below Standard ¹	43.33 %	55.00 %	46.43 %	38.37 %	41.18 %	35.00 %	N/A	43.16 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	62	82	86	89	89	81	N/A	489
# of Students Tested ⁱ	60	81	84	86	88	79	N/A	478
# of Students With Scores ⁱ	60	81	84	86	88	79	N/A	478
Mean Scale Score	2377.1	2410.2	2450.4	2451.2	2464.3	2494.6	N/A	N/A
Standard Exceeded: Level 4 ⁱ	3.33 %	2.47 %	5.95 %	3.49 %	5.68 %	6.33 %	N/A	4.60 %
Standard Met: Level 3 ⁱ	16.67 %	14.81 %	15.48 %	10.47 %	13.64 %	16.46 %	N/A	14.44 %
Standard Nearly Met: Level 2 ⁱ	23.33 %	30.86 %	17.86 %	31.40 %	29.55 %	22.78 %	N/A	26.15 %
Standard Not Met: Level 1 ⁱ	56.67 %	51.85 %	60.71 %	54.65 %	51.14 %	54.43 %	N/A	54.81 %


[Mathematics Scale Score Ranges](#)

Areas





Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?





Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	11.67 %	7.41 %	10.71 %	5.81 %	5.68 %	8.86 %	N/A	8.16 %
Near Standard ⁱ	21.67 %	27.16 %	22.62 %	23.26 %	36.36 %	35.44 %	N/A	28.03 %

Below Standard 	66.67 %	65.43 %	66.67 %	70.93 %	57.95 %	55.70 %	N/A	63.81 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	15.00 %	3.70 %	8.33 %	2.33 %	3.41 %	10.13 %	N/A	6.69 %
Near Standard 	25.00 %	44.44 %	38.10 %	36.05 %	45.45 %	50.63 %	N/A	40.59 %
Below Standard 	60.00 %	51.85 %	53.57 %	61.63 %	51.14 %	39.24 %	N/A	52.72 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	10.00 %	3.70 %	5.95 %	6.98 %	7.95 %	5.06 %	N/A	6.49 %
Near Standard 	41.67 %	41.98 %	38.10 %	33.72 %	44.32 %	50.63 %	N/A	41.63 %
Below Standard 	48.33 %	54.32 %	55.95 %	59.30 %	47.73 %	44.30 %	N/A	51.88 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: School: Westfield Village Elementary

CDS Code: 57-72694-6056394

District: Washington Unified

County: Yolo

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

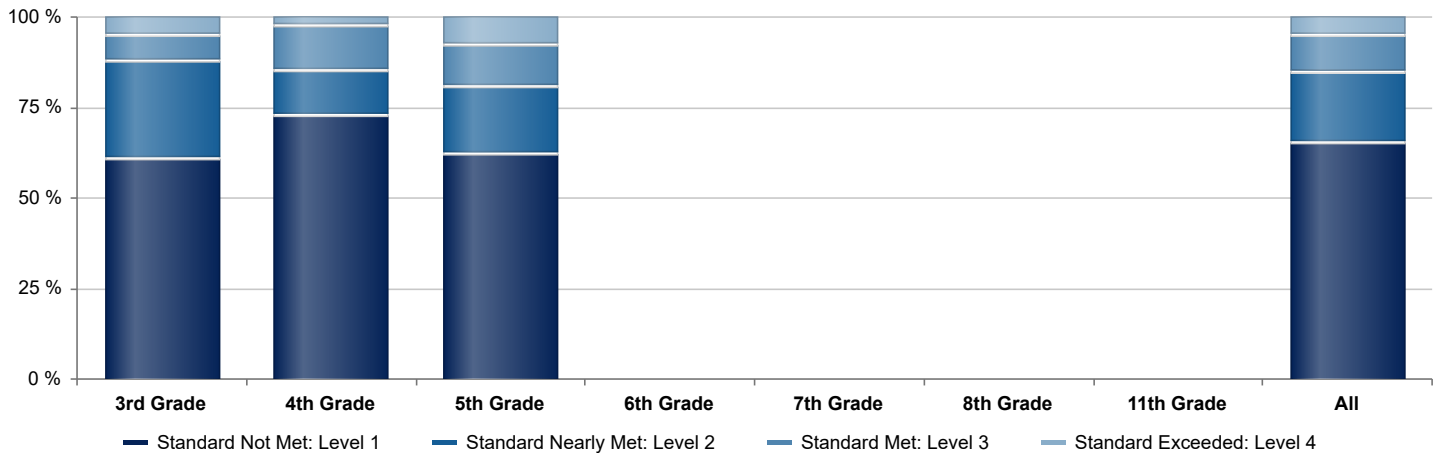
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)





Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled [ⓘ]	67	62	56	N/A	N/A	N/A	N/A	185
# of Students Tested [ⓘ]	64	59	55	N/A	N/A	N/A	N/A	178
# of Students With Scores [ⓘ]	64	59	55	N/A	N/A	N/A	N/A	178

11/20/2018

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Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2356.5	2370.3	2409.1	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 	4.69 %	1.69 %	7.27 %	N/A	N/A	N/A	N/A	4.49 %
Standard Met: Level 3 	6.25 %	11.86 %	10.91 %	N/A	N/A	N/A	N/A	9.55 %
Standard Nearly Met: Level 2 	26.56 %	11.86 %	18.18 %	N/A	N/A	N/A	N/A	19.10 %
Standard Not Met: Level 1 	62.50 %	74.58 %	63.64 %	N/A	N/A	N/A	N/A	66.85 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	7.81 %	3.39 %	3.64 %	N/A	N/A	N/A	N/A	5.06 %
Near Standard 	23.44 %	30.51 %	36.36 %	N/A	N/A	N/A	N/A	29.78 %
Below Standard 	68.75 %	66.10 %	60.00 %	N/A	N/A	N/A	N/A	65.17 %





WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	6.25 %	5.08 %	7.27 %	N/A	N/A	N/A	N/A	6.18 %
Near Standard 	35.94 %	30.51 %	34.55 %	N/A	N/A	N/A	N/A	33.71 %
Below Standard 	57.81 %	64.41 %	58.18 %	N/A	N/A	N/A	N/A	60.11 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	4.69 %	1.69 %	7.27 %	N/A	N/A	N/A	N/A	4.49 %
Near Standard 	53.13 %	44.07 %	56.36 %	N/A	N/A	N/A	N/A	51.12 %
Below Standard 	42.19 %	54.24 %	36.36 %	N/A	N/A	N/A	N/A	44.38 %

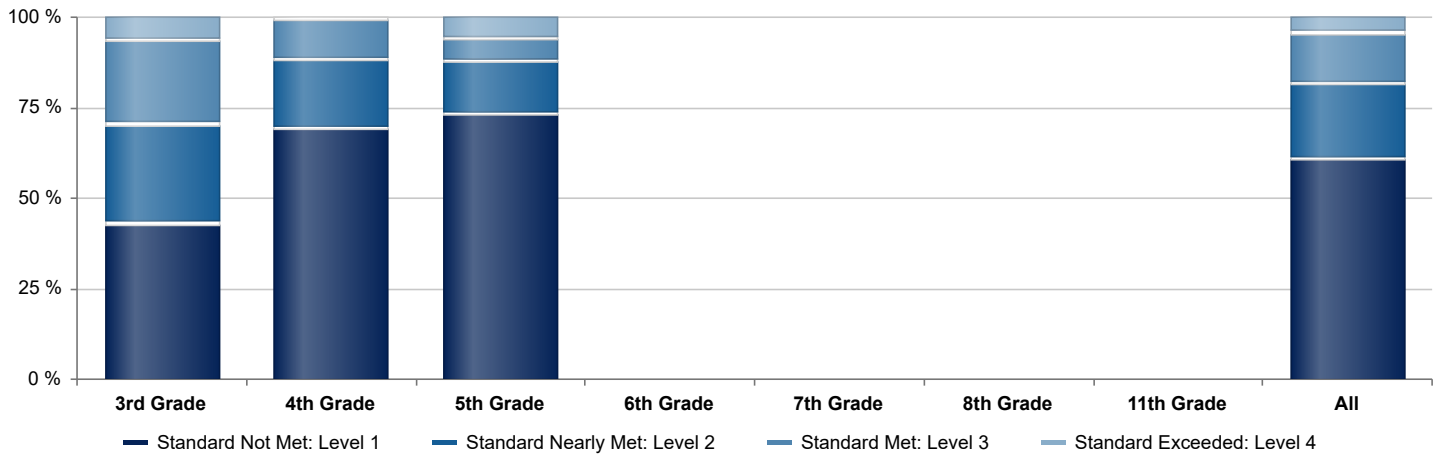
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	7.81 %	1.69 %	10.91 %	N/A	N/A	N/A	N/A	6.74 %
Near Standard 	35.94 %	44.07 %	29.09 %	N/A	N/A	N/A	N/A	36.52 %
Below Standard 	56.25 %	54.24 %	60.00 %	N/A	N/A	N/A	N/A	56.74 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	67	62	56	N/A	N/A	N/A	N/A	185
# of Students Tested ⁱ	66	59	56	N/A	N/A	N/A	N/A	181
# of Students With Scores ⁱ	66	59	56	N/A	N/A	N/A	N/A	181
Mean Scale Score	2385.9	2378.8	2412.3	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁱ	6.06 %	0.00 %	5.36 %	N/A	N/A	N/A	N/A	3.87 %
Standard Met: Level 3 ⁱ	22.73 %	10.17 %	5.36 %	N/A	N/A	N/A	N/A	13.26 %
Standard Nearly Met: Level 2 ⁱ	27.27 %	18.64 %	14.29 %	N/A	N/A	N/A	N/A	20.44 %
Standard Not Met: Level 1 ⁱ	43.94 %	71.19 %	75.00 %	N/A	N/A	N/A	N/A	62.43 %

[Mathematics Scale Score Ranges](#)

Areas





Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?





Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	13.64 %	1.69 %	5.36 %	N/A	N/A	N/A	N/A	7.18 %
Near Standard ⁱ	37.88 %	13.56 %	14.29 %	N/A	N/A	N/A	N/A	22.65 %

Below Standard 	48.48 %	84.75 %	80.36 %	N/A	N/A	N/A	N/A	70.17 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	7.58 %	0.00 %	5.36 %	N/A	N/A	N/A	N/A	4.42 %
Near Standard 	48.48 %	30.51 %	23.21 %	N/A	N/A	N/A	N/A	34.81 %
Below Standard 	43.94 %	69.49 %	71.43 %	N/A	N/A	N/A	N/A	60.77 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	10.61 %	0.00 %	7.14 %	N/A	N/A	N/A	N/A	6.08 %
Near Standard 	46.97 %	33.90 %	23.21 %	N/A	N/A	N/A	N/A	35.36 %
Below Standard 	42.42 %	66.10 %	69.64 %	N/A	N/A	N/A	N/A	58.56 %

[Mathematics Area Achievement Level Descriptors](#)



Smarter Balanced Assessment Test Results for: School: Westfield Village Elementary

CDS Code: 57-72694-6056394

District: Washington Unified

County: Yolo

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: Select Student Group: **Apply Selections**

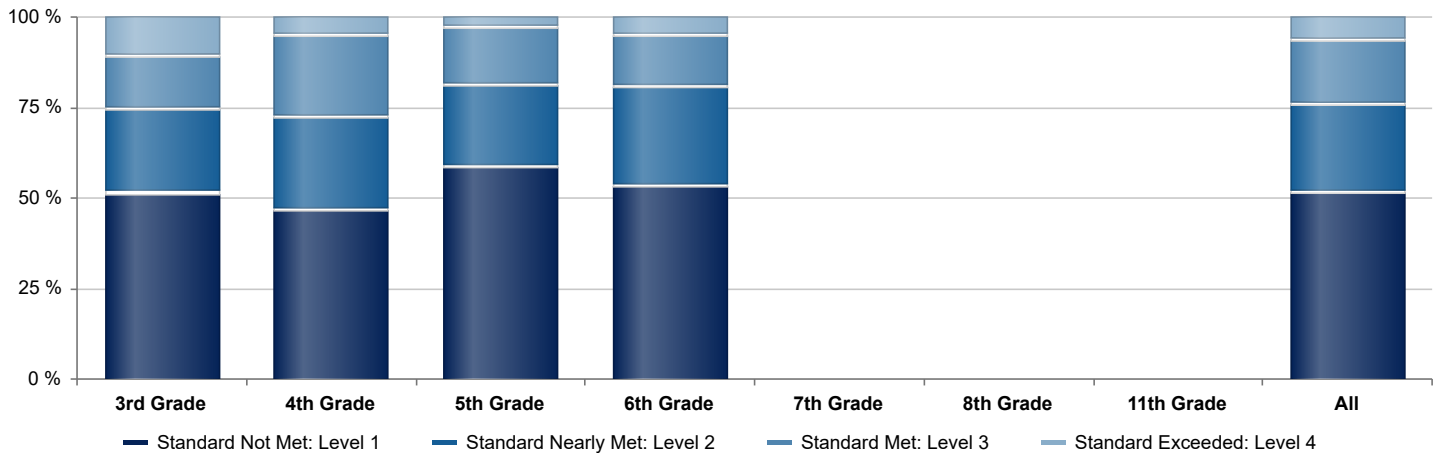
To learn more about the results displayed below, please visit [Understanding Results](#) page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)





Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled [ⓘ]	59	68	45	24	N/A	N/A	N/A	196
# of Students Tested [ⓘ]	57	67	45	22	N/A	N/A	N/A	191
# of Students With Scores [ⓘ]	57	67	45	22	N/A	N/A	N/A	191

11/20/2018

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Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2366.6	2414.0	2427.7	2450.7	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 	10.53 %	4.48 %	2.22 %	4.55 %	N/A	N/A	N/A	5.76 %
Standard Met: Level 3 	14.04 %	22.39 %	15.56 %	13.64 %	N/A	N/A	N/A	17.28 %
Standard Nearly Met: Level 2 	22.81 %	25.37 %	22.22 %	27.27 %	N/A	N/A	N/A	24.08 %
Standard Not Met: Level 1 	52.63 %	47.76 %	60.00 %	54.55 %	N/A	N/A	N/A	52.88 %

[English Language Arts/Literacy Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	7.02 %	10.45 %	8.89 %	4.55 %	N/A	N/A	N/A	8.38 %
Near Standard 	42.11 %	47.76 %	37.78 %	40.91 %	N/A	N/A	N/A	42.93 %
Below Standard 	50.88 %	41.79 %	53.33 %	54.55 %	N/A	N/A	N/A	48.69 %





WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	7.14 %	5.97 %	8.89 %	9.09 %	N/A	N/A	N/A	7.37 %
Near Standard 	39.29 %	50.75 %	33.33 %	36.36 %	N/A	N/A	N/A	41.58 %
Below Standard 	53.57 %	43.28 %	57.78 %	54.55 %	N/A	N/A	N/A	51.05 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	3.51 %	7.46 %	2.22 %	9.09 %	N/A	N/A	N/A	5.24 %
Near Standard 	66.67 %	64.18 %	46.67 %	54.55 %	N/A	N/A	N/A	59.69 %
Below Standard 	29.82 %	28.36 %	51.11 %	36.36 %	N/A	N/A	N/A	35.08 %

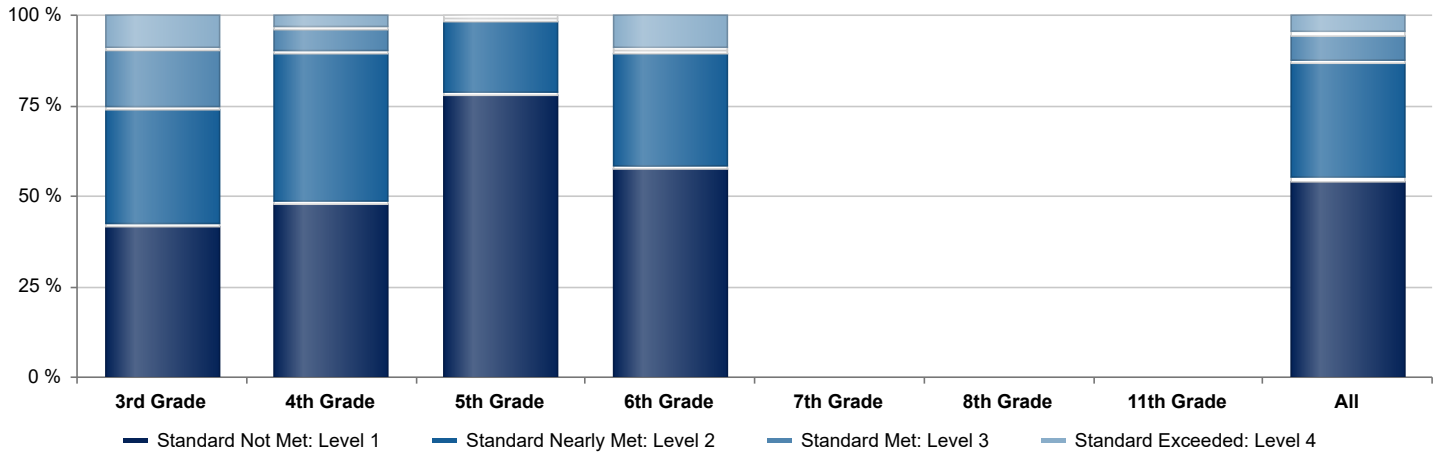
RESEARCH/INQUIRY: How well can students find and present information about a topic?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	10.53 %	16.42 %	4.44 %	4.55 %	N/A	N/A	N/A	10.47 %
Near Standard 	45.61 %	43.28 %	46.67 %	50.00 %	N/A	N/A	N/A	45.55 %
Below Standard 	43.86 %	40.30 %	48.89 %	45.45 %	N/A	N/A	N/A	43.98 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⁱ	59	68	45	24	N/A	N/A	N/A	196
# of Students Tested ⁱ	56	67	45	22	N/A	N/A	N/A	190
# of Students With Scores ⁱ	56	67	45	22	N/A	N/A	N/A	190
Mean Scale Score	2384.4	2401.9	2395.8	2456.3	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁱ	8.93 %	2.99 %	0.00 %	9.09 %	N/A	N/A	N/A	4.74 %
Standard Met: Level 3 ⁱ	16.07 %	5.97 %	0.00 %	0.00 %	N/A	N/A	N/A	6.84 %
Standard Nearly Met: Level 2 ⁱ	32.14 %	41.79 %	20.00 %	31.82 %	N/A	N/A	N/A	32.63 %
Standard Not Met: Level 1 ⁱ	42.86 %	49.25 %	80.00 %	59.09 %	N/A	N/A	N/A	55.79 %

[Mathematics Scale Score Ranges](#)

Areas





Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?





Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard ⁱ	14.29 %	2.99 %	0.00 %	9.09 %	N/A	N/A	N/A	6.32 %
Near Standard ⁱ	37.50 %	20.90 %	11.11 %	27.27 %	N/A	N/A	N/A	24.21 %

Below Standard 	48.21 %	76.12 %	88.89 %	63.64 %	N/A	N/A	N/A	69.47 %
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PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	10.71 %	2.99 %	0.00 %	4.55 %	N/A	N/A	N/A	4.74 %
Near Standard 	41.07 %	43.28 %	22.22 %	40.91 %	N/A	N/A	N/A	37.37 %
Below Standard 	48.21 %	53.73 %	77.78 %	54.55 %	N/A	N/A	N/A	57.89 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard 	10.71 %	4.48 %	0.00 %	9.09 %	N/A	N/A	N/A	5.79 %
Near Standard 	48.21 %	40.30 %	33.33 %	27.27 %	N/A	N/A	N/A	39.47 %
Below Standard 	41.07 %	55.22 %	66.67 %	63.64 %	N/A	N/A	N/A	54.74 %

[Mathematics Area Achievement Level Descriptors](#)

Appendix C:

Articles of Incorporation

Bylaws of River Charter Schools

Conflict of Interest Code

Bylaws of Leaders & Scholars, Inc

Operating Agreement of Leaders & Scholars Two, LLC

2864552

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

APR 11 2006

**ARTICLES OF INCORPORATION
OF
FRIENDS OF CLARKSBURG SCHOOLS**

I.

The name of the corporation is **FRIENDS OF CLARKSBURG SCHOOLS**

II.

- A. This corporation is a nonprofit **PUBLIC BENEFIT CORPORATION** and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and educational purposes.
- B. The specific purpose of this corporation is to manage, operate, guide, direct and promote charter schools serving the students of Clarksburg, California and neighboring communities, and other educational activities as the Board of Directors may define.

III.

The name and address of the corporation's initial agent for service of process is:

Nitasha K. Sawhney, Esq.
Burke, Williams and Sorensen, LLP
444 S. Flower Street, Suite 2400
Los Angeles, California 90071

IV.

- A. This corporation is organized and operated exclusively for public and charitable purposes within the meaning of Internal Revenue Code Section 501(c)(3).
- B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
- C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any further United States Internal Revenue Law) or (b) by a corporation contributions to which are

deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

V.

The property of this corporation is irrevocably dedicated to public, charitable and educational purposes, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private individual. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for public, charitable and educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

Dated: April 6, 2006


Elizabeth Yelland, Incorporator

0864552

**Certificate of Amendment
of Articles of Incorporation**

FILED
Secretary of State
State of California

SEP 26 2014

lee

The undersigned certify that:

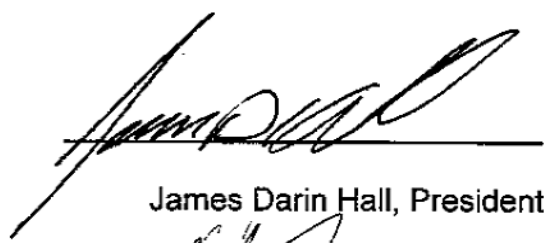
- 1. They are the **president** and the **secretary**, respectively, of Friends of Clarksburg Schools, a California corporation.
- 2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

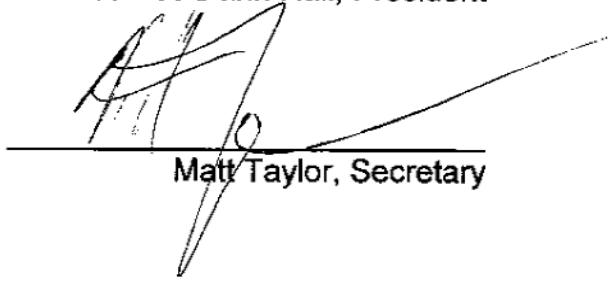
The name of the Corporation is RIVER CHARTER SCHOOLS.

- 3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.
- 4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: September 8, 2014


James Darin Hall, President


Matt Taylor, Secretary

**Bylaws of the
River Charter Schools**

A California Nonprofit Public Benefit Corporation

**Article I
Name**

Section 1. Name. The name of this Corporation is River Charter Schools.

**Article II
Offices of the Corporation**

Section 1. Principal Office of the Corporation. The principal office for the transaction of the activities and affairs of this Corporation is 36230 North School Street, Clarksburg, California 95612. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary in these bylaws opposite this section; alternatively, the section may be amended to state the new location.

Section 2. Other Offices of the Corporation. The Board of Directors may at any time establish a branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

**Article III
Purposes of the Corporation**

Section 1. General and Specific Purposes. The purposes of this Corporation are to manage, operate, guide, direct, and promote California public charter schools serving the students of Clarksburg, California, and neighboring communities, and such other educational activities as the Board of Directors may define. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, nor intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

**Article IV
Construction and Definitions**

Section 1. Construction and Definitions. Unless otherwise indicated, the general provisions, rules of sentence construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter; the singular includes the plural; and the plural includes the singular; and the term *person* includes both a legal entity and a natural person.

**Article V
Dedication of Assets**

Section 1. Dedication of Assets. This Corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code Section 501(c)(3).

**Article VI
Corporation Without Members**

Section 1. Corporation Without Members. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

**Article VII
Board of Directors**

Section 1. General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed and all corporate powers shall be exercised by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the Corporation’s activities to any person(s), management company, or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. Specific Powers. Without prejudice to the general powers set forth in Article VII, Section 1, of these bylaws, but subject to the same limitations, the Board shall have the power to:

- a. Appoint and remove, at the pleasure of the Board, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. Designated Directors and Terms. The Board of Directors will be composed of at least five (5), but no more than fifteen (15) members, which will include up to nine (9) At Large representatives, up to seven (7) of whom will be At Large representatives of Delta Elementary Charter School, and up to two (2) of whom will be At Large representatives of Lighthouse Charter School; and, a minimum of two (2) and a maximum of four (4) parents/former parents/guardians/former guardians of a River Charter Schools student/former student. A minimum of two (2) of the parents/former parents/guardians/former guardians will be of a Lighthouse student/former student. In addition, in accordance with California Education Code Section 47604(c), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit Corporation, River Charter Schools.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 4. Restriction on Interested Persons as Directors. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous twelve months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any mother, father, brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. Directors' Selection. Board members will be appointed to the Board by the Board, as outlined below and as consistent with the charter.

Parent representatives will be selected through a nomination process. The Board will appoint an ad hoc nomination committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. A parent representative cannot also be an employee of the Charter School.

At Large representatives will be appointed by the Board. The Charter School shall seek members from the broader community-at-large with expertise in areas critical to school success, including, but not limited to, education, school finance, fundraising, facilities, government, business, and legal. A preference shall be given to community members with experience as Founders of the Charter School. An At Large representative cannot also be an employee of the Charter School. In the case of a vacancy in an At Large representative seat, the Board will fill the vacancy by majority vote.

Section 6. Vacancies on the Board. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) an increase in the authorized number of directors.

Section 7. Resignation of Directors. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 8. Removal of Directors. Any director can be removed, with cause, by a 66.6 percent vote of the Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 [commencing with Section 54950] of Division 2 of Title 5 of the California Government Code). Cause for removal of a director includes but is not limited to conviction of a felony, declaration of unsound mind by a court order, a breach of duty as specified under California Nonprofit Benefit Corporation Law, Chapter 2, Article 3 or a failure to perform board directors' duties.

Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

Section 9. Location of Board Meetings. Regular meetings generally rotate each month between the RCS charter schoolsites. The regular meeting schedule, including meeting locations for the entire fiscal year, are published on the LCS website. The Board may designate that a meeting be held at any place within California that has been designated by resolution of Board or in the notice of the meeting. All meetings of the Board shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., or as said chapter may be modified by subsequent legislation.

Section 10. Meetings. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 [commencing with Section 54950] of Division 2 of Title 5 of the California Government Code). All meetings will be held at one of the RCS charter schoolsites unless specified otherwise.

The Board of Directors shall meet annually at the first regular meeting in July for the purpose of organization, installation of new directors, appointment of officers, and the transaction of such other business as may properly be brought before the Board. The meeting shall be held at a time and date as may be specified and noticed by resolution of the Board.

Regular meetings of the Board of Directors, including annual meetings, shall be held at such times as may from time to time be fixed by the Board. At least 72 hours before a regular meeting, the Board or its designee shall post an agenda at all of its charter schools' locations and on each school web site. The agenda shall contain a brief general description of each item of business to be transacted or discussed at the meeting.

Section 11. Special Meetings. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if there is such an officer, the President, the Secretary, or any two directors. The party calling a special meeting shall determine the date and time thereof.

In accordance with the Brown Act, special meetings of the Board may be held only after 24-hours notice has been given to each director and to the public through the posting of an agenda. Additionally, pursuant to the Corporations Code, the Board shall adhere to the following requirements for announcing special meetings to members of the Board:

- a. Any such notice shall be addressed or delivered to each director at the director's physical address or e-mail address, as it is shown on the records of the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the principal office of the Corporation and at all of its charter schools' locations and on each school web site.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice including e-mail shall be deemed received at the time it is personally delivered

to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated in person or by telephone or wireless, to the recipient or to a person at the office or the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 12. Teleconference Meetings. Members of the Board of Directors may participate in teleconference meetings as long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the school district(s) of the charter school(s) operated by River Charter Schools.
- b. All votes taken during a teleconference meeting shall be by roll call.
- c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations, with each teleconference location being identified in the notice and agenda of the meeting.
- d. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda. This means that members of the Board who choose to use their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at those locations.
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location.
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their names when entering the conference call. (Note: The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.)

Section 13. Quorum. A majority of the voting directors then in office shall constitute a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned.

All acts or decisions of the Board of Directors will be by the majority vote of all the membership constituting the Board unless otherwise required by law.

Section 14. Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors' meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 15. Compensation and Reimbursement. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 16. Committees. The Board of Directors or its Chairman or President, by action of a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board's action, except that no committee can take any of the following actions:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members.
- b. Fill vacancies on the Board of Directors or any committee of the Board.
- c. Fix compensation of the directors for serving on the Board or on any of its committees.
- d. Amend or repeal bylaws or adopt new bylaws.
- e. Amend or repeal any resolution or policy of the Board that, by its express terms, is not so amendable or subject to repeal.
- f. Create any other committees of the Board or appoint the members of committees of the Board.
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected.
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution, or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records, unless not required by the Board for certain committees. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

Section 17. Nonliability of Directors. No director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 18. Compliance with Laws Governing Student Records. River Charter Schools and the California public charter school(s) it operates shall comply with all applicable provisions of the Family Education Rights Privacy Act (FERPA), as set forth in Title 20 of the United States Code Section 1232g, and attendant regulations, as they may be amended from time to time.

Article VIII Officers of the Corporation

Section 1. Offices Held. The officers of this Corporation shall be a President, a Secretary, and Chief Financial Officer. The Corporation, at the Board of Directors' direction, may also have a Chairman of the Board, one or more vice-presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 3, of these bylaws. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties, as set forth in any applicable contract for employment or job specification.

Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer can serve concurrently as either the President or the Chairman of the Board.

Section 2. Election of Officers. The officers of this Corporation shall be chosen annually by the Board of Directors during its organizational meeting at the beginning of each school year, and they shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 3. Appointment of Other Officers. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period specified, and perform the duties outlined in the bylaws or established by the Board.

Section 4. Removal of Officers. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove, by a majority vote of the directors then in office, any officer with or without cause. An officer who was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

Section 5. Resignation of Officers. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. Vacancies in Office. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these

bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. Chairman of the Board. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board's meetings and shall exercise and perform such other powers and duties as the Board may assign. If there is no President, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the President of the Corporation, as set forth in these bylaws. If a Chairman of the Board is elected, there shall also be a Vice-Chairman of the Board. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board may assign.

Section 8. President. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if a Chairman exists, and subject to the control of the Board, and subject to the President's contract of employment or other agreement, the President shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers, as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all members' meetings and, in the absence of a Chairman of the Board, or if none, at all Board of Directors' meetings. The President shall have such other powers and duties as the Board or the bylaws may require.

Section 9. Vice-Presidents. If the President is absent or disabled, the vice-presidents, if any, in the order of their rank, as fixed by the Board, or, if not ranked, a vice-president designated by the Board, shall perform all duties of the President. When so acting, a vice-president shall have all powers of and be subject to all restrictions on the President. The vice-presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may authorize.

Section 10. Secretary. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at the Board's and committees' meetings.

The Secretary shall keep or cause to be kept, at the principal California office of the Corporation, a copy of the articles of incorporation and the bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of members of the Board and of committees of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. Chief Financial Officer. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be

given to the members and directors such financial statements and reports, as are required to be given by law, by these bylaws, or by the Board. The books of accounts shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate; (b) disburse the Corporation's funds, as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with surety or sureties specified by the Board for faithful performance of the duties of the office and for restoration to the Corporation of all of the books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

Article IX Contracts

Section 1. Contracts with Directors. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

- a. Any director with a material financial interest in the proposed contract or transaction fully discloses his or her financial interest in such contract or transaction in good faith, and said disclosure is noted in the minutes of the Board of Directors' meeting.
- b. Any director with a material financial interest in the proposed contract or transaction recuses himself or herself from any participation whatsoever in the proposed contract or transaction; i.e., the interested director who recuses himself or herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken.
- c. Such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The Corporation for its own benefit enters into the transaction, which is fair and reasonable to the Corporation at the time the transaction was entered into.

This section does not apply to a transaction that is part of an educational or charitable program of this Corporation if it (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (b) results in a benefit to one or more directors or their

families because they are in the class of persons intended to be benefited by the educational or charitable program of this Corporation.

Section 2. Contracts with Nondirector-Designated Employees. The Corporation shall not enter into a contract or transaction in which a nondirector-designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the River Charter Schools’ “Conflict of Interest Code” have been fulfilled.

Article X Loans

Section 1. Loans to Directors and Officers. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

Article XI Indemnification

Section 1. Indemnification by Corporation. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in California Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, finds, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under California Corporations Code Section 5238(b) or Section 5238(c), the Board shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board shall authorize indemnification.

Article XII Insurance

Section 1. Insurance Coverage. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors,

employees, and other agents to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status, as such.

Article XIII Corporate Records

Section 1. Maintenance of Records. The Corporation shall keep all of the following:

- a. Adequate and correct books and records of account
- b. Written minutes of the proceedings of its members, Board, and committees of the Board
- c. Such reports and records, as required by law

Section 2. Directors' Right to Inspect Records. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal laws. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents, as permitted by California and federal laws. This right to inspect may be circumscribed in instances when the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under the Family Education Rights Privacy Act [FERPA]) pertaining to access to books, records, and documents.

Section 3. Accounting Records and Minutes. On written demand of the Corporation, any member may inspect, copy, and make extracts of the accounting books and records and minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by a member's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 4. Articles of Incorporation and Bylaws. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and the bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the Corporation has no business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

Article XIV Reports

Section 1. Annual Reports. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the Corporation's fiscal year, beginning with the 2007-2008 fiscal year. That report shall contain all of the following information in appropriate detail:

- a. The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year
- b. The principal changes in assets and liabilities, including trust funds
- c. The Corporation’s revenue or receipts, both unrestricted and restricted to particular purposes
- d. The Corporation’s expenses or disbursements for both general and restricted purposes
- e. Any information required under these bylaws
- f. An independent accountant’s report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation’s books and records

Section 2. Statement of Transactions and indemnifications. As part of the annual report to all members, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation’s fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following:

- a. Any transaction (1) in which the Corporation, or its parent or subsidiary, was party; (2) in which an *interested person* had a direct or indirect material financial interest; and (3) which involved more than \$50,000 or was one of several transactions with the same *interested person* involving, in the aggregate, more than \$50,000. For this purpose, an *interested person* is either of the following:
 - (a) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest)
 - (b) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary (The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, and the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.)

Article XV Amendments of Bylaws

Section 1. Requirements for Amending Bylaws. The Board of Directors may adopt, amend, or repeal any of these bylaws by more than a two-thirds vote of all membership constituting the Board of directors, unless otherwise required by law, at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter(s) that created the California public charter school(s) operated by River Charter Schools or make any provisions of these bylaws inconsistent with that/those charter(s), the Corporation’s articles of incorporation, or any laws.

Article XVI
Fiscal Year

Section 1. Corporation's Fiscal Year. The fiscal year of the Corporation for the River Charter Schools shall begin on July 1 of each year and end on June 30 of the following year.

Certificate of Secretary

I herby certify that I am the duly elected and acting Secretary of the River Charter Schools, Inc., a California nonprofit public benefit corporation; that these bylaws are the bylaws of this Corporation, as adopted by the Board of Directors on March 11, 2019; and that these bylaws have not been amended or modified since that date.

Executed on March 11, 2019 at West Sacramento, California

/s/

~~Jody Bogle, Secretary~~


MATT BEST, BOARD CHAIRMAN



Conflict of Interest Code

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency’s code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for **River Charter Schools (RCS)**.

Individuals holding designated positions shall file statements of economic interests with **RCS**, which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by **RCS**.

**APPENDIX A
DESIGNATED POSITIONS**

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board	1, 2
President/Superintendent	1, 2
Chairman of the Board	1, 2
Chief Financial Officer	1, 2
Secretary/Office Manager	1, 2
Chief Business Officer	1, 2
Principal(s)	3
Dean of Instruction	3
Business Analyst	3
HR/Payroll Specialist	3
IT Specialist	3
Learning Center Coordinator	3
Special Programs Coordinator	3
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Superintendent or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

Board Policy # 19-01

Adopted/Ratified: January 17, 2019

Revision Date Approved:

**APPENDIX B
DISCLOSURE CATEGORIES**

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property located in whole or in part within a two-mile radius:
 - of any school district that has authorized a RCS charter school, or
 - of any facility utilized by RCS's charter schools, or
 - of a proposed site for a RCS facility.
- b. Investments and business positions in business entities, or sources of income (including gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by RCS.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

BYLAWS
OF
LEADERS & SCHOLARS, INC.
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. **NAME.** The name of this corporation is Leaders & Scholars, Inc.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this corporation is located at 36230 North School Street, Clarksburg, CA 95612. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of this corporation is to operate exclusively for the benefit of, to perform the functions of, or to carry out the purposes of River Charter Schools (formerly known as Friends of Clarksburg Schools). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

Specifically, the public and charitable purposes of the Corporation are to direct attention and effort toward providing funding to support the educational purposes of River Charter Schools and the development of other charter schools that may later be formed. The primary recipient of donations shall be River Charter Schools.

If River Charter Schools (a) shall cease to be an organization described in Internal Revenue Code sections 170(b)(1)(A)(iv), 501(c)(3), and 509(a)(1) or 509(a)(2), or (b) shall substantially abandon the charitable and educational purposes that this corporation is organized to support, the directors shall designate a publicly supported educational or charitable organization as described in Internal Revenue Code sections 170(b)(1)(A), 501(c)(3), and 509(a)(1) or 509(a)(2), in substitution for River Charter Schools, for purposes of Article II of the Articles of Incorporation and Section 1 of this Article.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context states otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject

to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (referred to herein as the "Board of Directors" or the "Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting of members.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DIRECTORS AND TERMS. The number of directors shall be no less than two (2) and no more than seven (7). For purposes of ensuring that the Corporation aligns its goals and objectives with educational mission and goals of River Charter Schools, all of the directors shall be appointed by the existing River Charter Schools Board of Directors. All Directors are designated at the Corporation's annual meeting of the Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest, however, any violation of this Section shall not affect the validity or enforceability of transactions entered into by the Corporation.

Section 5. DIRECTORS TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the River Charter Schools Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the River Charter Schools Board of Directors, at any meeting of the River Charter Schools Board of Directors at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the River Charter Schools Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. REMOVAL OF DIRECTORS. Directors may only be removed by the River Charter Schools Board of Directors. The Charter School's Board of Directors may remove a director with or without cause, by an affirmative vote of the majority of the River Charter Schools Board of Directors at a duly held meeting at which a quorum is present.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors shall be filled by the River Charter Schools Board of Directors.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director's being removed before his or her term of office expires.

Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 13. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video

screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate concurrently with all other members.
- (b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- (c) The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

Section 14. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held on the first Tuesday of each quarter at 6:00 p.m., unless the first Tuesday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws.

Section 15. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice-President, the Secretary, or any two Directors but may only be conducted if two-thirds of the Board of Directors vote that a situation warranting a special or emergency meeting exists.

Section 16. NOTICE OF MEETINGS. Regular meetings of the Board may be held without notice if conducted pursuant to these Bylaws. Special meetings of the Board shall be held upon four (4) days written notice by first-class mail or forty-eight (48) hours notice delivered personally or by telephone, facsimile, or telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the Corporation. Notice of time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

Section 17. WAIVER OF NOTICE AND CONSENT TO HOLD MEETINGS. The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with corporate records or made a part of the minutes of the meeting.

Section 18. ACTION WITHOUT MEETING. Any action that the Board is required or permitted to take may be taken without a meeting if all Board members consent in writing to the action; provided, however, that the consent of any director who has a material financial interest in a transaction to which the Corporation is a party and who is an "interested director" as defined in Corporations Code section 5233 shall not be required for approval of that transaction. Such action by written consent shall have the same force and effect as any other validly approved action of the Board. All such consents shall be filed with the minutes of the proceedings of the Board.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnification of directors.

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors shall serve without compensation except that directors may receive such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 2 of this Article. Directors may not be compensated for rendering services to the Corporation in any capacity other than director unless such compensation is reasonable and is allowable under the provisions of Section 4 of this Article.

Section 22. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of

the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- (b) Fill vacancies on the Board of Directors or any committee of the Board;
- (c) Fix compensation of the directors for serving on the Board of Directors or on any committee;
- (d) Amend or repeal bylaws or adopt new bylaws;
- (e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
- (f) Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- (g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected;
- (h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors' actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a chairman of the Board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation, except any appointed under Article VIII, Section 4, of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIRMAN OF THE BOARD.** If a chairman of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairman of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all members' meetings and, in the absence of the chairman of the Board, or if none, at all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, of committees of the Board, and of members' meetings. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings; and the number of members present or represented at members' meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of members, of the Board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. **CONTRACTS WITH DIRECTORS AND OFFICERS.** No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in

Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c) the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its members, Board, and committees of the Board; and
- (c) Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and

documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all members, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an “interested person” had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an “interested person” is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XI of these Bylaws.

ARTICLE XVI EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

Section 1. EXECUTION OF INSTRUMENTS. The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. CHECKS AND NOTES. Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by the President of the Corporation.

Section 3. DEPOSITS. All funds of the Corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. GIFTS. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for charitable or public purposes of this Corporation.

**ARTICLE XVII
BYLAW AMENDMENTS**

The Board of Directors may adopt, amend or repeal any of these Bylaws, except Article III, Sections 3, 10, and 12 of Article VII, and Article XVII, by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws. Article III, Sections 3, 10 and 12 of Article VII and Article XVII can only be amended by an affirmative vote of the majority of the River Charter Schools Board of Directors at a duly held meeting at which a quorum is present.

**ARTICLE XVIII
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Leaders & Scholars, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this corporation as adopted by the River Charter Schools Board of Directors on May 9 2016 and the Leaders & Scholars, Inc. Board of Directors on May 20 2016; and that these bylaws have not been amended or modified since that date.

Executed on 5/20/16 at Clarksburg, California.



Warren Bogle, Secretary

OPERATING AGREEMENT
OF
LEADERS & SCHOLARS TWO, LLC
a California limited liability company

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OPERATING AGREEMENT

OF

LEADERS & SCHOLARS TWO, LLC

a California limited liability company

THIS OPERATING AGREEMENT is made effective as of September 20, 2016 by Leaders & Scholars, Inc., a California nonprofit public benefit corporation (the “Sole Member”), and is made with reference to the following:

A. The Sole Member desires to form a limited liability company under and pursuant to the California Revised Uniform Limited Liability Company Act set forth in California Corporations Code sections 17701.01-17713.12, as amended from time to time (the “Act”).

B. Articles of Organization for Leaders & Scholars Two, LLC (the “Company”) were filed with the California Secretary of State on August 25, 2016.

C. The Sole Member establishes this Operating Agreement in order to complete the organization of the Company and provide for the governance of the Company and the conduct of the Company’s business.

NOW, THEREFORE, the Sole Member declares the following to be the Operating Agreement (“Agreement”) of the Company:

ARTICLE I ORGANIZATION

1.1 Formation. The Sole Member has caused the Articles of Organization to be filed with the California Secretary of State, and the formation of the Company shall be effective as of the date of said filing.

1.2 Name. The name of the Company is Leaders & Scholars Two, LLC. The Company shall conduct its business and affairs under said name or such other name as the Sole Member may determine from time to time.

1.3 Agent for Service of Process. The name and address for the agent for service of process on the Company is Paul C. Minney, 655 University Ave., Ste. 150, Sacramento, California 95825. The Sole Member may from time to time change the Company’s agent for service of process.

1.4 Principal Place of Business. The principal office of the Company shall be located at 36230 North School Street, Clarksburg, California 95612, or at such other place as the Sole Member may determine from time to time.

1.5 Term. The term of the Company shall commence on the filing of the Articles of Organization with the California Secretary of State and shall continue until the Company is dissolved and wound-up and liquidated pursuant to this Agreement or by operation of law.

1.6 Purpose. The Company is organized and will operate:

1.6.1 for the specific purpose of holding one or more leasehold estates (the "Property"), managing, operating, leasing and otherwise dealing with the Property and collecting the income therefrom and turning over the entire amount of said income, less expenses and expenditures, to the Sole Member;

1.6.2 the Company is organized and operated to further the charitable and/or educational purpose of Leaders & Scholars, Inc., a California non-profit public benefit corporation;

1.6.3 the Company is organized and operated exclusively for charitable purposes;

1.6.4 the Company is operated exclusively to further the exempt purpose(s) as specified in California Revenue and Taxation Code Section 214; and

1.6.5 to do any and all things and to engage in any and all other activities and transactions necessary, convenient, appropriate or incidental to the accomplishment of the foregoing purposes or otherwise for the protection and benefit of the Company.

Notwithstanding the foregoing and any other provisions of this Operating Agreement, the actions, activities and transactions of the Company will be limited to those permitted under California Revenue and Taxation Code §23701h.

1.7 Tax Status.

1.7.1 The Sole Member is currently, and shall be until this Agreement is terminated or amended, an organization described in Internal Revenue Code §501(c)(3) and California Revenue and Taxation Code §23701d and that qualifies for exemption from real property taxes under California Revenue and Taxation Code Section 214;

1.7.2 It is the intention of the Sole Member that the Company be disregarded as an entity separate from the Sole Member solely for federal and all relevant state tax purposes. All provisions of the Articles of Organization and this Agreement are to be construed so as to preserve that tax status, and the Company shall not take any action to be characterized as other than a disregarded entity for federal tax purposes pursuant to Treasury Regulations Section 301.7701. The property owned by the Company is irrevocable dedicated to charitable purposes.

1.7.3 The property owned by the Company is irrevocable dedicated to charitable purposes.

ARTICLE II MEMBERSHIP

2.1 Admission. Simultaneously with the effective date of this Agreement, the Sole Member is admitted as the sole member of the Company. The address of the Sole Member is P.O. Box 66, Clarksburg, California 95612.

2.2 Membership Interest. The Sole Member shall own the sole membership interest in the Company, which includes all rights in the Company collectively, including the Sole Member's economic interest, any right to vote or participate in management and any right to information concerning the business and affairs of the Company. The Sole Member may only transfer its membership interest in the Company to another qualifying organization. For purposes of this Agreement, a "qualifying organization" is an organization described in Section 501(c)(3) of the Internal Revenue Code and section 23701d of the Revenue and Taxation Code and that qualifies for exemption from real property taxes under California Revenue and Taxation Code Section 214.

2.3 Capital Contributions. The Sole Member may contribute cash or other property to the Company as Sole Member shall determine from time to time.

2.4 Limited Liability. The Sole Member shall not be bound by, or be personally liable for, the expenses, liabilities or obligations of the Company, except as otherwise provided in the Act.

ARTICLE III MANAGEMENT

3.1 Management.

3.1.1 The management of the business and assets of the Company shall be vested solely in the Sole Member, who shall have sole power and authority to manage, control and conduct the business and affairs of the Company and may exercise all powers of the Company, subject to Section 3.1.2.

3.1.2 The Sole Member may appoint any one or more of the following officers (or no officers at all): a Chairperson, a Vice Chairperson, a President, Chief Executive Officer, one or more Vice Presidents, a Secretary, a Chief Financial Officer and such other officers as the Sole Member may deem necessary or advisable to manage the day-to-day business affairs of the Company ("Officers") and such Officers shall have the titles, powers and duties as shall be determined by the Sole Member.

3.1.3 Without limiting the foregoing **Paragraphs 3.1.1 and 3.1.2**, the Sole Member shall have the right, in its sole and absolute discretion to, or to cause the Company to, as applicable:

(a) take all actions necessary or convenient to the accomplishment of the Company's purposes set forth in **Paragraph 1.6**;

(b) enter into any loan, credit, guarantee or other similar financing arrangements, including the opening, maintaining and closing bank accounts, in order to receive or borrow funds to fulfill the Company's purposes and objectives;

(c) enter into agreements for the purchase, sale, lease, sublease, and renovation of real property which agreements may include such representations, warranties, covenants, indemnities and guarantees as Sole Member deems necessary or advisable;

(d) own, lease and dispose of real property (including fee and leasehold interests);

(e) mortgage, pledge or otherwise encumber its property;

(f) sublease its property to the Sole Member; and

(g) make and perform such other agreements, undertakings and transfers of property as Sole Member deems necessary or advisable.

3.2 Meetings. No annual, regular or special meetings of the Sole Member or Officers are required.

ARTICLE IV ALLOCATIONS AND DISTRIBUTIONS

4.1 Allocations. All profits and losses, each item thereof, and all other items attributable to the membership interest shall be allocated to the Sole Member for tax, accounting and all other purposes.

4.2 Distributions. At such times as the Sole Member deems appropriate, the Sole Member shall cause the Company to distribute cash or other property held by the Company to the Sole Member.

ARTICLE V COMPANY ADMINISTRATION

5.1 Books and Records.

5.1.1 The books and records of the Company shall be kept and maintained at the Company's principal office in California, shall reflect all of the Company transactions, and shall be appropriate and adequate for the Company's business.

5.1.2 Without limiting the requirements set forth in **Paragraph 5.1.1**, the Company shall maintain at its principal office in California all of the following:

(a) A current list of the full name and last known business or residence address

of the Sole Member, together with the capital contribution and share in profits or losses of the Sole Member;

(b) A copy of the Articles of Organization, as amended;

(c) Copies of the Company's Federal, state and local income tax or information returns and reports, if any, for the six (6) most recent taxable years;

(d) Executed counterparts of this Agreement, as amended;

(e) Any powers of attorney under which the Articles of Organization or any amendments thereto are executed;

(f) Financial statements of the Company for the six (6) most recent fiscal years;
and

(g) The books and records of the Company as they relate to the Company's internal affairs for the current and past four (4) fiscal years.

5.2 Accounting. Books and records of the Company shall be kept on the method of accounting selected by the Sole Member and applied on a consistent basis in the preparation of its financial reports and for tax purposes. The taxable and fiscal year of the Company shall be June 30.

5.3 Banking. All funds of the Company shall be deposited in the name of the Company in one or more distinct separate accounts with one or more recognized financial institutions and at such locations, all as shall be determined by the Sole Member. Any withdrawal from such accounts shall require the signature of the Sole Member or such other person or persons authorized to do so by the Sole Member.

5.4 Assets. All Assets of the Company, whether real or personal, shall be held in the name of the Company.

ARTICLE VI TRANSFERS

6.1 Transfers. The Sole Member may assign, sell, gift, transfer or otherwise dispose of ("Transfer") all or any part of its membership interest at any time (the transferee hereinafter referred to as "Permitted Transferee"). A Permitted Transferee shall become a substituted member automatically upon such assignment.

6.2 Duties of Substituted Member. Any person admitted to the Company as a substituted member shall be subject to all of the provisions of this Agreement that apply to the Sole Member from whom the membership interest was assigned.

6.3 Non-Qualifying Organizations. Direct or indirect transfer of any membership

interest in the Company to other than a qualifying organization is prohibited.

ARTICLE VII INDEMNIFICATION

To the extent of Company assets, the Company agrees to defend the Sole Member, Manager, Officer, any entity controlling, or directly or indirectly related to, Company (“Affiliate”), (including, without limitation, any director, officer, employee, or agent of any Member, Manger, Officer or Affiliate acting on behalf of the Company) (collectively “Indemnitees”) against all claims or demands and to indemnify and hold each of the foregoing harmless against all liabilities, losses, damages, expenses, costs or any other economic detriment suffered, paid, or incurred, foreseen or unforeseen, arising from any claim, demand, action, suit or proceeding, whether civil, criminal, administrative, or investigative, or whether threatened, pending or completed, which pertain to any Indemnitee, as described above, in such capacity, to the fullest extent permitted by applicable law in effect on the date hereof and to such greater extent as applicable law may hereafter from time to time permit. No Member shall be subject to personal liability or required to fund or cause to be funded any obligation of the Company described in the immediately preceding sentence.

ARTICLE VIII DISSOLUTION

8.1 Events of Dissolution. The Company shall dissolve upon the earliest to occur of:

- (a) the decision of the Sole Member;
- (b) the entry of a decree of judicial dissolution under California Corporations Code section 17351.

8.2 Winding up. Upon dissolution of the Company, the Company shall engage in no further business other than that necessary to wind up the business and affairs of the Company. The Sole Member shall wind up the affairs of the Company and give written notice of the commencement of winding up by mail to all known creditors and claimants against the Company whose addresses appear in the records of the Company. After paying or adequately providing for the payment of all known debts of the Company, including, without limitation, debts and liabilities to the Sole Member as a creditor of the Company, the remaining assets of the Company shall be distributed to the Sole Member.

Upon dissolution, all assets shall be distributed to an organization(s) organized and operated exclusively for charitable purposes, as specified in California Revenue and Taxation Code Section 214, and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or under section 23701d of the Revenue and Taxation Code.

The Company shall not distribute any assets to members who cease to be organizations described in section 214.

ARTICLE IX GENERAL

9.1 Amendment. This Agreement may be amended only in a writing signed by the Sole Member. Any amendments to The Articles of Organization or this Operating Agreement must be consistent with California Revenue and Taxation Code Section 214.

9.2 Binding Agreement. Subject to any restrictions on transfers set forth in this Agreement, this Agreement shall inure to the benefit of and be binding upon the Sole Member and her respective legal representatives, successors, and Permitted Transferees.

9.3 Headings. The Article and Paragraph headings are included solely for convenience of reference and in no way describe, define, limit, extend or interpret the scope, intent or extent of this Agreement, or any provision hereof. If there is any conflict between such headings and the text of this Agreement, the text shall control.

9.4 Number and Gender. Unless the context clearly indicates otherwise, the singular shall include the plural and vice versa. In all cases the masculine gender shall include the neuter and feminine genders and vice versa.

9.5 Severability. If any provision of this Agreement or the application thereof to any "person" (as defined in the Act) or circumstance shall be held invalid or unenforceable to any extent, the remainder of this Agreement, or the application of such provisions to persons or circumstances other than those to which it is held invalid or unenforceable, shall not be affected thereby, and the intent of this Agreement shall be enforced to the greatest extent permitted by law.

9.6 References to this Agreement. Numbered or lettered Articles and Paragraphs herein contained refer to Articles and Paragraphs of this Agreement unless otherwise expressly stated.

9.7 Parties in Interest. Except as otherwise expressly provided in this Agreement, nothing contained in this Agreement shall be deemed to confer any right or benefit on any person who is not a party to this Agreement.

9.8 Other Business. The Sole Member, any Affiliate, any officer, director, or employee of the Sole Member or of any Affiliate or any other person holding a legal or beneficial interest in the Sole member or Affiliate (collectively "Interested Parties") may engage in or conduct any business, investment, profession or other activity it chooses, whether or not the same is competitive with the Company, without any accountability to the Company and without having or incurring any obligation to offer any interest in such business, investment, profession or other activity to the Company. The Company shall have no right by virtue of this Agreement in and to any such business, investment, profession or other activity or to the income or profits arising therefrom, nor shall the Sole Member be required to permit the Company to participate in such business, investment, profession or activity. Except as expressly provided in this Agreement, the Interested Parties shall have no fiduciary obligation to the Company by virtue of this Agreement to submit to the Company any business opportunity, whether or not such opportunity arose from

its activities with respect to the Company.

9.9 Entire Agreement. This Agreement constitutes the whole and entire agreement with respect to the subject matter of this Agreement.

9.10 Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which shall constitute one agreement binding on the parties hereto, notwithstanding that all of the parties are not signatories to the same counterpart.

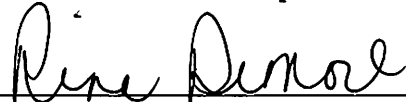
9.11 Governing Law. The laws of the State of California (without regard to otherwise governing principles of conflicts of law or choice of law) shall govern the validity of this Agreement, the construction of its terms, and the interpretation and enforcement of the rights and duties of the parties hereof.

9.12 Merger. The Company is prohibited from merging with, or converting into, a for-profit entity.

IN WITNESS WHEREOF, the Sole Member has executed this Agreement effective as of the effective date set forth above.

SOLE MEMBER:


**Leaders & Scholars, Inc.,
a California nonprofit public benefit corporation**

By: 
Rina DiMare, President

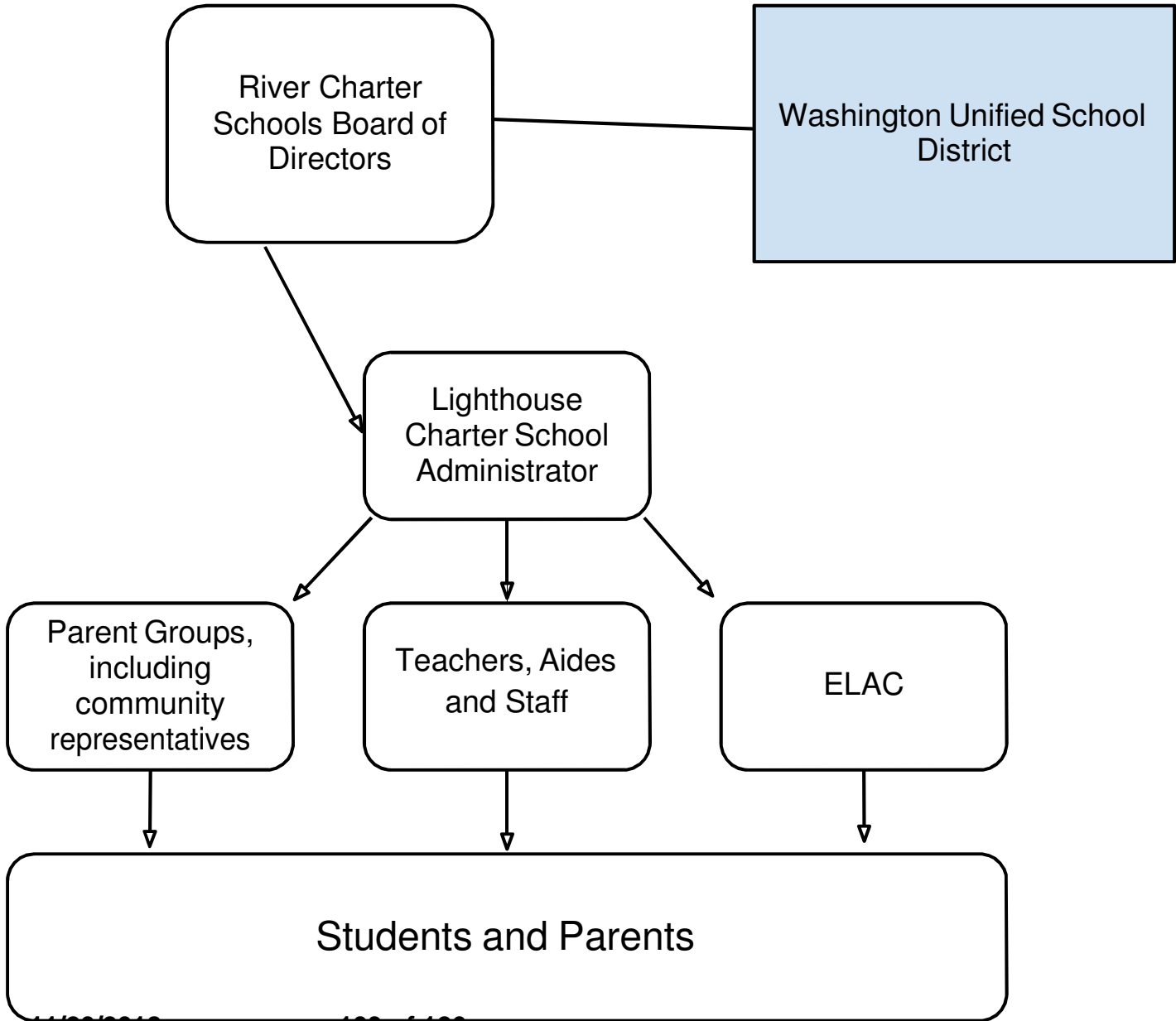
CONSENT OF ORGANIZER

The undersigned, the Organizer of the Company, acknowledges that she filed the Articles of Organization for the Company on behalf of the Sole Member and consents to the foregoing.

Dated: *September 20, 2016*


Rina DiMare, Organizer

Appendix D: Organizational Chart



Appendix E: Projected Budgets

Budget Narrative for Lighthouse Charter School

Lighthouse Charter School (LCS) relies on State and Federal funding sources to support its basic educational program, instruction and curriculum. Grant, foundation, and corporate monies as well as in-house fundraising are used to support and enhance learning opportunities and provide extra activities and events.

The following section is a narrative description of assumptions and other information that are included in the 4-year budget projection provided by Lighthouse Charter School. Estimates are projections based on the currently reported funding amounts by the California Department of Finance¹ and in line with the State Local Control Funding Formula (using FCMAT LCFF Calculator v19.2b). Numbers are as of November 19th, 2018. The following descriptions are included to clarify our budget projections.

Revenue

1. General Funding ADA rates of \$7,459 for TK-3 (\$8,235 after grade span adjustment); \$7,571 for 4-6 and \$7,796 for 7-8 for 2018-19, per the FCMAT provided LCFF Calculator Assumptions v19.2b
2. ADA rate 96% of enrollment figures based on typical history.
3. 2018-2019 Single Year Unduplicated Enrollment percentage of 46.1% of total enrollment kept constant for out years to be conservative even though based on 18-19 increase and planned continue outreach in the Bryte neighborhood we expect to see the figure growing.
4. 2018-2019 3-year rolling average "Unduplicated Pupil Percentage" is 38% with the following year at 42% and the year after that 46.1%.
5. Fundraising budget of \$39,000 in the 18-19 year which is less than most charter schools average which is over \$250 per student per year in fundraising.

Operating Expenses

6. Average full time teacher salary is \$49,536 in 18-19 including where applicable a \$1,000 stipend for teachers with a masters degree or bi-lingual certification.
7. Minimum wage increases for non-exempt employees and double minimum for exempt employees are included in the projections each year until the current maximum required by law of \$15/hour non-exempt and \$5,200/month exempt is reached January 1, 2022.
8. Full time teachers are participating in STRS and full time classified staff (30 hrs/week +) are participating in PERS. The financial projections include the STRS employer contribution increases from the current 16.28%, peaking in 20-21 at 19.1% and declining to 18.6% in 21-22. They also include for PERS current employer contributions of 18.062% which are currently estimated to grow to 24.6% in 21-22.
9. \$6,150 allocated per full time employee for Health & Wellness benefits.
10. Rent/Lease expense is based on the lease cost of the 899 Bryte Ave school facility. The lease payment is made by LCS to Leaders & Scholars Two, LLC which was contemplated and

included in the Governance section of the March 27, 2017 WUSD School Board approved Charter Material Revision on page 56 of 102. An excerpt from that section which is also in this Charter Renewal follows: "...Leaders & Scholars Two, LLC will hold title to the property at 841 [now 899] Bryte Avenue in West Sacramento and will be responsible for borrowing the money needed to perform improvements on the property to construct the future school site of Lighthouse Charter School." The total triple net lease payments and other relevant lease information by year from LCS to Leaders & Scholars Two, LLC are as follows (note: only in the tables below have we made a general extrapolation for two more years so that long term lease vs revenue trends can more easily be seen):

Total Lease Payment

18-19	\$543,374	19-20	\$823,093	20-21	\$994,473
21-22	\$1,036,687	22-23	\$1,038,920.22	23-24	\$1,037,121.06

Less: SB740 Reimbursement (in financials)

18-19	\$296,113	19-20	\$376,545	20-21	\$472,204
21-22	\$537,576	22-23	\$570,000	23-24	\$580,000

Effective Net Rent/Lease (after SB740 reimbursement in financials is subtracted from Total)

18-19	\$247,261	19-20	\$446,548	20-21	\$522,269
21-22	\$499,111	22-23	\$468,920	23-24	\$457,121

Lease payments as a percent of revenue (net of SB740 revenue in financials {conservative}):

18-19	8.3%	19-20	11.7%	20-21	10.8%
21-22	8.8%	22-23	7.8%	23-24	7.5%

Lease payments as a percent of revenue (net of Full SB740 that we are entitled to {upside}):

18-19	6.0%	19-20	9.4%	20-21	8.7%
21-22	6.6%	22-23	5.6%	23-24	5.2%

Note: Lease payments flatten out starting in 21-22 and beyond when the school enrollment fills up. At that point, the net lease cost as a percent of revenue without SB740 revenue included settles in at the mid 5% of revenue range.

11. Because the 899 Bryte facility is leased to LCS on a triple net lease, LCS will be taking care of the maintenance on the facilities and accordingly is ramping up the facilities maintenance cost from the first two years \$25K per year to \$70K - \$100K in the last two projection years. This should be reasonable since the school is new and many of the first year issues will be covered under warranties.
12. LCS is working with Washington Unified School District for Special Education services, therefore, a special education encroachment is budgeted at \$565 per ADA.
13. River Charter Schools has a Home Office for functions and costs that support both LCS and Delta Elementary Charter School. A majority of which relates to River Charter Schools staff (Superintendent, CBO, Finance, etc.). In addition, it has RCS audit fees, payroll processor fees, cloud services, etc. that are common and often billed centrally. During the start-up phase's

final 4th year, the Home Office allocation will be 6% of its revenue and in the next and following years it will be based the ratio of enrollments from each of RCS' schools. This approach acknowledges that LCS would not have incurred the magnitude of those costs if it were a standalone start-up charter school. As with DECS the start-up phase will be over after its 4th operational year 2018-2019. At that time, LCS will bear its full share of Home Office costs based on a per enrollment allocation.

14. Our start-up Charter School Revolving Loan of \$250,000 has been paid down to a balance of \$100,000 and should be paid off by the end of 19-20. Due to the fact that LCS continues to grow, primarily by bringing in new classes each year at the TK & K levels and fill-ins in other grades, we will continue to file PENSEC requests to obtain earlier funding of our entitlements. However, within the year, the revenue stream still won't match the monthly expenses until year end (and perhaps later if the state resumes deferrals again in the future). Accordingly, the River Charter Schools (RCS) Board authorized a few years ago the monthly interschool loaning of money to LCS as needed from RCS' unrestricted cash to meet LCS' monthly cash needs. The balance of this revolving credit loan started the 17-18 year with a zero balance and ended the 17-18 year with a zero balance. RCS has in excess of \$1,800,000 unrestricted cash to support this interschool loan process which reached a maximum balance in the 17-18 school year of \$350,000 before being paid back down to \$0 by June 30, 2018.

Employee Salaries & Benefits

While Lighthouse Charter School intends to always provide its employees with fair compensation and benefits packages, we recognize that we will not be able to, nor intend to, match the district's current average salaries or pay scale. Lighthouse Charter School continues to use a step and column salary schedule but may create its own salary range for our various positions, and compensation will be based on experience, skill sets, position demand, and other factors. Additionally, while Lighthouse Charter School does realize that our salaries and health benefits may be lower than Washington Unified School District's averages, we are fully confident that we will be able to continue to attract and retain very highly qualified teachers and staff as we have through the on-going teacher shortage throughout the state in part because there continues to be a large number of teachers who specifically seek out opportunities to teach in a small charter school atmosphere.

Cash Flow Statement

Included in our budget projections is our 4-year Cash Flow Statement. As a result of our conservative budgeting and projected expenses, Lighthouse Charter School demonstrates a sound cash plan. As noted earlier, the year to year cash flow issues are lessening over the next four years. However, having a strong Charter Management Organization (RCS) with much free cash and the authority from the Board to loan it to LCS with payback required in a timely fashion helps us not be dependent on outside lending institutions.

Delta Elementary Charter School, (Lighthouse's sister school) took four years of actual start-up operations to build its reserves to over 5% and now those reserves are projected to be over 70%. School year 18-19 is LCS' 4th year of actual start-up operations and it is projected to achieve 6% in reserves and continue to grow them to 8% the following year followed by 9% and 11% by the end of the projection period which we believe is physically prudent.

4-Year Operating Budget

Our 4-year budget exceeds the state minimum requirement of a 3-year budget projection, and demonstrates Lighthouse Charter School's plan to remain a strong and fiscally solvent school operation. We have created a school that is focused on the student's needs and allows us to bring forward the very best elements of our educational program which includes Project Based Learning, music, art and more which we believe will help hundreds of students to thrive and find their voice. We have successfully built our new campus in the heart of the Bryte neighborhood and are seeing great early results at attracting kids from the local neighborhood. We have used realistic revenue estimates. Lighthouse Charter School has budgeted to ensure a 5% or better reserve position.

2017-2018 Actuals & 4 Year Projections Narrative & Financial Summary

Note: This Narrative and Financial Summary is simply designed to summarize main budget categories from the more detailed financials and to describe some of the key assumptions implicit in the figures

<u>Statement of Changes in Financial Position</u>	3rd	4th	5th	6th	7th
	Operating Yr	Operating Yr	Operating Yr	Operating Yr	Operating Yr
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
		1st Forecast	1st Forecast	1st Forecast	1st Forecast
	Actuals	Projection	Projection	Projection	Projection
Revenue					
1) Revenue Limit Sources	1,547,549	2,774,270	3,582,261	4,564,600	5,299,708
2) Federal Revenue	40,064	70,909	87,013	102,379	122,282
3) Other State Revenue	261,274	363,567	451,803	565,386	652,809
4) Other Local Revenue	39,418	58,874	74,867	93,630	113,193
Total Revenues	1,888,305	3,267,620	4,195,944	5,325,995	6,187,992
Expenses					
1) Certificated Salaries	608,545	914,710	1,117,799	1,545,641	1,768,897
2) Classified Salaries	221,927	268,729	352,754	382,839	530,042
3) Employee Benefits	285,400	436,204	536,486	705,409	862,865
4) Books and Supplies	132,170	203,666	186,100	233,137	294,792
5) Services & Other Op Exp	370,826	791,912	1,060,968	1,341,274	1,469,637
6) Depreciation	37,391	65,000	70,000	77,000	90,000
7) Other Outgo	240,767	404,061	728,341	871,399	964,326
Total Expenses	1,897,026	3,084,282	4,052,448	5,156,699	5,980,559
Increase (Decrease) in Unrestricted Net Assets	(8,720)	183,338	143,496	169,296	207,433
Increase (Decrease) in Temporarily Restricted Net Assets	10,100	-	-	-	-
Increase (Decrease) in Total Net Assets	1,380	183,338	143,496	169,296	207,433
Net Asset (Deficit) Beginning of the year	(3,428)	(2,048)	181,290	324,786	494,082
Increase (Decrease) in Net Assets	1,380	183,338	143,496	169,296	207,433
Net Asset (Deficit) End of the year	(2,048)	181,290	324,786	494,082	701,515
Reserves (End of Year Net Assets/Revenue)*	0%	6%	8%	9%	11%

*Note: Lighthouse Charter School is a start-up school in its new location after three years operating in two churches. Delta Elementary Charter School (Lighthouse's sister school) took four years of actual start-up operations to build its reserves to over 5% and now are significantly over 5%. As can be seen above, Lighthouse is projected to exceed 5% in its fourth year and continues to project growth in its reserves thereafter.

<u>Cash Flow</u>	3rd	4th	5th	6th	7th
	Operating Yr	Operating Yr	Operating Yr	Operating Yr	Operating Yr
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
		1st Forecast	1st Forecast	1st Forecast	1st Forecast
	Actuals	Projection	Projection	Projection	Projection
Beginning Cash	60,230	48,435	165,025	239,696	386,076
Increase/(Decrease) in Net Assets	1,380	183,338	143,496	169,296	207,433
Changes in Assets					
Decrease/(Increase) in Current Assets	(105,838)	(134,046)	(97,775)	(119,022)	(90,790)
Decrease/(Increase) in Net PP&E	32,108	(63,568)	(42,783)	(52,080)	(39,726)
Changes in Liabilities					
Increase/(Decrease) in Current Liabilities	110,553	180,872	71,733	148,186	113,035
Increase/(Decrease) in Long Term Debt	(49,998)	(50,006)	-	-	-
Total Changes	(13,175)	(66,748)	(68,825)	(22,916)	(17,481)
Ending Cash	48,435	165,025	239,696	386,076	576,028

Enrollment/ADA & LCFF Calculator Version 19.2b

	3rd	4th	5th	6th	7th
	Operating Yr	Operating Yr	Operating Yr	Operating Yr	Operating Yr
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
		1st Forecast	1st Forecast	1st Forecast	1st Forecast
	Actuals #	Projection ##	Projection	Projection	Projection
Enrollment Projection	204	332	418	519	585
ADA	187.45	318.72	401.28	498.24	561.60
ADA as a % of Enrollment	91.9%	96.0%	96.0%	96.0%	96.0%
Single Year Unduplicated Percentage	25.9%	46.1%	46.1%	46.1%	46.1%
Unduplicated Pupil Percentage	31.2%	38.0%	42.4%	46.1%	46.1%

Enrollment grew significantly through the year from 170 to 204 During the 2017-2018 year which accounts for the low ADA as a % of Enrollment figure

The significant 18-19 jump in Single Year Unduplicated Percentage is attributable to the over 60% enrollment growth and that growth now being based on the new location. The local families weren't able or willing to drive their children over to the church in the last few years but are coming in significant numbers due to Bryte community outreach and the school now being in the neighborhood.

Lighthouse Charter School Enrollment and ADA Projections

10/24/2018			Lighthouse Charter School 2018-2019 Through 2023-2024						
			Option - Flow Bubble Class; New Students at TK - K; 1 full 7th grade; fill-in						
Grade	# of Classes	Available Space at 899 Bryte*	# of Students Enrolled 2017-18	# of Students Enrolled 2018-19	# of Students Enrolled 2019-20	# of Students Enrolled 2020-21	# of Students Enrolled 2021-22	# of Students Enrolled 2022-23	# of Students Enrolled 2023-24
TK	1	26	26	26	26	26	26	26	26
K	2	56	52	82	56	56	56	56	56
1	2	56	51	51	82	56	56	56	56
2	2	56	36	57	54	82	56	56	56
3	2	56	26	43	56	56	82	56	56
4	2	64	13	32	49	59	61	82	61
5	2	64	0	26	32	56	61	64	82
6	2	64	0	15	31	32	59	64	64
7	3	96	0		32	64	64	96	96
8	3	96	0			32	64	64	64
Total	21	634	204	332	418	519	585	620	617
Growth				63%	26%	24%	13%	6%	-0.5%
Budget/Plan				304	372	460	568	592	
Total Over/(Under) Budget				28	46	59	17	28	

* In 21 Graded Classrooms

10/24/2018			ADA	Lighthouse Charter School 2018-2019 Through 2023-2024					
			96%	Option-Flow Bubble Class; New Students at TK-K; 1 full 7th & then extra; fill-in					
Grade	# of Classes	Available Space at 899 Bryte*	# of Students Enrolled 2017-18	# of Students Enrolled 2018-19	# of Students Enrolled 2019-20	# of Students Enrolled 2020-21	# of Students Enrolled 2021-22	# of Students Enrolled 2022-23	# of Students Enrolled 2023-24
TK	1	26	26	24.96	24.96	24.96	24.96	24.96	24.96
K	2	56	52	78.72	53.76	53.76	53.76	53.76	53.76
1	2	56	51	48.96	78.72	53.76	53.76	53.76	53.76
2	2	56	36	54.72	51.84	78.72	53.76	53.76	53.76
3	2	56	26	41.28	53.76	53.76	78.72	53.76	53.76
4	2	64	13	30.72	47.04	56.64	58.56	78.72	58.56
5	2	64	0	24.96	30.72	53.76	58.56	61.44	78.72
6	2	64	0	14.4	29.76	30.72	56.64	61.44	61.44
7	3	96	0	0	30.72	61.44	61.44	92.16	92.16
8	3	96	0	0	0	30.72	61.44	61.44	61.44
Total	21	634	204	318.72	401.28	498.24	561.60	595.2	592.32
Growth				56%	26%	24%	13%	6%	-0.5%
Budget/Plan				291.84	357.32	441.6	543.2	578.96	
Total Over/(Under) Budget				26.88	43.96	56.64	18.4	16.24	
* In 21 Graded Classrooms				96.0%	96.0%	96.0%	96.0%	96.0%	

LCFF Calculator Universal Assumptions

River Charter Schools-Lighthouse Charter (131706) - 2018 - 2019 First Forecast

LEA: **River Charter Schools-Lighthouse Charter**
Charter

131706 5 digit District code or 7 digit School code (from the CDS code)
No **Did the CDS code exist in 2012-13?** (for calculation of EPA only)
2015-16 First LCFF certification year (clears prior years on the Calculator tab)

Projection Title: **2018 - 2019 First Forecast**

Projection Date:

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Statutory COLA & Augmentation <i>(prefilled as calculated by the Department of Finance, DOF)</i>					
Statutory COLA	1.56%	3.70%	2.57%	2.67%	3.42%
Augmentation	0.00%	0.99%	0.00%	0.00%	0.00%
LCFF Gap Closed Percentage <i>(prefilled as calculated by the Department of Finance, DOF)</i>					
LCFF Gap Closed Percentage	42.97%	100.00%	100.00%	100.00%	100.00%
Statewide 90th percentile rate <i>(used in Economic Recovery Target, ERT, calculation only)</i>	---	---	---	---	---
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	25.89%	25.89%	25.89%	25.89%	25.89%
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2) <i>Historical Difference in EPA Rates between Annual & P-2</i>	25.89%	25.89%	25.89%	25.89%	25.89%
Local EPA Accrual			\$ -	\$ -	\$ -

PER ADA FUNDING LEVELS (calculated at TARGET)

Base Grants

	2017-18	2018-19	2019-20	2020-21	2021-22
Grades TK-3	\$ 7,193	\$ 7,459	\$ 7,651	\$ 7,855	\$ 8,124
Grades 4-6	\$ 7,301	\$ 7,571	\$ 7,766	\$ 7,973	\$ 8,246
Grades 7-8	\$ 7,518	\$ 7,796	\$ 7,996	\$ 8,209	\$ 8,490
Grades 9-12	\$ 8,712	\$ 9,034	\$ 9,266	\$ 9,513	\$ 9,838

Grade Span Adjustment

	2017-18	2018-19	2019-20	2020-21	2021-22
Grades TK-3	\$ 748	\$ 776	\$ 796	\$ 817	\$ 845
Grades 9-12	\$ 227	\$ 235	\$ 241	\$ 247	\$ 256

Necessary Small School Selection (if applicable)

	2017-18	2018-19	2019-20	2020-21	2021-22
NSS #1	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #2	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #3	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #4	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #5	LCFF	LCFF	LCFF	LCFF	LCFF

Charter School Data Elements required to calculate the LCFF
 River Charter Schools-Lighthouse Charter (131706) - 2018 - 2019 First Forecast

	2017-18	2018-19	2019-20	2020-21	2021-22
COLA & Augmentation	1.56%	3.70%	2.57%	2.67%	3.42%
GAP Funding rate	42.97%	100.00%	100.00%	100.00%	100.00%
In-Lieu of Property Tax	309,182	309,182	309,182	309,182	309,182
Statewide 90th percentile rate	---	---	---	---	---

UNDUPLICATED PUPIL PERCENTAGE

Charter School:	2017-18	2018-19	2019-20	2020-21	2021-22
Enrollment	170	332	418	519	585
Unduplicated Pupil Count	44	153	192.61	239.16	269.57
	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>
Single Year Unduplicated Pupil Percentage	25.88%	46.08%	46.08%	46.08%	46.08%
Unduplicated Pupil Percentage (%)	31.18%	38.04%	42.35%	46.08%	46.08%

Concentration Grant Funding Limitation: District of Physical Location

Enter the unduplicated pupil percentage for the district that the charter school is physically located in. If the charter school is located in more than one district, enter the information for the district that yields the highest unduplicated pupil percentage. Beginning in 2014-15, include the authorizing agency automatically in the list of physical locations.

	2017-18	2018-19	2019-20	2020-21	2021-22
Unduplicated Pupil Percentage (%)	68.30%	68.30%	68.30%	68.30%	68.30%
Unduplicated Pupil Percentage: Supplemental Grant	31.18%	38.04%	42.35%	46.08%	46.08%
Unduplicated Pupil Percentage: Concentration Grant	31.18%	38.04%	42.35%	46.08%	46.08%

AVERAGE DAILY ATTENDANCE (ADA)

Enter P2 Data - Note: Charter School ADA is always funded on Current Year

	2017-18	2018-19	2019-20	2020-21	2021-22
Grades TK-3	173.63	248.64	263.04	264.96	264.96
Grades 4-6	13.82	70.08	107.52	141.12	173.76
Grades 7-8	-	-	30.72	92.16	122.88
Grades 9-12	-	-	-	-	-
SUBTOTAL ADA	187.45	318.72	401.28	498.24	561.60
RATIO: ADA to Enrollment	1.10	0.96	0.96	0.96	0.96

OTHER LCFF TRANSITION INFORMATION

Miscellaneous Adjustments	E-1	-			
Minimum State Aid Adjustments	G-2	-			
Funded Based on Target Formula	True/False	FALSE	FALSE	TRUE	TRUE

LCFF Calculator Universal Assumptions

River Charter Schools-Lighthouse Charter (131706) - 2018 - 2019 First Forecast

LEA: River Charter Schools-Lighthouse Charter
Charter

131706 5 digit District code or 7 digit School code (from the CDS code)
 No **Did the CDS code exist in 2012-13?** (for calculation of EPA only)
2015-16 First LCFF certification year (clears prior years on the Calculator tab)

Projection Title: 2018 - 2019 First Forecast

Projection Date:

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Supplemental Grant	20.00%	20.00%	20.00%	20.00%	20.00%
Maximum - 1.00 ADA, 100% UPP					
Grades TK-3	\$ 1,588	\$ 1,647	\$ 1,689	\$ 1,734	\$ 1,794
Grades 4-6	\$ 1,460	\$ 1,514	\$ 1,553	\$ 1,595	\$ 1,649
Grades 7-8	\$ 1,504	\$ 1,559	\$ 1,599	\$ 1,642	\$ 1,698
Grades 9-12	\$ 1,788	\$ 1,854	\$ 1,901	\$ 1,952	\$ 2,019
Actual - 1.00 ADA, Local UPP as follows:	31.18%	38.04%	42.35%	46.08%	46.08%
Grades TK-3	\$ 495	\$ 627	\$ 715	\$ 799	\$ 827
Grades 4-6	\$ 455	\$ 576	\$ 658	\$ 735	\$ 760
Grades 7-8	\$ 469	\$ 593	\$ 677	\$ 757	\$ 782
Grades 9-12	\$ 557	\$ 705	\$ 805	\$ 899	\$ 930
Concentration Grant (>55% population)	50.00%	50.00%	50.00%	50.00%	50.00%
Maximum - 1.00 ADA, 100% UPP					
Grades TK-3	\$ 3,971	\$ 4,118	\$ 4,224	\$ 4,336	\$ 4,485
Grades 4-6	\$ 3,651	\$ 3,786	\$ 3,883	\$ 3,987	\$ 4,123
Grades 7-8	\$ 3,759	\$ 3,898	\$ 3,998	\$ 4,105	\$ 4,245
Grades 9-12	\$ 4,470	\$ 4,635	\$ 4,754	\$ 4,880	\$ 5,047
Actual - 1.00 ADA, Local UPP >55% as follows:	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Grades TK-3	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 4-6	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 7-8	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 9-12	\$ -	\$ -	\$ -	\$ -	\$ -

LCFF Calculator Universal Assumptions					
River Charter Schools-Lighthouse Charter (131706) - 2018 - 2019					
Summary of Funding					
	2017-18	2018-19	2019-20	2020-21	2021-22
Target Components:					
COLA & Augmentation	1.56%	3.70%	2.57%	2.67%	3.42%
Base Grant	1,349,821	2,385,182	3,093,156	3,962,952	4,628,611
Grade Span Adjustment	129,875	192,944	209,380	216,472	223,891
Supplemental Grant	92,274	196,144	279,725	385,176	447,206
Concentration Grant	-	-	-	-	-
Add-ons	-	-	-	-	-
Total Target	1,571,970	2,774,270	3,582,261	4,564,600	5,299,708
Transition Components:					
Target	\$ 1,571,970	\$ 2,774,270	\$ 3,582,261	\$ 4,564,600	\$ 5,299,708
Funded Based on Target Formula (PY P-2)	FALSE	FALSE	TRUE	TRUE	TRUE
Floor	1,536,467	2,638,383	3,492,905	4,336,885	4,888,396
<i>Remaining Need after Gap (informational only)</i>	20,249	-	-	-	-
Gap %	42.96644273%	100%	100%	100%	100%
Current Year Gap Funding	15,254	135,887	-	-	-
Miscellaneous Adjustments	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-
Additional State Aid	-	-	-	-	-
Total LCFF Entitlement	\$ 1,551,721	\$ 2,774,270	\$ 3,582,261	\$ 4,564,600	\$ 5,299,708
Components of LCFF By Object Code					
	2017-18	2018-19	2019-20	2020-21	2021-22
8011 - State Aid	\$ 1,205,049	\$ 2,401,344	\$ 3,192,823	\$ 4,155,770	\$ 4,878,206
8011 - Fair Share	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-
EPA (for LCFF Calculation purposes)	37,490	63,744	80,256	99,648	112,320
<i>Local Revenue Sources:</i>					
8021 to 8089 - Property Taxes	-	-	-	-	-
8096 - In-Lieu of Property Taxes	309,182	309,182	309,182	309,182	309,182
<i>Property Taxes net of in-lieu</i>	-	-	-	-	-
TOTAL FUNDING	\$ 1,551,721	\$ 2,774,270	\$ 3,582,261	\$ 4,564,600	\$ 5,299,708
<i>Basic Aid Status</i>	-	-	-	-	-
<i>Less: Excess Taxes</i>	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Less: EPA in Excess to LCFF Funding</i>	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 1,551,721	\$ 2,774,270	\$ 3,582,261	\$ 4,564,600	\$ 5,299,708
EPA Details					
% of Adjusted Revenue Limit - Annual	25.89051467%	25.89000000%	25.89000000%	25.89000000%	25.89000000%
% of Adjusted Revenue Limit - P-2	25.89051467%	25.89000000%	25.89000000%	25.89000000%	25.89000000%
EPA (for LCFF Calculation purposes)	\$ 37,490	\$ 63,744	\$ 80,256	\$ 99,648	\$ 112,320
8012 - EPA, Current Year Receipt (P-2 plus Current Year Accrual)	37,490	63,744	80,256	99,648	112,320
8019 - EPA, Prior Year Adjustment (P-A less Prior Year Accrual)	-	-	-	-	-
Accrual (from Assumptions)	-	-	-	-	-

LCFF Calculator Universal Assumptions					
River Charter Schools-Lighthouse Charter (131706) - 2018 - 2019					
Summary of Student Population					
	2017-18	2018-19	2019-20	2020-21	2021-22
Unduplicated Pupil Population					
Enrollment	170	332	418	519	585
COE Enrollment	-	-	-	-	-
<i>Total Enrollment</i>	<i>170</i>	<i>332</i>	<i>418</i>	<i>519</i>	<i>585</i>
Unduplicated Pupil Count	44	153	193	239	270
COE Unduplicated Pupil Count	-	-	-	-	-
<i>Total Unduplicated Pupil Count</i>	<i>44</i>	<i>153</i>	<i>193</i>	<i>239</i>	<i>270</i>
Rolling %, Supplemental Grant	31.1800%	38.0400%	42.3500%	46.0800%	46.0800%
Rolling %, Concentration Grant	31.1800%	38.0400%	42.3500%	46.0800%	46.0800%
FUNDED ADA					
Adjusted Base Grant ADA	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
Grades TK-3	173.63	248.64	263.04	264.96	264.96
Grades 4-6	13.82	70.08	107.52	141.12	173.76
Grades 7-8	-	-	30.72	92.16	122.88
Grades 9-12	-	-	-	-	-
Total Adjusted Base Grant ADA	187.45	318.72	401.28	498.24	561.60
Necessary Small School ADA	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-
Total Funded ADA	187.45	318.72	401.28	498.24	561.60
ACTUAL ADA (Current Year Only)					
Grades TK-3	173.63	248.64	263.04	264.96	264.96
Grades 4-6	13.82	70.08	107.52	141.12	173.76
Grades 7-8	-	-	30.72	92.16	122.88
Grades 9-12	-	-	-	-	-
Total Actual ADA	187.45	318.72	401.28	498.24	561.60
<i>Funded Difference (Funded ADA less Actual ADA)</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>
LCAP Percentage to Increase or Improve Services					
	2017-18	2018-19	2019-20	2020-21	2021-22
Current year estimated supplemental and concen \$	92,274 \$	196,144 \$	279,725 \$	385,176 \$	447,206 \$
Current year Percentage to Increase or Improve S	6.32%	7.61%	8.47%	9.22%	9.22%

River Charter Schools-Lighthouse Charter (131706) - 2018 - 2019 First Forecast

LCAP Percentage to Increase or Improve Services:

Summary Supplemental & Concentration Grant

	2018-19	2019-20	2020-21	2021-22
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>	196,144	279,725	385,176	447,206
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils	80,211	196,144	279,725	385,176
3. Difference [1] less [2]	115,933	83,581	105,451	62,030
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate	115,933	83,581	105,451	62,030
<i>GAP funding rate</i>	100.00%	100.00%	100.00%	100.00%
5. Estimated Supplemental and Concentration Grant Funds [2] plus [4] <i>(unless [3]<0 then [1])</i> (for LCAP entry)	196,144	279,725	385,176	447,206
6. Base Funding <i>LCFF Phase-In Entitlement less [5],</i> <i>excludes Targeted Instructional Improvement & Transportation</i>	2,578,126	3,302,536	4,179,424	4,852,502
<i>LCFF Phase-In Entitlement</i>	2,774,270	3,582,261	4,564,600	5,299,708
7/8. Percentage to Increase or Improve Services* [5] / [6] (for LCAP entry)	7.61%	8.47%	9.22%	9.22%

*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & PERCENTAGE TO INCREASE OR IMPROVE SERVICES

	2018-19	2019-20	2020-21	2021-22
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 196,144	\$ 279,725	\$ 385,176	\$ 447,206
Current year Percentage to Increase or Improve Services	7.61%	8.47%	9.22%	9.22%

Lighthouse Charter School 2018-2019 1st Fcst, 4-Year Projections

as of 11-19-2018

	17-18	18-19	19-20	20-21	21-22
	3rd Oprt Year Unaudited Actuals	4th Oprt Year Unduplicated 46% 1st Forecast	5th Oprt Year Forecast (updated LCFF Calc v19.2b)	6th Oprt Year Forecast (updated LCFF Calc v19.2b)	7th Oprt Year Forecast (updated LCFF Calc v19.2b)
ADA:	189.12	318.72	401.28	498.24	561.60
Enroll:	204	332	418	519	585
8000 · REV LIMIT					
801100 · LCFF	1,208,678	2,401,344	3,192,823	4,155,770	4,878,206
801200 · EPA	37,490	63,744	80,256	99,648	112,320
801900 · Prior Year Adjustments	(4,955)	-	-	-	-
809600 · Local In-Lieu Prop Tax	306,336	309,182	309,182	309,182	309,182
Total 8000 · REV LIMIT	1,547,549	2,774,270	3,582,261	4,564,600	5,299,708
8200 · FEDERAL REV	\$ 8,183	\$ 8,704	\$ 8,927	\$ 9,161	\$ 9,437
822000 · Child Nutrition	21,311	38,409	47,013	58,129	71,782
829015 · Title I	15,655	26,000	32,000	36,000	42,000
829020 · Title II	3,098	6,500	8,000	8,250	8,500
Total 8200 · FEDERAL REV	40,064	70,909	87,013	102,379	122,282
8400 · OTH STATE REV					
852000 · Child Nutrition	1,645	3,371	4,126	5,102	6,300
855000 · Mandated Cost Reimbrs	25,575	3,106	3,904	4,958	6,287
859025 · Non-Prop 20 Lottery	37,583	40,000	51,221	63,331	78,206
859027 · Prop 20 Lottery	15,651	13,077	16,007	19,791	24,440
859030 · SB740 Facility Grant	175,000	296,113	376,545	472,204	537,576
859037 · Common Core	-	-	-	-	-
859090 · Oth St & Low-perf	20	7,900	-	-	-
Total 8400 · OTH STATE REV	255,473	363,567	451,803	565,386	652,809
8600 · OTHER LOCAL REV					
869910 · Corp Grants	29,039	12,000	18,000	24,000	28,000
869920 · Local Donations	12,407	4,500	5,000	5,500	6,000
869930 · Local Fundraisers					
869934 · Exp Fundraise	(4,619)	(15,016)	(18,380)	(22,725)	(28,063)
869938 · Inc Fundraise	2,671	37,539	45,949	56,813	70,157
Total 869930 · Local Fundraisers	(1,948)	22,523	27,569	34,088	42,094
869950 · Other Local Revenue		751	919	1,136	1,403
869960 · Lunch-Parent Payments	11,851	19,100	23,379	28,906	35,696
869980 · After School Income	137	-	-	-	-
Total 8600 · OTHER LOCAL REV	51,487	58,874	74,867	93,630	113,193
	1,894,574	3,267,620	4,195,944	5,325,995	6,187,992
Total Revenue	1,894,574	3,267,620	4,195,944	5,325,995	6,187,992
	\$ 10,018	\$ 10,252	\$ 10,456	\$ 10,690	\$ 11,019
1000 · CERTIFICATED SALARIES		267,894	535,938	683,237	478,509
110000 · Teachers	506,435	693,510	899,400	1,319,155	1,532,062
113000 · Tchr Substitutes	6,390	14,419	20,099	18,866	24,000

	17-18	18-19	19-20	20-21	21-22
	3rd Oprt Year Unaudited Actuals	4th Oprt Year Unduplicated 46% 1st Forecast	5th Oprt Year Forecast (updated LCFE Calc v19.2b)	6th Oprt Year Forecast (updated LCFE Calc v19.2b)	7th Oprt Year Forecast (updated LCFE Calc v19.2b)
ADA:	189.12	318.72	401.28	498.24	561.60
Enroll:	204	332	418	519	585
8000 · REV LIMIT					
115000 · Tchr Stipends	9,200	6,300	6,300	6,300	6,300
130000 · Administration	86,520	200,481	192,000	201,320	206,535
Total 1000 · CERTIFICATED SALARIES	608,545	914,710	1,117,799	1,545,641	1,768,897
2000 · CLASSIFIED SALARIES		150%	122%	138%	114%
210000 · Instr Aides	115,371	119,705	144,475	163,112	196,917
211500 · Cls Extra Duty		7,562	4,077	4,794	80,000
220000 · Cls Support	67,431	78,240	83,451	88,220	119,831
240000 · Office Staff	39,126	63,222	120,751	126,713	133,294
Total 2000 · CLASSIFIED SALARIES	221,927	268,729	352,754	382,839	530,042
3000 · EMPLOYEE BENEFITS		121%	131%	109%	138%
310100 · STRS certificated only	86,872	148,915	202,657	295,217	329,015
320200 · PERS classified	30,587	48,538	73,373	89,967	130,390
330300 · Medicare cert & class	11,653	16,178	20,102	26,362	31,426
340300 · Social Sec cert & class	13,215	19,859	24,677	32,362	38,578
350100 · CA SUI certificated	5,687	466	569	787	901
350200 · CA SUI classified	1,997	137	180	195	270
350300 · CA SUI Experience Charges	-	100	100	100	100
360100 · Workers Comp certificated	12,383	13,925	17,016	23,529	26,928
360200 · Workers Comp classified		4,091	5,370	5,828	8,069
370100 · Health Ins certificated	60,273	87,325	103,896	128,277	155,997
370200 · Health Ins classified	37,539	44,265	51,106	57,320	82,745
380100 · Dental Ins certificated	5,563	8,990	10,845	13,574	16,677
380200 · Dental Ins classified	5,227	4,430	5,114	5,736	8,280
390100 · Vision Ins certificated	1,275	2,151	2,594	3,247	3,989
390200 · Vision Ins classified	1,096	1,069	1,234	1,384	1,998
399100 · Other certificated	12,034	27,052	13,257	16,593	20,386
399200 · Other classified	-	8,715	4,396	4,930	7,117
Total 3000 · EMPLOYEE BENEFITS	285,400	436,204	536,486	705,409	862,865
4000 · BOOKS/SUPP/MATERIALS		153%	123%	131%	122%
431100 · Exp Std/Book/Mat	48,590	53,000	47,544	58,785	72,592
431504 · Exp Tchr Acct	1,814	4,000	2,500	4,000	6,000
432000 · Office Supplies	7,879	11,562	14,152	17,498	23,000
43300 · Staff Events	1,137	4,000	500	1,000	4,200
435000 · Other Supplies	11,447	14,400	17,280	20,736	24,000
440000 · Non-Capitalized Equip	20,392	50,000	22,500	30,184	45,000
470000 · Food	40,910	66,704	81,624	100,933	120,000
Total 4000 · BOOKS/SUPP/MATERIALS	132,170	203,666	186,100	233,137	294,792
5000 · OPERATING EXPENSES					
520000 · Conference/Travel	1,764	2,500	2,000	2,100	3,250
521000 · Mileage	280	882	972	1,021	1,400

	17-18	18-19	19-20	20-21	21-22
	3rd Oprt Year Unaudited Actuals	4th Oprt Year Unduplicated 46% 1st Forecast	5th Oprt Year Forecast (updated LCFF Calc v19.2b)	6th Oprt Year Forecast (updated LCFF Calc v19.2b)	7th Oprt Year Forecast (updated LCFF Calc v19.2b)
ADA:	189.12	318.72	401.28	498.24	561.60
Enroll:	204	332	418	519	585
8000 · REV LIMIT					
530000 · Dues/Subscription	2,389	3,153	3,860	4,772	5,500
540000 · Insurance	10,946	19,380	20,520	22,800	25,000
550000 · Janitorial/Operations	10,436	20,000	18,000	21,000	25,000
555005 · Maintenance	16,133	25,000	25,000	70,000	110,000
550500 · Alarm Service	639	3,000	3,500	4,000	4,500
551000 · Utilities	11,576	36,000	38,000	43,000	45,500
551500 · Trash/Water	3,451	5,000	6,605	7,500	9,000
560000 · Rent	108,240	543,374	823,093	994,473	1,036,687
562000 · Copier/Equip/Leases	4,837	19,013	23,000	29,000	37,000
581000 · Legal Fees	15,089	22,000	15,000	15,000	18,000
582500 · Business Services	-	-	10,000	15,000	20,000
583000 · IT Cloud Services	3,324	3,000	4,800	5,040	7,000
584000 · Advertisement	15,381	6,000	7,500	7,500	7,500
586000 · Bank/Service Fees	589	710	800	900	1,000
587000 · Fingerprinting Livescan	509	700	850	1,000	1,200
588000 · Contracted Instruct Srvc (Excess Undup)		-	-	-	-
588001 · General	14,843	400	-	-	-
588005 · BTSA	7,200	3,600	3,600	4,000	5,000
588010 · Professional Dev	6,549	-	303	5,303	10,000
589000 · Other Services	130,692	65,800	37,800	61,500	65,800
591000 · Telephone	927	4,000	4,500	5,000	5,500
592000 · Internet Connection	4,859	7,500	10,000	20,000	24,000
593000 · Postage/Mailing	174	900	1,265	1,365	1,800
Total 5000 · OPERATING EXPENSES	370,825	791,912	1,060,968	1,341,274	1,469,637
690000 · Depreciation	37,391	65,000	70,000	77,000	90,000
Total 6000 · CAPITAL OUTLAY	37,391	65,000	70,000	77,000	90,000
7000 · OTHER OUTGO					
714100 · District/Oversight	15,517	27,743	35,823	45,646	52,997
565 722110 · Special Ed Encroachment	105,973	180,077	226,723	281,506	317,304
723200 · Interco Transfers	118,687	196,057	465,717	544,247	594,025
723200 · Interco Transfers	(3,831)	-	-	-	-
743800 · Interest Exp	589	184	78	-	-
Total 7000 · OTHER OUTGO	236,936	404,061	728,341	871,399	964,326
	1,893,194	3,084,282	4,052,448	5,156,698	5,980,560
	1,379	183,338	143,496	169,297	207,432
0 favorable/(unfavorable) to Budget==>		115,534	83,497	1,508	9,626
favorable/(unfavorable) to Bond Budget==>		130,290	85,036	32,072	10,197
Cummulative Net Assets	(2,049)	181,289	324,785	494,082	701,515
Cumm Net Assets % of Revenue	-0.1%	5.5%	7.7%	9.3%	11.3%

Lighthouse Charter School - Cash Flow Projections

	Cash Flow				
	6/30/2018	6/30/2019	6/30/2020	6/30/2021	6/30/2022
	Actuals	Projection	Projection	Projection	Projection
Beginning Cash	60,230	48,434	165,025	239,695	386,076
Increase/(Decrease) in Net Assets	1,379	183,338	143,496	169,297	207,432
Changes in Assets					
Decrease/(Increase) in Current Assets	(105,838)	(134,046)	(97,775)	(119,022)	(90,790)
Decrease/(Increase) in Net PP&E	32,108	(63,568)	(42,783)	(52,080)	(39,726)
Changes in Liabilities					
Increase/(Decrease) in Current Liabilities	110,553	180,872	71,733	148,186	113,035
Increase/(Decrease) in Long Term Debt	(49,998)	(50,006)	-	-	-
Total Changes	(13,175)	(66,747)	(68,826)	(22,916)	(17,480)
Ending Cash	48,434	165,025	239,695	386,076	576,028

Appendix F:
Student Fees Policy & RCS Complaint
Form



Student Fees AB 1575

In order to be fully compliant with Assembly Bill 1575 (2012), River Charter Schools has adopted the following policies and procedures regarding student fees.

1. Students enrolled in River Charter Schools “RCS” shall not be required to pay a “pupil fee” for participation in an “educational activity.”
2. All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge.
3. RCS does not use a “fee waiver” policy to make pupil fees permissible.
4. RCS’ offering of transportation to and from school is not an educational activity.
5. RCS’ offering of an after school program is designed to help parents who cannot pick up their child immediately after school and is not an educational activity.
6. RCS does not intend to establish a two-tier educational system by requiring a minimal educational standard and also offering a second higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that the school does not provide.
7. RCS does not offer course or credit privileges related to educational activities in exchange for money or donations of goods or services from a pupil or the pupil’s parents or guardians, nor shall the school remove such credit or privileges for failure to make a donation.
8. Voluntary donations of funds or property or participation in fundraising activities are encouraged and allowed, but such fundraising is COMPLETELY VOLUNTARY.
9. RCS does not require the purchase of any uniform or logoed articles of clothing.
10. Entirely optional logoed articles of clothing may require payment of a fee.
11. All fees allowed under Ed Code section 48904 regarding damaged or unreturned items remain allowed under this policy. Specifically, books or other materials provided free of charge to students must be replaced if lost or damaged. It is RCS’s policy that any student or family who cannot afford to replace the item shall be eligible for a scholarship to replace the item free of charge in exchange for additional school service on the part of the student and/or parent. Given the nature of RCS as a public charter school of choice, in which a parent enrolls their child partly with the intent to instill a sense of personal responsibility in the child, RCS believes that when a student loses or damages an item, the school’s responsibility to instill that responsibility includes an obligation to repay the school for that item in the form of cash or services equivalent to the value of the lost or damaged item(s) at a rate of \$10 per hour of service.

12. Purely recreational activities may be subject to mandatory fees (attendance at optional weekend outdoor education, leadership development, or athletic events).
13. RCS will not discriminate in any way based on whether a pupil, parents, or guardians contribute time or money to the school.
14. RCS allows the purchase of optional items such as yearbooks, school pictures, etc. and does not consider them as required fees.
15. RCS does ask families to donate service hours to the school (30 hours for one child and 40 hours for 2 or more). RCS provides many ways parents can get credit for hours, including attendance at parent meetings, assisting in the classroom, family events, etc. If a family has legitimate reasons they cannot provide some or all of those hours, the school will not discriminate against those families in the enrollment process for the following school year or any other way. However, if a family philosophically does not want to contribute service hours, RCS encourages that family to consider why they are enrolling their child in a school of choice for which parental service and involvement is an integral component of the model's success. For parents who desire to contribute but do not have the time to do so, RCS welcomes voluntary financial contributions of any amount as a sign of commitment to and support of the Charter School. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences do not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.
16. Parents or guardians who believe that they are being charged a fee for anything they believe is illegal under AB1575 should contact the Superintendent, Steve Lewis at 916-744-1200 or slewis@rivercharterschools.org immediately to file a complaint under RCS Uniform Complaint procedures.
17. Complaints will be investigated and resolved within 60 days of receipt of the complaint. If the complaint is resolved pursuant to an investigation, the Superintendent shall issue a written decision stating the findings of fact and the reasons for the disposition of the complaint.
18. If a complaint is found to have merit, the school will reimburse all affected pupils, parent, or guardians.
19. If a complainant is not satisfied with the decision of the Superintendent of RCS, the complainant may appeal to the River Charter Schools Board President directly.
20. This policy will be published on the school's web site.

River Charter Schools Complaint Form

(Uniform Complaint Procedures for complaints filed under California Education Code Section 49013)

Anyone may use this form to file a complaint regarding a “pupil fee” that is required for participation in an educational activity offered by a California public school, as defined in California Education Code Section 49010. After completing this form, file it with the RCS Superintendent.

Do you want to receive a copy of the written response to your complaint?

Yes, I request a copy of the written response to my complaint.

Name: _____ Address: _____

City & Zip Code: _____ Phone Number (optional): _____

No, I do not request a copy of the written response. I am filing this complaint anonymously.

I request immediate action to address the imposition of the following pupil fees: Please check all that apply and provide supporting details (attach additional pages if needed).

(Please note that the remedy must be provided to all affected pupils, parents, and guardians per California Education Code Section 49013.)

I. Fees Charged for Registration or Participation:

A fee was charged as a condition for registration for school or classes

A fee was charged as a condition for participation in a class or extracurricular activity (whether or not the activity or class is compulsory or elective)

Description of the fee: include (1) the class or extracurricular activity for which the registration or participation fee was charged, (2) details regarding how the fee requirement was communicated, and (3) the total amount of the fee.

II. Security Deposits or Other Payments for Materials or Equipment:

A security deposit or other payment was required to obtain materials or equipment, including but not limited to a book, class apparatus, musical instrument, etc.

Description of the payment: include (1) the class or extracurricular activity, (2) details regarding how the security deposit or other payment was communicated, (3) the item of equipment or material for which a deposit or payment was required, and (4) the total amount of the deposit or payment.

Board Policy # 19-02

Adopted/Ratified: January 23, 2017

Revision Date Approved: January 17, 2019

Required Purchases for Educational Activities:

____ A purchase was required to obtain materials, supplies, equipment or uniforms associated with an educational activity.

Description of the payment: include (1) the class or extracurricular activity, (2) details regarding how the requirement to purchase the materials, supplies equipment or uniform was communicated, (3) the item required to be purchased, and (4) the total amount of the purchase.

Miscellaneous/Other Fees or Charges:

____ The school is violating the requirements Article 5.5 (commencing with Section 49010) of Chapter 6 of Part 27 of Division 4 of Title 2 of the California Education Code, regarding prohibition of pupil fees for participation in educational activities.

Description with as much detail as possible:

IMPORTANT: I am mailing / hand-delivering (circle one) this form on _____
(date) to Superintendent (name) at

River Charter Schools, P.O. Box 303 or 36230 N. School St. Clarksburg, CA 95612

Please make and keep a copy of this completed form for your records

