

Lighthouse Charter School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Lighthouse Charter School
Street	899 Bryte Ave
City, State, Zip	West Sacramento, CA 95605
Phone Number	9167441212
Principal	Kara Schene
Email Address	kschene@lighthousecharterschool.org
School Website	www.lighthousecharterschool.org
Grade Span	K-8
County-District-School (CDS) Code	57726940131706

2024-25 District Contact Information	
District Name	River Charter School
Phone Number	9167441212
Superintendent	Roxanna Villasenor
Email Address	superintendent@rivercharterschools.org
District Website	www.rivercharterschools.org

2024-25 School Description and Mission Statement
Mission The Mission of Lighthouse Charter School 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. Vision Lighthouse Charter Schools (LCS) seeks to capitalize on one of the last true small communities in Yolo County and surrounding counties. We are committed to building a collaborative learning community of parents, teachers, community

2024-25 School Description and Mission Statement

members, farmers and students, all dedicated toward the goal of increasing pupil achievement at LCS, a special place to learn. The School's educational program has been developed to provide expanded educational choice and opportunities for families in West Sacramento and surrounding communities. LCS offers a school setting that reflects the community's desire to have access to a rigorous academic program that includes project-based learning, visual and performing arts, technology, and agriculture integration programs. The student-centered approach at LCS benefits all students, regardless of socio-economic background.

How Learning Best Occurs

Lighthouse Charter School believes that 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. Toward this end, LCS provides:

- 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
- Project Based Learning that support tiered instruction and activities that allow for multi- disciplinary learning coupled with alternative responses and solutions.

Furthermore, Lighthouse Charter School ensures that:

- 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 families 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.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	76
Grade 1	44
Grade 2	42
Grade 3	56
Grade 4	50
Grade 5	53
Grade 6	41
Grade 7	39
Grade 8	37
Total Enrollment	438

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	51.8
Male	48.2
American Indian or Alaska Native	0.5
Asian	7.3
Black or African American	3.9
Filipino	0.7
Hispanic or Latino	46.8
Native Hawaiian or Pacific Islander	0.9
Two or More Races	11.4
White	24.2
English Learners	16
Homeless	1.6
Socioeconomically Disadvantaged	53
Students with Disabilities	11.2

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	81.08	330.60	84.03	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.80	1.23	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	18.92	12.00	3.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.60	1.44	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	40.20	10.23	18854.30	6.86
Total Teaching Positions	18.50	100.00	393.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.00	59.31	339.40	84.60	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.56	4.70	1.17	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	12.91	15.70	3.91	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.10	1.54	11953.10	4.28
Unknown/Incomplete/NA	5.00	23.18	35.20	8.77	15831.90	5.67
Total Teaching Positions	21.90	100.00	401.20	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.40	48.83	340.70	82.76	231142.40	83.24
Intern Credential Holders Properly Assigned	1.00	4.26	9.50	2.32	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.00	34.12	27.90	6.78	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	7.72	6.30	1.55	11746.90	4.23
Unknown/Incomplete/NA	1.10	5.03	27.10	6.59	14303.80	5.15
Total Teaching Positions	23.40	100.00	411.80	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	3.50	2.80	7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.50	2.80	8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	1.8
Total Out-of-Field Teachers	0.00	0.00	1.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	53.10	11.2	31.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.10	5.4	9.3

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

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

Year and month in which the data were collected		August 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 - iReady (August 2024); 6 -8 Wit & Wisdom (August 2024)	Yes	0
Mathematics	K-8 - iReady Math (August 2023)	Yes	0
Science	T/K -5 Mystery Science; 6-8 Mosa Mack	Yes	0
History-Social Science	T/K-5 Studies Weekly; 6-8 Impact (August 2024)	Yes	0
Foreign Language	N/A		0
Health	K-8 Physical Education - SPARKS	Yes	0
Visual and Performing Arts	K-8 Art - Deep Space Sparkle, Music - Measure of Success	Yes	0

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

School Facility Conditions and Planned Improvements

Lighthouse Charter School site was extremely well taken care of and clean. Considering the site is majoritavely portable construction, there is little to no dry rot or interior concerns. The interior grounds are asphalt and show minimal cracking. All mechanical systems were functional and all safety measures in place.

Year and month of the most recent FIT report		December 2024		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	42	38	42	42	46	47
Mathematics (grades 3-8 and 11)	32	31	27	29	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	273	263	96.33	3.65	38.02
Female	140	135	96.45	3.55	37.04
Male	133	128	96.24	3.76	39.06
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	42.86
Black or African American	13	12	92.31	7.69	66.67
Filipino	--	--	--	--	--
Hispanic or Latino	129	126	97.67	2.33	35.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	42	95.56	4.44	23.80

White	61	57	93.44	6.56	45.61
English Learners	41	41	100.00	0.00	21.95
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	164	157	95.73	4.27	30.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92.31	7.69	16.67

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	273	263	96.34	3.66	31.56
Female	140	135	96.43	3.57	28.15
Male	133	128	96.24	3.76	35.16
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	38.10
Black or African American	13	12	92.31	7.69	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	129	126	97.67	2.33	27.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	42	95.56	4.44	23.81
White	61	57	93.44	6.56	40.35
English Learners	41	41	100.00	0.00	17.07
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	164	157	95.73	4.27	26.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92.31	7.69	12.50

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	27.94	38.64	24.49	27.40	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	88	95.70	4.30	38.64
Female	47	46	97.92	2.08	32.61
Male	45	42	93.33	6.67	45.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00	0.00	39.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	11	85.1	14.9	27.27
White	20	18	90.00	10.00	38.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	49	92.45	7.55	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	97.3%	97.3%	97.3%	97.3%	97.3%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement
Lighthouse has a strong community dedicated to supporting our students. Lighthouse's PTC is a strong and active group that supports students, teachers, and staff. The PTC provides funds for teachers to enhance the learning environment and organizes various school-wide activities.
LCS encourages parents to be involved in their child's education. Opportunities for parental involvement include volunteering, PTC, PAC, ELAC, Back To School Night, Parent-Teacher conferences, field trips, and a variety of community events. Lighthouse has approved volunteers each school year who work in the classroom, and chaperone field trips.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	514	465	123	26.5
Female	267	246	62	25.2
Male	247	219	61	27.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	33	6	18.2
Black or African American	21	21	6	28.6
Filipino	--	--	--	--
Hispanic or Latino	241	217	72	33.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	58	51	7	13.7
White	123	114	26	22.8
English Learners	83	78	16	20.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	300	276	86	31.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	68	30	44.1

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.61	1.6	4.76	5.38	0	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.1	0	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.7	0.00
Female	0.75	0.00
Male	2.43	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.24	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.7	0.00
White	2.6	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.01	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.3	0.00

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

2024-25 School Safety Plan

The Safety Committee discussed and updated the School Safety Plan. The collaborative nature of the committee, which includes teachers, staff, families, and community members, helped ensure a well-rounded approach to school safety.

2024-25 School Safety Plan	
Key Topics Discussed and Actions Taken: Incident Command System & Emergency Contacts: The committee reviewed and updated the Incident Command System, including charts and phone numbers. Safe Physical Environment & School Culture: Section H, which includes Safe Physical Environment, Safe School Culture for Students, and Safe School through MTSS (Multi-Tiered Systems of Support), was thoroughly reviewed. Action steps were revised where necessary. Drill dates were reviewed and confirmed to be on the school calendar. Scheduled necessary staff training sessions (e.g., ALICE, CPR, Second-Step). Amended strategies for positive reinforcement focused on improving attendance. Discipline Data & Systems Review: Discipline data was analyzed through AERIES and SWIS/PBIS. Clarified roles within the CSSP (Comprehensive School Safety Plan) for the command structure. Scheduled monthly Yard Duty/Supervisor Staff meetings. SEL Program Decision: Voted to purchase the Social Emotional Learning program "Second Step." Tiered Fidelity Log Review: The committee reviewed the Tiered Fidelity Log (TFI) to assess implementation levels and plan next steps. Safety Committee Meeting Dates: 8/29/24, 4-5 pm 10/24/24, 4-5 pm 12/19/24, 4-5 pm 1/16/25, 4-5 pm The updated Safety Plan was presented and approved at the January 27, 2025 board meeting.	

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	2	4	
1	28		5	
2	22		5	
3	23	1	6	
4	27		6	
5	27		6	
6	29	1	16	
Other	21	2	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	3	6	1
1	26		6	1
2	33		6	2
3	30		6	1
4	31		6	1
5	29		6	1
6	23	3	3	1
Other	10	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	22		2	
2	21	1	1	
3	28		2	
4	25		2	
5	27		2	
6	20	1	1	
Other	3	1		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	438

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	2
Other	0.5

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17,838	7,199	10,640	71,694
District	N/A	N/A		\$80,698
Percent Difference - School Site and District	N/A	N/A		-11.8
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-1.2	-27.6

Fiscal Year 2023-24 Types of Services Funded

River Charter School District is committed to ensuring services funded align with the district and school goals and priorities as outlined in the LCAP (Local Control Accountability Plan). Funding to school sites focuses on providing students and staff with materials, tools, professional development and experiences to support their academic and social-emotional learning.

Funded services include special education, LCFF (Local Control Funding Formula), Title I, Title II, Title IV and Expanded Learning Opportunities Program (ELOP).

At Lighthouse Charter School, the following services are funded through allocated funds:

- Tutoring
- After School Enrichment
- Parent Meetings
- Technology
- Project Based Learning
- Art Class
- Music Class
- PBIS
- MTSS
- Collaboration Time
- Supplemental Instructional Materials & Supplies
- Attendance Incentives and motivators
- SEL Intervention
- Family Nights
- Awards Celebrations
- ELAC Meetings
- SEL Web Resource

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,647	\$58,855
Mid-Range Teacher Salary	\$78,813	\$92,519
Highest Teacher Salary	\$106,157	\$114,665
Average Principal Salary (Elementary)	\$121,921	\$142,791
Average Principal Salary (Middle)	\$128,437	\$151,078
Average Principal Salary (High)	\$141,197	\$167,094
Superintendent Salary	\$265,000	\$281,086
Percent of Budget for Teacher Salaries	31.07	30.99
Percent of Budget for Administrative Salaries	5.65	5.37

Professional Development

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

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