

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: October 8, 2019

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 9.6

Type of item: (Action, Consent Action or Information Only): Information Only

SUBJECT:

Public Hearing – Delta Elementary Charter School’s Charter Petition for 2020-2025

BACKGROUND:

The River Delta Unified School District approved the agreement with Friends of Clarksburg regarding the establishment of a “start-up” K-6 charter school in Clarksburg, Delta Elementary Charter School (DECS) on August 15, 2006 for a five-year period. The Board has extended the agreement through June 30, 2020.

STATUS:

Delta Elementary Charter School (DECS) has submitted a petition on September 26, 2019 to extend the agreement for an additional five years ending June 30, 2025. The petition will be brought before the Board of Trustees’ at the regularly scheduled meeting on November 12, 2019, at Clarksburg Middle School, Clarksburg, CA.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Steve Lewis, Peter Stone and DECS Board Members

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board receives this information and hold a Public Hearing.

Time allocated: 5 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street

Rio Vista, California 94571-1651

(707) 374-6381 Fax (707) 374-2995

NOTICE OF PUBLIC HEARING

River Delta Unified School District

Board Meeting
October 8, 2019 after 6:30 p.m.

Bates Elementary School
Courtland, California

CHARTER SCHOOL PETITION

The River Delta Unified School District approved the agreement with Friends of Clarksburg regarding the establishment of a “start-up” K-6 charter school in Clarksburg, Delta Elementary Charter School (DECS) on August 15, 2006 for a five year period. The Board has extended the agreement through June 30, 2020.

Delta Elementary Charter School (DECS) has submitted a petition on September 26, 2019 to extend the agreement for an additional five years ending June 30, 2025. The petition will be brought before the Board of Trustees’ at the regularly scheduled meeting on November 12, 2019, at Clarksburg Middle School, Clarksburg, CA.

If you have any questions regarding the process or the petition, please call Katherine Wright, Superintendent, (707) 374-1700.

Charter of Delta Elementary Charter



*Charter Renewal Petition for the term: July 1, 2020 to June 30, 2025
Submitted to the River Delta Unified School District on September 26, 2019*

Delta Elementary Charter Accomplishments

Delta Elementary Charter (“DECS” or the “Charter School”) is proud to serve the children, staff and families of our community, which serves the Clarksburg and West Sacramento regions. The Charter School has grown from fewer than 100 students in 2007 to over 410 students in 2019. Our financial model is responsible and sustainable.

We strive to excel in three core areas: positive school culture, academic excellence and outstanding and unique instructional programs and partnerships.

At DECS we know that a positive school culture is foundational to student learning and therefore to our Charter school. Our 2018-19-climate survey indicated that 99% of our parents are pleased with our school culture and feel that we have set high academic standards for their children. We are committed to including our families in the decision-making processes, which are important to parents. Parents have, time and again, demonstrated their consistent commitment to Art and Music programs, which have grown and are producing students that excel in the arts as they move into the Clarksburg Middle School. Our Art Gallery Events and Music Programs have been a positive addition in this community and have contributed to partnerships with UC Davis, CSUS, Wellness Together, and local artists.

Delta Elementary Charter is committed to project-based learning and benefits greatly from connection between local agri-business and their deep connections with the curriculum. Our Learning Garden is an outdoor classroom that allows students to think critically and appreciate agriculture and local farming, and apply what they have learned. Students and staff greatly appreciate the Agriculture Leadership classes as well as the Future Farmers of America (“FFA”) chapter for dedicating their time and energy to teaching our students lessons from dairy to farming and harvesting. Our focus on agriculture has also led to positive partnerships to other professionals in the field. Our focus on student engagement in the garden has led to a partnership with biologists who are leading walks throughout the surrounding ecological environments.

Our staff is committed to implementation of the Common Core State Standards (“CCSS”) in English Language Arts (“ELA”) and mathematics, the Next Generation Science Standards (“NGSS”) the English Language Development (“ELD”) standards, the History-Social Science Framework, and other state standards (collectively “State Standards”), and has focused its staff development ensuring that students find academic success. DECS staff and parents know that student data drives the Charter School’s decision making, while the Charter School maintains the humanistic goal of knowing every child by name and ensuring each student finds increased levels of success. Our professional development has been geared to ensure that all staff receive the support and guidance needed for this critical transition.

Delta Elementary Charter is proud to be located within the River Delta Unified School District (“RDUSD” or the “District”) boundaries. DECS families understand the importance of this partnership, and we are seeing far greater numbers of our students transitioning to the Clarksburg Middle School. The capacity for staff cross-utilization is remarkable. The teachers and students in the high school Agriculture Program have been instrumental to our focus on local farming. The

concept of a true K-12 partnership is becoming a reality that this school community greatly appreciates.

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AFFIRMATIONS and DECLARATION

As the authorized petitioners, we, the River Charter Schools Board of Directors (the “Board” or “Board of Directors”), hereby certify that the information submitted in this petition for a California public charter school named Delta Elementary Charter, operated by River Charter Schools, and located within the boundaries of the River Delta Unified School District is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter renewal, the Charter School will continue to 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 declares that it 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 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 process 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 the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. [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 Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 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 comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legal required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

INTRODUCTION

Delta Elementary Charter is a site-based, traditional-calendar charter school serving students in Transitional Kindergarten (“TK”) through sixth 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. The Charter School has the primary objective of enabling its students to become self-motivated, competent, and lifelong learners.

A. GOALS FOR THE CHARTER SCHOOL

- Delta Elementary Charter 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.
- Delta Elementary Charter will continue to provide personal growth and development opportunities in the areas of: intellectual development, social development, physical and emotional health, technological knowledge and skills, service to the local community, creative talents in the creative and performing arts, and will continue to nurture a student-centered learning environment.
- Delta Elementary Charter shall provide a diverse, student-centered learning environment that focuses on student achievement on an individual basis so that every student can reach his/her optimum academic performance level.
- Delta Elementary Charter’s educational program is based on the State Standards within an educational experience that will also include technology, fine arts, athletics, and project-based learning to support the intellectual, social, physical, and emotional development of students in the 21st Century.
- Delta Elementary Charter integrates the components of local agribusiness into curriculum and technological innovation and mastery as part of the core academic program. Delta Elementary Charter will create local partnerships that value local businesses and farmers.
- Delta Elementary Charter will provide multiple opportunities for cross-cultural understandings.

CHARTER RENEWAL CRITERIA

- A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)**

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: “The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

This determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: “When considering a petition for renewal, the district board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4) (Also see Appendix A:Ed-Data CAASPP Reports):

Analysis of Delta Elementary Charter School Data (Education Code Section 52052(f))

Delta Elementary Charter School California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2018: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	43%	51%	51.84%	48.56%
	Math	38%	42%	43.68%	42.39%
White	ELA	51%	58%	57.02%	52.90%
	Math	42%	50%	50.88%	49.59%
Hispanic or Latino	ELA	30%	41%	42.16%	42.27%
	Math	30%	36%	34.31%	35.05%
Economically Disadvantaged	ELA	31%	31%	35.00%	30.55%
	Math	26%	25%	31.25%	27.78%
Students with Disabilities	ELA	8%	19%	23.33%	11.34%
	Math	16%	16%	20.00%	7.70%
English Learner	ELA	18%	17%	10.71%	17.39%
	Math	22%	16%	10.71%	17.39%

Analysis of Comparison Schools Data Elementary Charter School (Education Code Section 47607(b)(4))

Comparison Schools That Delta Elementary Charter School Students Would Otherwise Be Required to Attend

School	Schoolwide Assessment	2015	2016	2017	2018
Bates Elementary	ELA	37%	34%	37.93%	38.46%
	Math	27%	27%	25.29%	25.65%
Isleton Elementary	ELA	42%	57%	61.53%	67.40%
	Math	34%	46%	53.84%	57.61%
Bridgeway	ELA	63%	64%	65.37%	71.33%
	Math	52%	54%	51.16%	55.78%
Southport	ELA	39%	54%	52.06%	59.74%
	Math	31%	42%	37.50%	40.45%

Comparison Schools That Are Demographically Similar in the District

School	Schoolwide Assessment	2015	2016	2017	2018
Bates Elementary	ELA	37%	34%	37.93%	38.46%
	Math	27%	28%	25.29%	25.64%
D.H. White Elementary	ELA	44%	33%	30.99%	41.40%
	Math	36%	26%	31.58%	31.02%
Isleton Elementary	ELA	42%	57%	61.54%	67.40%
	Math	34%	46%	53.85%	57.61%
Walnut Grove Elementary	ELA	34%	44%	31.51%	50.62%
	Math	27%	35%	30.14%	35.80%

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 paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served 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 River Charter Schools, a leading center of educational innovation, is to grow leaders and scholars, ignite a love of learning and equip each student with the knowledge, skills, character, and social-emotional well-being to thrive and contribute to an evolving and increasingly-connected world, through schools which:

- Promote belonging for all members of our collaborative school communities
- Transform teaching, learning, and operations in our continuing pursuit of excellence
- Are filled with teams of talented, well trained, adequately supported and caring staff
- Are connected with communities of volunteers, parents and businesspeople to empower students and teachers through partnerships and positive relationships
- Rely upon responsible fiscal planning.

B. VISION

The petitioners for the Charter School renewal seek to capitalize on one of the last true small communities in Yolo County and surrounding counties. They are committed to building a collaborative learning community of parents, teachers, community members, farmers and students, all dedicated toward the goal of increasing pupil achievement at Delta Elementary Charter, a special place to learn.

The Charter School’s Student Body

Delta Elementary Charter’s educational program has been developed to provide expanded educational choice and opportunities for families in Clarksburg and surrounding communities. The Charter School will strive to enroll a student body that is representative of the diversity of the surrounding community. The Charter School offers a school setting that reflects the community’s desire to have access to a rigorous academic program that includes visual and performing arts, technology, athletics, and agriculture. The Charter School will continue to focus on parent and

community involvement, reach out to all stakeholders, and ensure that the educational needs of all students are being met.

The Charter School serves students whose families have an interest in and a commitment to the Charter School’s joint philosophy and vision.

The Charter School shall be nonsectarian in its admissions policies, employment practices, and all other operations. The Charter 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 can greatly benefit all students, regardless of their educational history.

Ethnicity	Percentage
African American	3.14%
American Indian/Alaskan Native	2.89%
Asian	2.17%
Filipino	2.17%
Latino or Hispanic	37.68%
Pacific Islander	.24%
White	42.5%
Multiple or no Response	9.17%
Sub-Group	
Free and Reduced Price Meals participants	28%
English Learners	11.59%
Students with Disabilities	8.45%
Parent Educational Level	
Not a High School Graduate	3.8%
High School Graduate	18.8%
Some College	36.7%
College Graduate	25.3%
Graduate School	4.83%

Source: California Department of Education 2018-2019

Faculty/Staff

All core teachers will 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 will be responsible for carrying out the Charter School’s educational program, teaching the core academic classes, overseeing students’ academic progress, and monitoring assessment.

All staff members (classified and certificated) will receive extensive training on goals and vision of the Charter School to ensure a strong commitment/fit.

Academic Calendar

The following represents an example of the Charter School’s school calendar.

Sample Calendar (For Reference only – specific dates will change annually)	
Summer Professional Development	August 1-6
First Day of Instruction	August 7
Veterans’ Day	November 11
Thanksgiving Break	November 25-29
Winter Recess	December 23-January 10
MLK Holiday	January 20
Presidents’ Day	February 10 and 17
Spring Recess	April 6 - 13
Memorial Day	May 25
Last Day of Instruction	June 5

Instructional Days: minimum, 175

Pupil Free professional development Days: minimum, 4

Daily Instructional Minutes

Currently, the school day begins at 8:30 a.m. and concludes at 3:15 p.m. Each day will include a 35-minute lunch period and a 15-minute break. The times may be adjusted to align with District school schedules. The total number of offered daily instructional minutes under this schedule is 355 minutes for a total of 62,125 minutes per 175-day school year, which exceeds the state requirement of instructional minutes for all grade levels offered at DECS 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 matriculate 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.
- An environment where diversity is celebrated: An educational environment that builds on student strengths through enrichment activities, independent research, problem solving, critical thinking, music, art, science, and technology.
- A community 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 Charter School community members (students, teachers, parents, community volunteers, and administration) collaborate to achieve the Charter 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 will best occur 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.

School Wide Behavior

One of the foremost advances in schoolwide discipline is the emphasis on Positive Behavioral Interventions and Supports (“PBIS”) which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within the Charter School is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBIS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional

Methods of Instruction

The Charter School shall provide a small learning environment and contribute to educational reform by providing Standards-based instruction. The Charter School intends to provide 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.

Delta Elementary Charter 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:

- State Standards-based instruction
- Project-based learning (“PBL”)
- High quality professional development
- Integration of technology
- Art and Music

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 State 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 State Standards-based instructional design process that the Charter School follows.

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 State Standards, assessment, and instruction. This process is one in which teachers start with the desired results (goals or State Standards) – and then derive the curriculum from the evidence of learning (performances) called for by the State 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 State Standards. This is a necessary prerequisite step to design effective assessments that are aligned to the State 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 State Standards as well as determine the following information:
 - Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the State standard (this will be tied to creating assessments).
 - Percentage of questions from the Smarter Balanced Assessment Consortium that relate to each strand of the State Standards. Value added assessments to be utilized to measure student growth.
 - Identification of State Standards that will serve as “anchors” upon which units can be based. Other State Standards are tied to these “anchor” standards within each

unit designed by teachers (this will be 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, will use State Standards as part of this process.

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

Teachers will design effective assessments that are aligned to State Standards and provide an accurate measure of a student's ability to engage in the level of thinking that is required by each State Standard.

Specifically, teachers will:

- Use of Evaluation rubrics: goals and objectives to measure teachers' effectiveness as related to student achievement
- Targets to be met to demonstrate progress (rubric scores)
- Insight Core Framework
- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing State Standards-based assessments (both formative and summative).
- Analyze State Standards to determine the "achievement target" embedded within each State Standard (achievement targets are the link between State Standards and assessment).
- Match an appropriate assessment method to each State Standard.
- Establish and articulate clear criteria for reaching proficient performance on State 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 State Standards-based education for all learners (including English Learners ("ELs") and students with special needs)
- Writing effective State 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 State Standards-based system (e.g., latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson, Buck Institute for Education ("BIE"), Insight Education Group)
 - All coursework will involve 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*.

- Sample instructional strategies will include:
 - Use of Insight Core Framework to measure lesson delivery effectiveness
 - 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 (Teacher Assessment System: (“TAS”))
 - 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 State 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 State 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 State 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. State 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/>).

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Essential Elements of PBL include:

- Significant Content - At its core, the project is focused on teaching students important knowledge and skills, derived from State Standards and key concepts at the heart of academic subjects.
- 21st century competencies - Students build competencies valuable for today’s world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed.
- In-Depth Inquiry - Students are engaged in an extended, rigorous process of asking questions, using resources, and developing answers.
- Driving Question - Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.
- Need to Know - Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.
- Voice and Choice - Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.
- Critique and Revision - The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.
- Public Audience - Students present their work to other people, beyond their classmates and teacher.

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 will be served at Delta Elementary Charter. 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 proves that PBL does enhance professionalism and collaboration among educators.

All project-based units will reflect the principles of backward design – the project content and processes will be framed by an essential question that is aligned to State 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 require 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 State Standards that represent discrete skills or isolated pieces of knowledge that support the enduring understanding or big idea. Students will address these State 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 continue to be assessed for their mastery of State Standards, as well as their ability to solve problems individually and in cooperative groups. Project design will continue to incorporate rigorous and complex problems that require students to understand the relationships between concepts from different disciplines. All projects will continue to culminate in a tangible product and often a public exhibition of the students' work. Furthermore, all projects will continue to 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 ("PD") 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 allows for grade level teams to work collaboratively as well as the entire staff to share best practices.

Professional Development will be focused on specific best practices around CCSS implementation.

PD will focus on the five core practices as outlined through the Insight Education Group research:

1. Know the discipline well
2. Prioritize evidence over opinion
3. Grow and Improve students' knowledge base

4. Assess progress towards mastery
5. Promote intellectual risk taking and persistence

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 DECS student’s educational experience. DECS 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, as well as computer adaptive formative and summative assessments that are aligned to State Standards.

C. CURRICULUM

State Standards- aligned curriculum will be used as a tool to ensure students are mastering content areas. Innovative curricular programs will be founded on the research-based approach described in *Understanding by Design* (backward design), 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 anchor standards and identified learning targets; and (3) innovative, research-based instructional strategies clearly articulating student learning objectives. In a State Standards-based PBL model, the third step is a process of aligning State Standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At Delta Elementary Charter, 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 objectives, instruction, and assessment.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Teachers will be challenged to examine the three elements of effective pedagogy: instructional strategies, management techniques, and curricular design. Teachers will receive professional development around effective strategies that engage students to ensure active participation and growth in core curricular areas.

The Core Curriculum

Textbooks and materials will be used along with a variety of supplemental resources aligned to State Standards. The academic core curriculum will include reading and language arts,

mathematics, history and social science, and science. “Anchor” 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 Anchor Standards (as demonstrated in the sample units above) in order to bring relevance to the standards that represent isolated skills. Clustering State 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 Common Core State Standards, 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 State Standards. For example, an overview of the Kindergarten mathematics standards is included below.

Grade K Overview | Mathematics

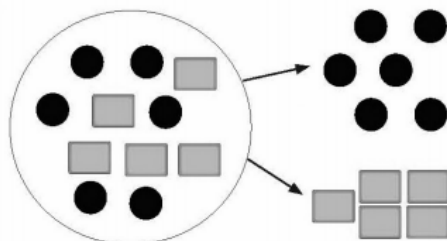
Kindergarten students learn to count to 100 and write numbers to 20. Attention is given to numbers 11-20 where emphasis is placed on tens and ones building a foundation for place value understanding. Beginning addition and subtraction starts in kindergarten. Students sort and classify groups of objects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

History and Social Science

Students will understand and apply knowledge in the areas of history, geography, economics, civics, and government, as described in the History-Social Science Framework, 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 apply their knowledge of science in the three dimensions of the Next Generation Science Standards (Practices, Crosscutting Concepts, and Disciplinary Core Ideas). There will be a focus on involving deeper understanding and application of content than the often fact-driven State Standards previously adopted by California.

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 State Standards; (2) physical education, as outlined in the *Physical Education Model Content Standards*; (3) visual and performing arts, as spelled out by grade level in the *Visual and Performing Arts Content Standards*; and (4) agricultural science. Although not necessarily designed as separate courses of study, agricultural sciences and language study will be incorporated throughout the curriculum.

Unique Aspects of the Charter School's Program

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

The courses of study developed for the Charter School will be 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 teachers are encouraged to use an interdisciplinary approach in a State Standards-based system with student-centered learning opportunities. This will be accomplished through the seamless integration of State 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 Charter 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 will implement 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 Charter School.

Teachers and administrators have received onsite professional development from the McGraw Hill publishers of the State Standards- aligned curriculum. Additional training has been scheduled for the 2019-20 school year to ensure a strong understanding on content and delivery strategies, as well as, understanding the use of assessment tools to modify instruction as needed. Additional professional development will focus on topics that are relevant to the Charter School's mission, such as project-based learning.

Teachers will be encouraged to share with the staff and Charter School Board of 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 the 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:

- Demonstrate annual progress on the Charter School's teacher/staff rubric
- Possess demonstrable professional competence; maintain emotional and physically safe learning environments.
- Implement State Standards-based education in all areas of the curriculum.
- Use curricular materials and assessment practices that are aligned with 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.

Learning opportunities include the following:

- Students will be encouraged to collaborate and work effectively with other students in the TK-6 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.

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

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the Charter School has developed annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d)(2)-(8), and specific annual actions to achieve those goals. The Charter School annually revises its goals during the process of adopting the Local Control and Accountability Plan (“LCAP”). The 2019-20 LCAP is included in this document in Appendix E, and the current LCAP is on file with the District.

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 meeting or exceeding State Standards 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 results, 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 Expectations

Students who are achieving above grade level will be provided with opportunities to extend and expand on the 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 Charter 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. Extension activities through Project-Based Learning opportunities will be provided for accelerated learners.

Students Achieving Below Grade Level Expectations

Students who are not meeting grade level expectations 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 expectations, the Charter School will employ a series of regular assessments, beginning early in the school year, to determine the student's performance level. These monthly assessments will be based on items derived from a State Standards 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 CAASPP data (students with an achievement result of "Standard Not Met"), diagnostic assessments to be administered by classroom teachers, and any other classroom-based assessment data relevant to student achievement.

Student Study Team

The Charter School is committed to working with students who are performing below grade level by helping 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 expectations, or those students otherwise having behavioral issues, and use a Student Study Team ("SST") process to develop a plan to address their individual needs.

The Charter School Response to intervention ("RTI") is a multi-tiered service-delivery model. For students who are not progressing with Tier 1-2 interventions, Tier 3 interventions will be provided. Tier 1 interventions include targeted instruction and flexible grouping and ongoing assessments. Tier 2 interventions are monitored by the Learning Center Coordinator to ensure a more targeted support program. Assistance at tier 3 level may be more frequent, involve smaller group aide or additional time provided to complete tasks. Tier 3 may utilize specific materials or programs that focus on the targeted need. The Charter School's Learning Center Coordinator will monitor and ensure that Tier 3 interventions are provided and will be responsible to monitor progress. A mix of pullout and push in services will be utilized with the goal of fewer classroom pullouts or interruptions. The Learning Center Coordinator will be responsible for monitoring and working with the classroom teacher to ensure that appropriate interventions are being implemented.

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 expectations and students who have experienced emotional trauma, or have behavioral or language challenges.

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 currently deployed accommodations are identified.
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. 6-8 weeks

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. The RCS Special Education team will be requested to assist in formal assessments to determine if district services are required.

F. PLAN FOR ENGLISH LEARNERS

The Charter School will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Teachers will create a plan that ensures that EL's needs are being met on a daily basis. The Charter School's goal is that each student will be reclassified within 5 years.

Home Language Survey

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

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be 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 will 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 will 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 will be 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, shall be 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 will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be 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 publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures provide for 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.
- 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 mastery of the curriculum.
- Parental opinion and consultation may be sought through a notice to parents or guardians. This includes language reclassification and placement, giving the parents an 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.
- A comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills. The comparison will be based on 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

The instructional design model to be 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:

The Guided Language Acquisition Design. GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement and cross-cultural skills. GLAD is an instructional model that develops metacognitive use of high level, academic language and literacy. All teachers will be

trained to utilize GLAD strategies, as it relies on teachers implementing specific strategies to enhance the learning environment.

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."

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.
- Teachers will be evaluated yearly using the Insight Core Framework Rubric.

G. SERVING STUDENTS WITH DISABILITIES

Overview

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

The Charter School shall be categorized as an independent local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a).

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 SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may request related 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 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 or assigned administrator 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 intelligent 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 and 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 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 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 polices 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.

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 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; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. 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, and behavior specialist; 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 policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site 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 non-special 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, 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 Hearings

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 for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School shall represent itself at all SELPA meetings.

Funding

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

II. MEASURABLE PUPIL OUTCOMES AND

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 paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served 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 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).

A. SCHOOLWIDE OUTCOMES / METHODS OF MEASUREMENT

The Charter School will measure school wide outcomes as required and referenced in its LCAP. In order to best serve our students and community, the Charter School will examine and refine its list of school-wide outcomes annually.

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 English 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 charter, the Charter School will also emphasize several other curricular areas in the course of studies offered the students from Transitional Kindergarten through grade six. The areas include (1) health and nutrition; (2) physical education and athletics; (3) visual and performing arts; and (4) agricultural science.

C. OUTCOMES THAT ALIGN WITH STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(B), the Charter School's measurable student outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, can be found in the Charter School's current LCAP. The 2019-20 LCAP is included in this document in Appendix E, and the current LCAP is on file with the District.

D. METHODS OF ASSESSMENT AND REPORTING OF DATA

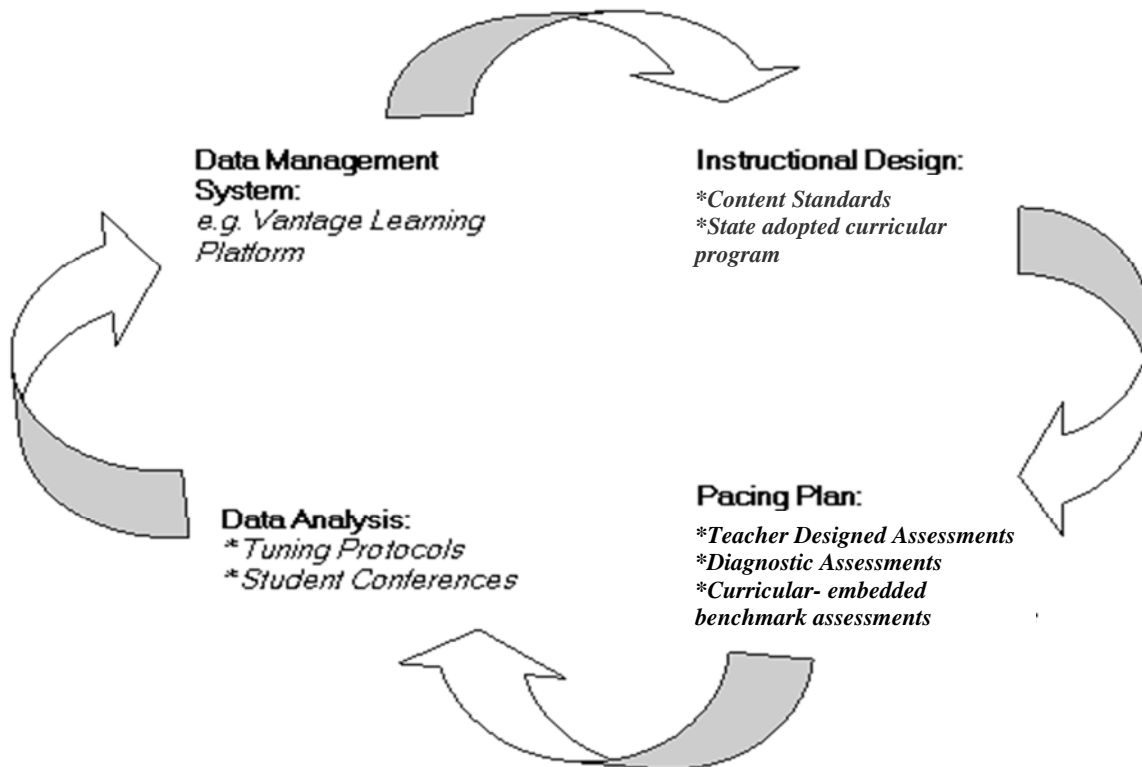
The Charter School shall conduct the required pupil assessments pursuant to Education Code Section 60605 and any other pupil assessments applicable to pupils in non-charter public schools. The Charter School affirms that its methods for measuring pupil outcomes for the State Priorities, as described in its LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

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 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, nationally normed assessments, 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 State Standard is assessed during the course of the year.

The Charter School 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 and modify instruction as needed. Using this data staff will review student performance by subgroup and grade level. The Charter School will also employ a strategy of quarterly 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. 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.

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. 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 are not meeting State Standards 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, 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 non-curricular 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.

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

E. LOCAL CONTROL AND ACCOUNTABILITY PLAN

Pursuant to Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan pursuant to regulations and a template adopted by the State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter.. The Charter School shall submit the LCAP to the District and the Sacramento County Superintendent of Schools annually on or before July 1 of each year as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

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 will be 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 California Education Code Section 47604(d), River Delta Unified School District shall not be liable for the debts and obligations of Delta Elementary Charter, 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 B, are the Articles of Incorporation, the Bylaws, and the Conflict of Interest Code of River Charter Schools.

River Charter Schools is a non-profit public benefit corporation that has created a non-profit public benefit supporting organization, Leaders & Scholars, Inc., whose purpose is to operate “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 F), it 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.” 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. All the board members of Leaders & Scholars, Inc. are appointed by the Board of River Charter Schools and none of the Board members receive compensation.

Leaders & Scholars, Inc. has created Leaders & Scholars, LLC “L&S LLC” and Leaders & Scholars Two, LLC “L&S Two”(see Appendix F for their Operating Agreements) to further its charitable and exempt activities and all property owned by the Companies are irrevocably dedicated to charitable purposes. In keeping with their Operating Agreements, if L&S LLC or L&S Two is dissolved for any reason, all of their assets after paying lawful debts will be distributed to the Sole Member (Leaders & Scholars, Inc.) an organization organized and operated exclusively for charitable purposes and which has established its tax-exempt status under section 501(c)(3) of the Internal Revenue Code. In accordance with GAAP, the financial statements of both Leaders & Scholars, Inc., L&S LLC and L&S Two are consolidated together in River Charter Schools’ audit and financial statements. L&S Two holds title to DECS’ modular buildings located at 36230 N. School St., Clarksburg, CA which it acquired from DECS at the net book value of those buildings. Payment was in the form of paying off DECS’ two bank loans and establishing a fully

amortized note payable with DES for the balance. L&S Two leases the buildings to DECS. (See Facilities section of charter for more information.)

B. BOARD OF DIRECTORS

Delta Elementary Charter is governed by the Board of Directors of River Charter Schools, in accordance with its adopted corporate bylaws, which are consistent with the terms of this charter. The current charter bylaws can be found in Appendix B.

Board's Duties

The Board of Directors of River Charter Schools will meet regularly, at least once a month and in accordance with the Ralph M. Brown Act. 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 the Charter School:
- Hire, promote, discipline, and dismiss all employees of the charter school after consideration of a recommendation by the Superintendent.
- 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 the receipt of funds for the operation of the Charter School in accordance with charter school 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 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 material revisions, as necessary, for the District's consideration.
- Approve annual 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. The Charter School shall comply with the Ralph M. Brown Act.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations. The Conflict of Interest Code” is included in Appendix B.

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 audit, 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.

The 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. SUPERINTENDENT

The Superintendent shall be the Chief Executive Officer of the Charter School. He/she is responsible for the effective operation of the Charter School; general administration of all instructional, business or other operations of the Charter School (in coordination with the Charter School’s Chief Business Officer); and for advising and making recommendations to the Board with respect to such activities. He/she shall perform all the duties and accept all of the responsibilities required by a Superintendent as prescribed by the Board.

Primary Activities:

- Keep the Board informed of the condition of the Charter School’s educational system; assure effective communication between Board and the staff of the Charter School. Relay all communications by the Board regarding personnel to District employees and receive from all school personnel any communications directed to the Board.
- In consultation with the President of the Board, prepare the agenda for Board meetings.
- Prepare and submit recommendations to the Board relative to all matters requiring board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
- Develop and recommend to the Board objectives of the educational system; see to the development of internal objectives which support those of the Board.
- Develop and recommend to the Board long range plans consistent with population trends, cultural needs, and the appropriate use of school facilities and see to the development of

long-range plans which are consistent with Board objectives. To be consistent with Local Control and Accountability Plan.

- See to the execution of all decisions of the Board.
- See that sound plans of organization, educational programs and services are developed and maintained for the Board.
- Work with Charter School's CBO to maintain adequate records for the Charter School, including a system of financial accounts, business and property records, personnel records.
- See that appropriate in-service training is conducted as are necessary to carry out the educational programs of the Charter School.
- Recommend to the Board all appointments, discipline or termination of employment of teaching and non-teaching personnel of the Charter School.
- See to the development throughout the Charter School of high standards of performance in educational achievement, use of and development of personnel, public responsibility, and operating efficiency.
- See that effective relations with RDUSD are maintained at the Superintendent and District level. See that relations with the Clarksburg Middle School ("CMS")/Delta High School ("DHS") staff and Principal focus on retaining students in the Clarksburg school system: i.e. DECS to CMS/DHS.
- Establish and maintain liaison with community groups that are interested or involved in the educational programs of the Charter School community.
- Establish and maintain liaison with California Charter Schools Association, County Office of Education, the California Department of Education, Legislature, colleges and universities.
- Directly oversee the work of central office personnel.
- Hold regular meetings with site administrator, Coordinators and Directors to discuss educational problems facing the Charter School.
- Work extensively with CBO on budgets to ensure alignment with Charter School goals.
- Work with CBO on relationships with advisors, consultants, auditors, architects, attorneys and contractors.
- Represent the Charter School before the public, and maintain, through cooperative leadership such a program of public relations as may keep the public informed as to the activities, needs and successes of the Charter School.
- Receive all complaints, comments, concerns and criticisms regarding the operation of the Charter School from the public, employees, students and Board members.
- Approve all major contracts; assist Charter School's CBO in the development of the annual budget to ensure financial success.
- Complete annual Charter School review process.

D. PRINCIPAL

The Principal reports directly to the Superintendent, 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 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 is assigned to perform assigned tasks directed from the Superintendent 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 the Superintendent.
- Oversee Charter 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 Charter 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 District Superintendent or River Charter Schools' Board of Directors.
- 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 Charter School buildings.
- Promote and publish the Charter School program in the community and promote positive public relations and interact effectively with media.
- Encourage and support teachers on ongoing professional development.
- Attend meetings with the Charter School's Chief Business 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 annual school accountability report card.
- Manage student discipline, as necessary, and participate in the suspension and expulsion process.
- Participate in special education 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 or other employee, a parent volunteer (only in accordance with student and teacher confidentiality rights), or to a third-party provider.

E. ENGLISH LEARNER ADVISORY COMMITTEE

The Charter School will maintain an English Learner Advisory Committee (“ELAC”). The ELAC shall be comprised of parents, staff, and community members specifically designated to advise the Charter School on English Learner program services. The Charter School will work with parents of both English Learners and English speaking students in developing and adopting parent involvement strategies and policies.

F. SCHOOL SITE COUNCIL

The Charter School will maintain a School Site Council (“SSC”). The SSC is an advisory committee that works together to support the Charter School’s growth as a united and innovative Charter School community. The membership of the SSC represents all major stakeholders in order to provide a forum for stakeholder voice and input on Charter School development as it relates to building community, accomplishing goals, and reaching the mission of the Charter School.

G. PARENT INVOLVEMENT

Parent Teacher Club

The Charter School will maintain a Parent Teacher Club to be responsible for parent involvement in Charter School activities, fundraising, and advising the Charter School Board of Directors on any and all matters related to the strengthening of the Charter School community.

Parent Volunteer Opportunities

In addition to parent/guardian participants on the Board and parent participation on the Parent Teacher Club, parents will be strongly encouraged to contribute 30 hours per family per academic year to the Charter School. The 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 the failure of his or her parent or legal guardian to fulfill the encouraged 30 hours of participation. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

H. ORGANIZATIONAL CHART

See Appendix C for the RCS organizational chart.

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 their posted job description, as determined by the Charter School.

Employees and contractors of the the Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1.

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

Administrators' Qualifications

The Charter School seeks 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 administrators shall possess the following minimum qualifications:

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

Teachers' Qualifications

The Charter School shall seek 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.

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

Teachers in charter schools shall the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Teachers will be CLAD certified or will hold a similar certificate issued by the Commission on Teacher Credentialing.

Non-certificated Staff

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

Non-certificated staff members, who may include business service providers, a custodian, a school secretary, and a bus driver, 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 paraprofessional classroom aides to further support students and teachers. 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

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

"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.

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 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.

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. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall 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 Charter School shall provide 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 who receive classroom-based instruction 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.

Medications in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medications in school. The Charter School will adhere 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 school.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall 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 Marshall. This handbook shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne 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 bloodborne 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 should 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 workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. 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 Anti-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, or on the basis of a person’s association 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 has 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.

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 school day.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include 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, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- 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
- procedures for conducting tactical responses to criminal incidents

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

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 River Delta 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 River Delta 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 River Delta Unified School District, including Spanish language materials.

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

VIII. STUDENT 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)*.

Charter schools are schools of choice. The Charter School shall admit all pupils who wish to attend the Charter School subject only to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment in the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a random public lottery, shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School shall be nonsectarian in its admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil 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).

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

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

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

- 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 records²

A. PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period each 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. Currently enrolled students 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.

Admission preferences in the case of a public random drawing will be given to the following students in the following order:

Priority 1: Children of DECS Employees, Board of Directors, and Founding Members. (Not to exceed 15% of total population. “Founding Members” shall be defined in accordance with adopted policy of the Board of Directors.)

Priority 2: Students who reside in the former Clarksburg Elementary School attendance area.

Priority 3: Siblings of students who attended DECS during its first two inaugural years: 2007-2008 and 2008-2009.

Priority 4: Siblings of students admitted or attending DECS.

Priority 5: Students who are currently enrolled in, and students who reside in the attendance area of, Bates Elementary School, where the Delta Elementary 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 6: Residents of the River Delta Unified School District attendance area.

Priority 7: Siblings of students attending Clarksburg Middle School or Delta High School.

Priority 8: All students on the “wait list” from the previous year.

Priority 9: All other out-of-District applicants.

² The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

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 the 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 prior to the lottery date.

B. SCHOOL ORIENTATION AND PARENT CONTRACT

Interested parents of prospective students are strongly encouraged to visit the DECS to learn more about the Charter School's goals and philosophy. Once a student has been enrolled in the Charter School, a parent and /or guardian will be encouraged to sign a nonbinding Parent Contract, which is a voluntary agreement among families, the Charter School, and the student. The provisions of the Parent Contract are described further below:

1. Work with staff to provide an optimal learning environment at home and school.
2. Strive to contribute a minimum of 30 hours per school year in a volunteer capacity.

The intent of the Parent Contract is to create a strong relationship between families of the Charter School's students and Charter School personnel. Parents of students enrolled in the Charter School will be encouraged to consider the benefits of strong parental support to their children's education. Opportunities to meet the commitments of the Parent Contract will be flexible in order to provide for varying parental schedules and needs. Although the fulfillment of the Parent Contract is highly

recommended, children whose parents are unable to complete the agreement will not be excluded from the Charter School program or activities, nor will Charter School personnel penalize them in any way.

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. — California Education Code Section 47605(b)(5)(I).

An annual independent fiscal audit of the books and records of the Charter School will be 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 audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and 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 audits will be completed and forwarded to the District, the Sacramento 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 Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with an anticipated timeline for doing so. 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.

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 the pupil's side of the story.

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five 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 the pupil, the pupil's parent or guardian, or the pupil's educational rights holder 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).

Policy

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 ("IDEA") 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 California 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.

No student shall be 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 shall be 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 shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

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 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.

- 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 pre-initiation 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.
 - 3) 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 pre-initiation 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, 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.
- 3) 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 (3)(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.
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 may 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 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 shall be extended, such extension shall be 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 Charter School Board following a hearing before it or by the Charter School 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 or a Board member of the Charter School's governing board. Each entity shall be 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 of Directors shall make the final determination.

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 that 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 entity 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; and (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.

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 Charter School 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 as requested by parents/guardians or by the school district of residence 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 parent/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 shall then make 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

1. Notification of SELPA

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

2. 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.

3. 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:

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

4. 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 USC 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.

5. 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:

- a) 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;
- b) 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
- c) 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.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA 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:

- a) 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.
- b) The parent has requested an evaluation of the child.
- c) 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 IDEIA-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.

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).

Eligible employees 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 eligible staff working 30 hours per week or more 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 Sacramento County Office of Education, or (b) 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 explore additional opportunities to offer to teachers and staff alternative retirement programs.

XII. 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.

XIII. RETURN RIGHTS OF SCHOOL DISTRICT 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.

XIV. RESOLUTION OF DISPUTES

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. —Education Code Section 47605(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 Superintendent of the Charter School, or their respective designees. In the event that the District Board of Trustees 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 Superintendent of the Charter School and District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute not later than five 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 Superintendent of the Charter School, or their respective designees, and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District Superintendent and the Superintendent of the Charter School, 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 District Superintendent and the Superintendent of the Charter School, or their respective designees. Mediation shall be held within 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 shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain 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 shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

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 Charter School will promptly notify parents and students of the Charter School, the District, the Sacramento 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 it 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 nonprofit public benefit corporation. Upon the dissolution of the non-profit public benefit, 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 as or 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 D, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

XVI. 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 D, please find the following documents:

- A projected 2020-21 budget
- Financial projections and cash flow for the next three years of operations.
- Budget narrative and assumptions

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

The Charter School shall provide reports to the District 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, a local control and accountability plan and an annual update to the local control and accountability plan 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 actuals 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.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

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 in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. INSURANCE COVERAGE

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purposes and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be 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.

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 percent (1%) of the revenue of the Charter School. If the Charter School receives substantially rent-free facilities from the District, the District may charge the actual costs up to three percent (3%) 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 amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

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)

The Charter School's address is 36230 N. School St., Clarksburg, CA 95612. At this address, the Charter School has 17 modular classroom buildings.

The Charter School receives facilities funding from the Charter School Facilities Grant Program lease reimbursement program, which is administered by the California School Finance Authority ("CSFA"). CSFA permits lease reimbursements to the Charter School through its supporting corporation, Leaders & Scholars, Inc., and the LLCs, L&S Two and L&S LLC as described in Section IV.A, above. Accordingly, River Charter Schools set up the supporting corporation and LLCs to match the requirements of CSFA's Regulations and, in particular, the California Code of Regulations, Title 4, Section 10170.14(a)(3)(B). This regulation allows the supporting LLC to pay for all the buildings/property and then lease them to the Charter School.

In the case of Delta Elementary Charter School, all its buildings are owned by L&S Two and are leased to DECS for approximately 83% of their fair market value (based on a current appraisal) or \$10.9K per building per year for a total monthly payment from DECS to L&S Two of \$12,750. As noted in Section IV.A. above, L&S Two has paid off both of DECS' bank loans and has originated in favor of DECS a fully amortized 15 year interest bearing (5%) note to pay DECS the balance of the net book value of the buildings it purchased.

DECS will continue to seek reimbursement from CSFA for the lease payments along with many other qualifying facilities expenses under the Charter School Facilities Grant Program (SB740).

E. TRANSPORTATION

The Charter school will provide bussing for a limited number of students residing in the Washington Unified School District boundaries. The Charter school will continue to work with RDUSD on bussing for in-district students.

F. FOOD SERVICES

The Charter School will enter into a contact for food services with either the District's chosen vendor or into another contract.

XVII. POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. — California 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(d), 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 shall enter 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 Charter 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.

XVIII. CONCLUSION

By approving this charter renewal, River Delta 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 work 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 term to begin July 1, 2020, 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, 2020 to June 30, 2025.

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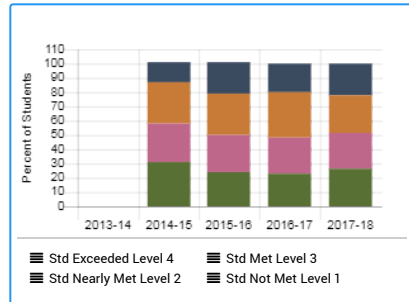
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CAASPP English Language Arts/Literacy Results

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

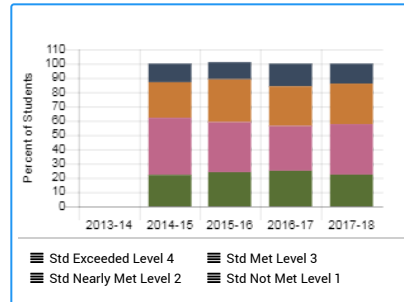
CAASPP English Language Arts/Literacy Results	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	14 %	22 %	20 %	22.22 %
Std Met Level 3	N/A	29 %	29 %	31.84 %	26.34 %
Std Nearly Met Level 2	N/A	27 %	26 %	25.31 %	25.1 %
Std Not Met Level 1	N/A	31 %	24 %	22.86 %	26.34 %

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP English language arts/literacy results by achievement level for all students at this school. Use the dropdown above the graph to view results for English learners, students with disabilities, economically disadvantaged students or migrant students. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System.

CAASPP Mathematics Results

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

CAASPP Mathematics Results	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	13 %	12 %	15.92 %	13.99 %
Std Met Level 3	N/A	25 %	30 %	27.76 %	28.4 %
Std Nearly Met Level 2	N/A	40 %	35 %	31.43 %	35.39 %
Std Not Met Level 1	N/A	22 %	24 %	24.9 %	22.22 %

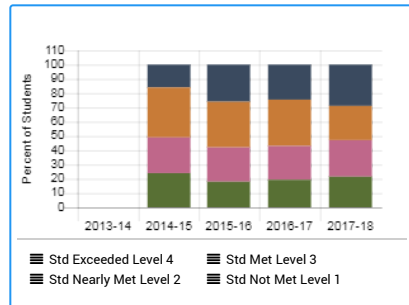
[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP Mathematics results by achievement level for all students at this school. Use the dropdown above the graph to view results for English learners, students with disabilities, economically disadvantaged students or migrant students. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System.

CAASPP ELA/Literacy Results for All Achievement Levels by Selected Race/Ethnicity

Delta Elementary Charter
CDS Code 34-67413-0114660

SECOND CATEGORY: White



[View Table Data](#)

CAASPP ELA/Literacy

Results for All Achievement Levels by Selected Race/Ethnicity

	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	16 %	26 %	24.56 %	28.93 %
Std Met Level 3	N/A	35 %	32 %	32.46 %	23.97 %
Std Nearly Met Level 2	N/A	25 %	24 %	23.68 %	25.62 %
Std Not Met Level 1	N/A	24 %	18 %	19.3 %	21.49 %

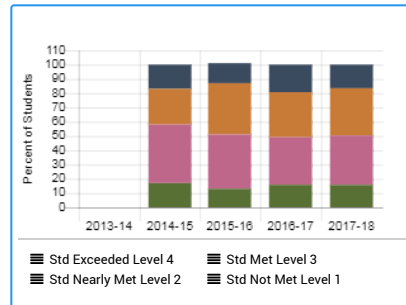
[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP English language arts/literacy results across all achievement levels for students in the selected group. Use the "Second Category" dropdown to display results for a different race/ethnicity. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP Mathematics Results for All Achievement Levels by Selected Race/Ethnicity

Delta Elementary Charter
CDS Code 34-67413-0114660

SECOND CATEGORY: White



[View Table Data](#)

CAASPP Mathematics

Results for All Achievement Levels by Selected Race/Ethnicity

	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	17 %	14 %	19.3 %	16.53 %
Std Met Level 3	N/A	25 %	36 %	31.58 %	33.06 %
Std Nearly Met Level 2	N/A	41 %	38 %	33.33 %	34.71 %
Std Not Met Level 1	N/A	17 %	13 %	15.79 %	15.7 %

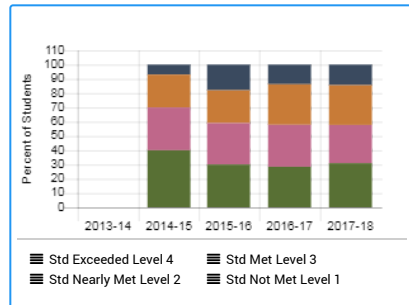
[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP mathematics results across all achievement levels for students in the selected group. Use the "Second Category" dropdown to display results for a different race/ethnicity. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP ELA/Literacy Results for All Achievement Levels by Selected Race/Ethnicity

Delta Elementary Charter
CDS Code 34-67413-0114660

SECOND CATEGORY: Hispanic or Latino



[View Table Data](#)

CAASPP ELA/Literacy Results for All Achievement Levels by Selected Race/Ethnicity

Achievement Level	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	7%	18%	13.73%	14.43%
Std Met Level 3	N/A	23%	23%	28.43%	27.84%
Std Nearly Met Level 2	N/A	30%	29%	29.41%	26.8%
Std Not Met Level 1	N/A	40%	30%	28.43%	30.93%

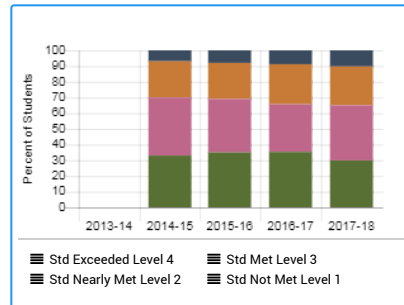
[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP English language arts/literacy results across all achievement levels for students in the selected group. Use the "Second Category" dropdown to display results for a different race/ethnicity. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP Mathematics Results for All Achievement Levels by Selected Race/Ethnicity

Delta Elementary Charter
CDS Code 34-67413-0114660

SECOND CATEGORY: Hispanic or Latino



[View Table Data](#)

CAASPP Mathematics Results for All Achievement Levels by Selected Race/Ethnicity

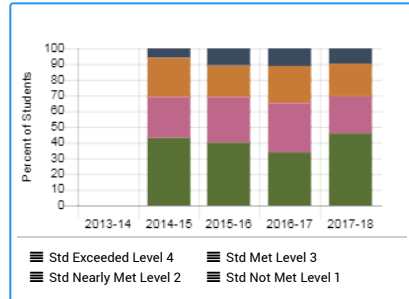
Achievement Level	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	7%	8%	8.82%	10.31%
Std Met Level 3	N/A	23%	23%	25.49%	24.74%
Std Nearly Met Level 2	N/A	37%	34%	30.39%	35.05%
Std Not Met Level 1	N/A	33%	35%	35.29%	29.9%

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP mathematics results across all achievement levels for students in the selected group. Use the "Second Category" dropdown to display results for a different race/ethnicity. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP ELA/Literacy Results for Economically Disadvantaged Students

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

CAASPP ELA/Literacy Results for Economically Disadvantaged Students

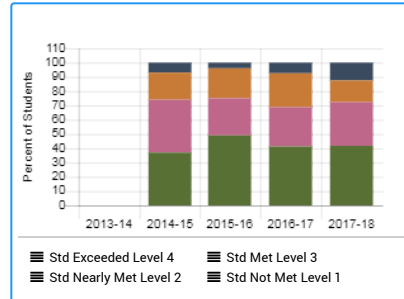
	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	6 %	11 %	11.25 %	9.72 %
Std Met Level 3	N/A	25 %	20 %	23.75 %	20.83 %
Std Nearly Met Level 2	N/A	26 %	29 %	31.25 %	23.61 %
Std Not Met Level 1	N/A	43 %	40 %	33.75 %	45.83 %

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP English language arts/literacy results by achievement level for economically disadvantaged students at this school. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP Mathematics Results for Economically Disadvantaged Students

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

CAASPP Mathematics Results for Economically Disadvantaged Students

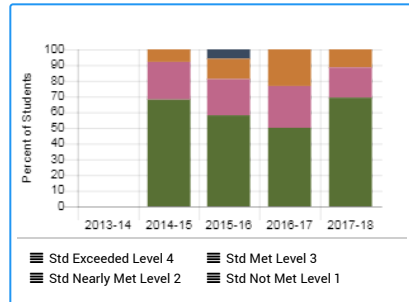
	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	7 %	4 %	7.5 %	12.5 %
Std Met Level 3	N/A	19 %	21 %	23.75 %	15.28 %
Std Nearly Met Level 2	N/A	37 %	26 %	27.5 %	30.56 %
Std Not Met Level 1	N/A	37 %	49 %	41.25 %	41.67 %

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP mathematics results by achievement level for Economically Disadvantaged students. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP ELA/Literacy Results for Students with Disabilities

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

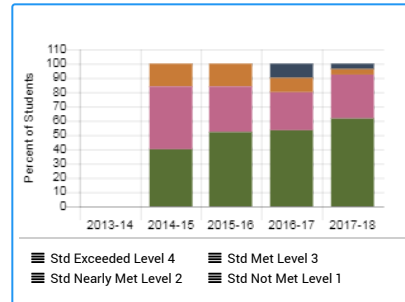
CAASPP ELA/Literacy Results for Students with Disabilities	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	0%	6%	0%	0%
Std Met Level 3	N/A	8%	13%	23.33%	11.54%
Std Nearly Met Level 2	N/A	24%	23%	26.67%	19.23%
Std Not Met Level 1	N/A	68%	58%	50%	69.23%

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP English language arts/literacy results by achievement level for Students with Disabilities. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP Mathematics Results for Student with Disabilities

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

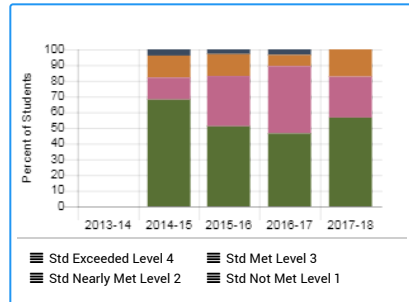
CAASPP Mathematics Results for Student with Disabilities	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	0%	0%	10%	3.85%
Std Met Level 3	N/A	16%	16%	10%	3.85%
Std Nearly Met Level 2	N/A	44%	32%	26.67%	30.77%
Std Not Met Level 1	N/A	40%	52%	53.33%	61.54%

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP mathematics results by achievement level for Students with disabilities. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP ELA/Literacy Results for English Learners

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

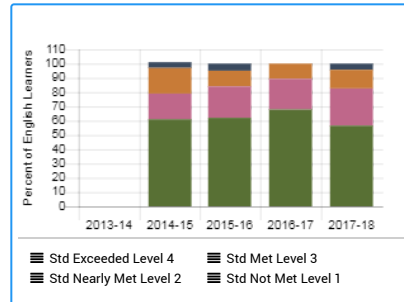
CAASPP ELA/Literacy Results for English Learners	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	4 %	3 %	3.57 %	0 %
Std Met Level 3	N/A	14 %	14 %	7.14 %	17.39 %
Std Nearly Met Level 2	N/A	14 %	32 %	42.86 %	26.09 %
Std Not Met Level 1	N/A	68 %	51 %	46.43 %	56.52 %

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP English language arts/literacy results by achievement level for English learners at this school. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP Mathematics Results for English Learners

Delta Elementary Charter
CDS Code 34-67413-0114660



[View Table Data](#)

CAASPP Mathematics Results for English Learners	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	4 %	5 %	0 %	4.35 %
Std Met Level 3	N/A	18 %	11 %	10.71 %	13.04 %
Std Nearly Met Level 2	N/A	18 %	22 %	21.43 %	26.09 %
Std Not Met Level 1	N/A	61 %	62 %	67.86 %	56.52 %

[Chart Notes](#) [Source](#)

This graph displays the distribution of CAASPP mathematics results by achievement level for English learners at this school. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.



District School 2013-14 2014-15 2015-16 2016-17 2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Bridgeway Island Elementary (Washington Unified)	Southport Elementary (Washington Unified)	D. H. White Elementary (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Yolo	Yolo	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	Washington Unified	Washington Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	37.00 %	42.00 %	64.00 %	39.00 %	44.00 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	27.00 %	34.00 %	52.00 %	31.00 %	36.00 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					



District School 2013-14 2014-15 2015-16 2016-17 2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Bridgeway Island Elementary (Washington Unified)	Southport Elementary (Washington Unified)	D. H. White Elementary (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Yolo	Yolo	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	Washington Unified	Washington Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	34.00 %	57.00 %	64.00 %	54.00 %	33.00 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	28.00 %	46.00 %	53.00 %	41.00 %	26.00 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					



District

School

2013-14

2014-15

2015-16

2016-17

2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Bridgeway Island Elementary (Washington Unified)	Southport Elementary (Washington Unified)	D. H. White Elementary (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Yolo	Yolo	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	Washington Unified	Washington Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	37.93 %	61.54 %	65.36 %	52.06 %	30.99 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	25.29 %	53.85 %	51.16 %	37.50 %	31.58 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					



District

School

2013-14

2014-15

2015-16

2016-17

2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Bridgeway Island Elementary (Washington Unified)	Southport Elementary (Washington Unified)	Delta Elementary Charter (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Yolo	Yolo	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	Washington Unified	Washington Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	38.46 %	67.39 %	71.33 %	59.74 %	48.56 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	25.64 %	57.61 %	55.78 %	40.45 %	42.39 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					



District School 2013-14 2014-15 2015-16 2016-17 2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	D. H. White Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Walnut Grove Elementary (River Delta Joint Unified)	Delta Elementary Charter (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Sacramento	Sacramento	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	37.00 %	44.00 %	42.00 %	34.00 %	43.00 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	27.00 %	36.00 %	34.00 %	27.00 %	38.00 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					



District School 2013-14 2014-15 2015-16 2016-17 2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	D. H. White Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Walnut Grove Elementary (River Delta Joint Unified)	Delta Elementary Charter (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Sacramento	Sacramento	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	34.00 %	33.00 %	57.00 %	44.00 %	51.00 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	28.00 %	26.00 %	46.00 %	35.00 %	41.00 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					



District

School

2013-14

2014-15

2015-16

2016-17

2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	D. H. White Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Walnut Grove Elementary (River Delta Joint Unified)	Delta Elementary Charter (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Sacramento	Sacramento	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	37.93 %	30.99 %	61.54 %	31.51 %	51.84 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	25.29 %	31.58 %	53.85 %	30.14 %	43.67 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					



District

School

2013-14

2014-15

2015-16

2016-17

2017-18

+ Add Data Element	Bates Elementary (River Delta Joint Unified)	D. H. White Elementary (River Delta Joint Unified)	Isleton Elementary (River Delta Joint Unified)	Walnut Grove Elementary (River Delta Joint Unified)	Delta Elementary Charter (River Delta Joint Unified)
Summary					
County Name Sacramento	Sacramento	Sacramento	Sacramento	Sacramento	Sacramento
District Name River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified	River Delta Joint Unified
School Type Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Student Demographics					
Student Performance					
CAASPP-ELA Standard Exceeded or Met ... 0 - 100	38.46 %	41.40 %	67.39 %	50.62 %	48.56 %
CAASPP-Math Standard Exceeded or Met ... 0 - 100	25.64 %	31.02 %	57.61 %	35.80 %	42.39 %
Student College Readiness					
Student Suspensions and Expulsions					
Student Chronic Absenteeism					
Staff					

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

**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 hereby 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:

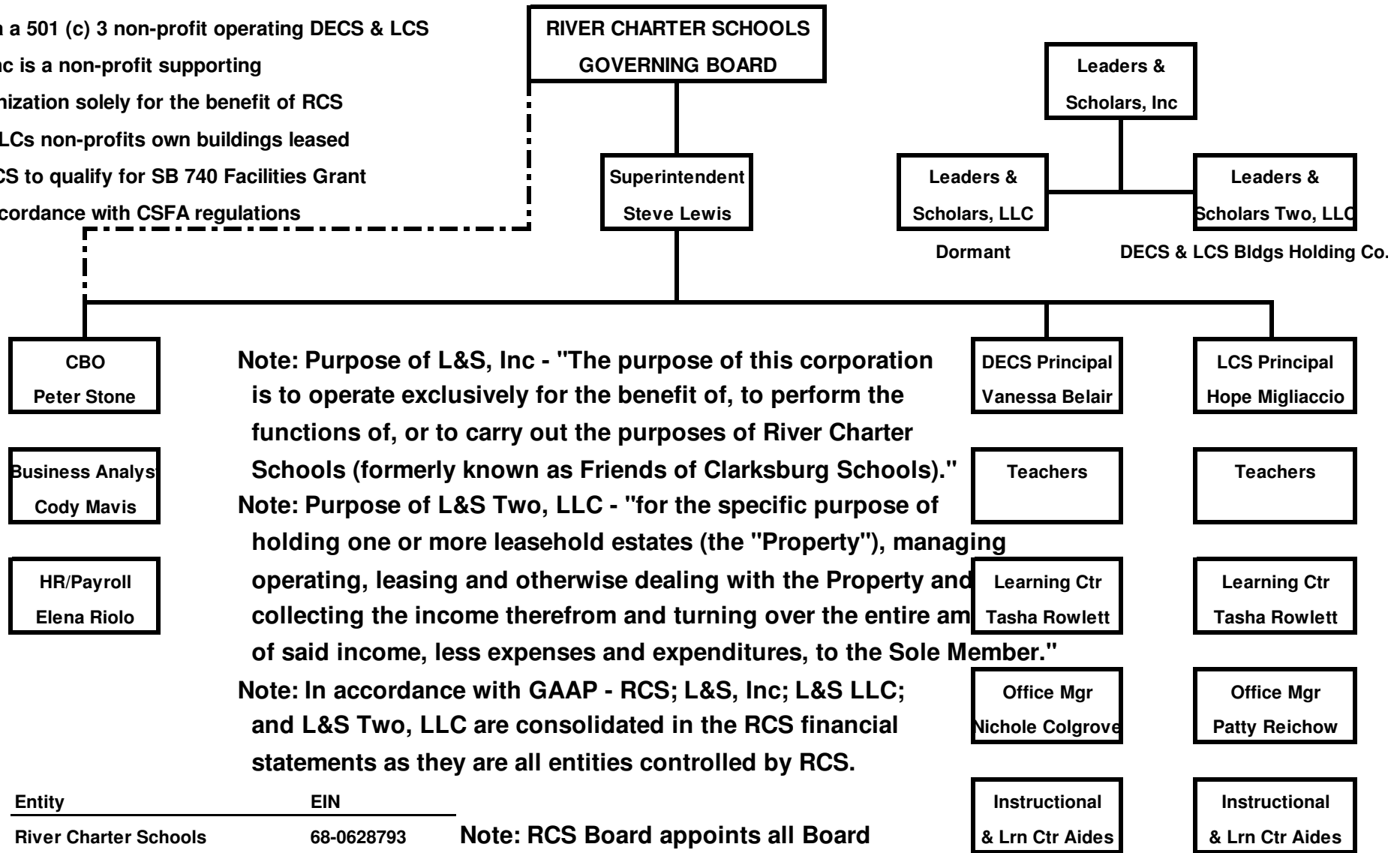
- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Appendix C

RCS is a 501 (c) 3 non-profit operating DECS & LCS

L&S Inc is a non-profit supporting organization solely for the benefit of RCS

L&S LLCs non-profits own buildings leased to RCS to qualify for SB 740 Facilities Grant in accordance with CSFA regulations



Note: Purpose of L&S, Inc - "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)."

Note: Purpose of L&S Two, LLC - "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."

Note: In accordance with GAAP - RCS; L&S, Inc; L&S LLC; and L&S Two, LLC are consolidated in the RCS financial statements as they are all entities controlled by RCS.

Entity	EIN
River Charter Schools	68-0628793
Leaders & Scholars, Inc	46-5341370
Leaders & Scholars, LLC	36-4783908
Leaders & Scholars Two, LLC	38-4016817

Note: RCS Board appoints all Board Members of Leaders & Scholars, Inc. and L&S, Inc is the sole member of both L&S Two, LLC and L&S, LLC.

Appendix D

Delta Elementary Charter School - 2018-2019 Budget Narrative & Financial Summary

2018-2019 Third Forecast

	2018-2019 2nd Forecast	2018-2019 3rd Forecast	Increase/ (Decrease)
Revenue			
1) Revenue Limit Sources	3,321,680	3,294,331	(27,349)
2) Federal Revenue	150,475	150,475	-
3) Other State Revenue	469,353	455,853	(13,500)
4) Other Local Revenue	107,107	107,107	-
Total Revenues	4,048,615	4,007,766	(40,849)
Expenses			
1) Certificated Salaries	1,087,328	1,109,256	21,928
2) Classified Salaries	346,988	362,214	15,226
3) Employee Benefits	472,641	505,875	33,234
4) Books and Supplies	263,397	229,045	(34,352)
5) Services & Other Op Exp	719,004	674,976	(44,028)
6) Depreciation	70,000	70,000	-
7) Other Outgo	741,444	756,393	14,949
Total Expenses	3,700,802	3,707,759	6,957
Excess of Rev Over Expenses with Restricted	347,813	300,007	(47,806)
Less: Restricted Money not spent			
Unrestricted Excess of Rev Over Expenses	347,813	300,007	(47,806)
Beginning Total Fund Balance	2,683,114	2,683,114	-
Excess of Rev Over Expenses	347,813	300,007	(47,806)
Ending Total Fund Balance	3,030,927	2,983,121	(47,806)

2018-2019 Third Forecast

LCFF revenue has been calculated using the LCFF calculator 20.1a.

Other State Revenue includes an decrease to SB740 Program reimbursement funding, to account for the cap in the program due to state-wide underfunding of the entire program.

Both Certificated and Classified salaries reflects an adjustment to actuals and the expense of additional SPED salaries.

Employee Benefits reflects the addition of SPED salary benefits and other adjustments.

Books and supplies are down as we created a plan for tech replacement and were able to purchase capitalizable Smart Boards this year.

Services & Other Operating Expenses are down primarily as we adjusted SPED needs from contractors to employees.

Other Outgo is up primarily as we have finalized the DECS allocation from Home Office.

Enrollment/ADA

	2018-2019 2nd Forecast	2018-2019 3rd Forecast	Increase/ (Decrease)	% Increase
Total Possible Enrollment	416	416	-	0.0%
Enrollment Projection	406	406	-	0.0%
Enrollment as a % of Possible	97.6%	97.6%	-	0.0%
ADA	392.29	392.29	-	0.0%
ADA as a % of Enrollment	96.6%	96.6%	-	0.0%
ADA as a % of Possible Total	94.3%	94.3%	-	0.0%

	2018-2019 3rd Forecast	ADA Per ADA
State Aid	1,143,876	2,916
EPA	78,458	200
Prior Year Adj	-	-
Charter in-lieu of property taxes	2,071,997	5,282
Total	3,294,331	8,398

These figures have been taken from the FCMAT LCFF calculator v.20.1a for DECS using 392.29 as the ADA.

**Delta Elementary Charter School - 2019-2020 Budget
Narrative & Financial Summary**

2019 - 2020 Budget

	2018-2019 3rd Forecast	2019-2020 Budget	Increase/ (Decrease)
Revenue			
1) Revenue Limit Sources	3,294,331	3,398,955	104,624
2) Federal Revenue	150,475	146,625	(3,850)
3) Other State Revenue	455,853	408,616	(47,237)
4) Other Local Revenue	107,107	131,000	23,893
Total Revenues	4,007,766	4,085,196	77,430
Expenses			
1) Certificated Salaries	1,109,256	1,269,647	160,391
2) Classified Salaries	362,214	444,551	82,337
3) Employee Benefits	505,875	587,089	81,214
4) Books and Supplies	229,045	194,310	(34,735)
5) Services & Other Op Exp	674,976	657,836	(17,140)
6) Depreciation	70,000	96,000	26,000
7) Other Outgo	756,393	551,539	(204,854)
Total Expenses	3,707,759	3,800,972	93,213
Excess of Rev Over Expenses with Restricted	300,007	284,224	(15,783)
Less: Restricted Money not spent			
Unrestricted Excess of Rev Over Expenses	300,007	284,224	(15,783)
Beginning Total Fund Balance	2,683,114	2,983,121	300,007
Excess of Rev Over Expenses	300,007	284,224	(15,783)
Ending Total Fund Balance	2,983,121	3,267,345	284,224

2019 - 2020 Budget

LCFF Revenue is projected to increase approximately \$250 per ADA totaling over \$104K

The one-time Low Performing Student Block Grant (18-19, approx \$57K) is the largest difference between Federal and State revenue, with small offsets in other programs like SB740 and Lottery.

Our Salary Step Chart for teachers has increased across the board 3.5% plus average 4% step increases plus added a Full Time professional development coach position

Classified pay rates have been increased by 4% and shifted three contractor positions to full time and brought IT tech over to DECS from the Home Office to be dedicated to DECS

The benefits increase is just based on the increase in salaries times the various benefits rates. Company medical contribution has been increased to \$775 per month from \$750.

A batch of replacement Chromebooks and other small equipment were purchased in 18-19, and will not need repurchasing for a few years.

Contractor services for SPED will shift partly to salaries.

Depreciation is expected to increase with the purchase of Smart Boards midway through 18-19 and the purchase of additional Smart Boards in 19-20.

Other outgo is down as Home Office Allocation to DECS per Board Policy decreases in part as enrollment increases at LCS.

<u>Enrollment/ADA</u>	2018-2019 3rd Forecast	2019-2020 Budget	Increase/ (Decrease)	% Increase
Total Possible Enrollment	416	416	-	0.0%
Enrollment Projection	406	406	-	0.0%
Enrollment as a % of Possible	97.6%	97.6%	-	0.0%
ADA	392.29	392.29	-	0.0%
ADA as a % of Enrollment	96.6%	96.6%	-	0.0%
ADA as a % of Possible Total	94.3%	94.3%	-	0.0%

Revenue Limit Summary

	2019-2020 Budget	ADA Per ADA
State Aid	1,253,038	3,194
EPA	78,458	200
Prior Year Adj	-	-
Charter in-lieu of property taxes	2,067,459	5,270
Total	3,398,955	8,664

These figures have been taken from the FCMAT LCFF calculator v.20.1a for DECS using 392.29 as the ADA.

**CHARTER SCHOOL PRELIMINARY BUDGET 2019-2020
FINANCIAL REPORT - ALTERNATIVE FORM**

Period Covered: 7-1-18- 6-30-2019 (Forecast for 18-19,Budget for 19-20 and Forecast for 20-21)

CHARTER SCHOOL CERTIFICATION

Charter School Name: Delta Elementary Charter School
CDS#: 34 67413 0114660
Charter Approving Entity: River Delta Unified School District
County: Sacramento
Charter #: 0853

For information regarding this report, please contact:

For Approving Entity:

For Charter School:

Elizabeth Keema Aston
Name

Peter Stone
Name

Chief Business Officer
Title

Chief Business Officer
Title

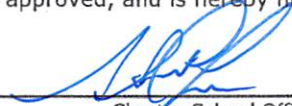
707-374-1700
Telephone

916-744-1956
Telephone

ekaston@riverdelta.k12.ca.us
E-mail address

pstone@rivercharterschools.org
E-mail address:

2019-2020 CHARTER SCHOOL PRELIMINARY BUDGET - ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code Section 47604.33(a)*.

Signed: 
Charter School Official
(Original signature required)

Date: 6/21/19

Printed Name: Stephen Lewis

Title: Superintendent/Principal

To the entity that approved the charter school:

2019-2020 CHARTER SCHOOL PRELIMINARY BUDGET - ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code Section 47604.33(a)*.

Signed: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

Printed Name: _____

Title: _____

To the County Superintendent of Schools:

2019-2020 CHARTER SCHOOL PRELIMINARY BUDGET - ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code Section 47604.33(a)*.

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

Printed Name: _____

Title: _____

CHARTER SCHOOL

FINANCIAL REPORT -- ALTERNATIVE FORM

Date: 21-Jun-19

Charter School Name: Delta Elementary Charter

CDS #: 34 67413 0114660

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

Charter# 0853

County: SACRAMENTO

Description	Object Code	Estimated Actuals 2018-19			Adopted Budget 2019-20		
		Total	Unrestricted	Restricted	Total	Unrestricted	Restricted
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011	1,179,796.00	1,143,876.00		1,143,876.00	1,253,038.00	1,253,038.00
Education Protection Account State Aid-Current Yr	8012	79,104.00	78,458.00		78,458.00	78,458.00	78,458.00
State Aid - Prior Years	8019				-		-
Transfer to Charter in Lieu of Property Taxes	8096	2,034,891.00	2,071,997.00		2,071,997.00	2,067,459.00	2,067,459.00
Other LCFF Transfers	8091, 9097				-		-
Total, LCFF Sources		3,293,791.00	3,294,331.00	-	3,294,331.00	3,398,955.00	3,398,955.00
2. Federal Revenues (see Note in Section L)							
No Child Left Behind	8290	37,700.00		51,798.00	51,798.00	52,000.00	52,000.00
Special Education - Federal	8181, 8182	51,625.00		51,625.00	51,625.00	51,625.00	51,625.00
Child Nutrition - Federal	8220				-		-
Donated Food Commodities	8221						
Other Federal Revenues	8110, 8260-8299	37,000.00		47,052.00	47,052.00	43,000.00	43,000.00
Total, Federal Revenues		126,325.00	-	150,475.00	150,475.00	-	146,625.00
3. Other State Revenues							
Special Education - State	StateRevSE	199,188.00		199,188.00	199,188.00	199,188.00	199,188.00
All Other State Revenues	StateRevAO	209,094.00	124,117.00	132,548.00	256,665.00	65,865.00	209,428.00
Total, Other State Revenues		408,282.00	124,117.00	331,736.00	455,853.00	65,865.00	342,751.00
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	111,000.00	107,107.00		107,107.00	131,000.00	131,000.00
Total, Local Revenues		111,000.00	107,107.00	-	107,107.00	131,000.00	-
5. TOTAL REVENUES		3,939,398.00	3,525,555.00	482,211.00	4,007,766.00	3,595,820.00	4,085,196.00
B. EXPENDITURES (SEE note in Section L)							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	1,015,762.00	949,452.00	58,040.00	1,007,492.00	1,074,880.00	1,163,812.00
Certificated Pupil Support Salaries	1200	-			-		-
Certificated Supervisors' and Administrators' Salaries	1300	101,764.00	101,764.00		101,764.00	105,835.00	105,835.00
Other Certificated Salaries	1900				-		-

CHARTER SCHOOL

FINANCIAL REPORT -- ALTERNATIVE FORM

Date: 21-Jun-19

Charter School Name: Delta Elementary Charter

CDS #: 34 67413 0114660

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

Charter# 0853

County: SACRAMENTO

Description	Object Code	Estimated Actuals 2018-19			Adopted Budget 2019-20			
		Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Total, Certificated Salaries		1,117,526.00	1,051,216.00	58,040.00	1,109,256.00	1,180,715.00	88,932.00	1,269,647.00
2. Non-certificated Salaries								
Non Certificated Instructional Salaries	2100	174,182.00	104,299.00	87,710.00	192,009.00	90,643.00	124,559.00	215,202.00
Non Certificated Support Salaries	2200	96,659.00	122,735.00		122,735.00	125,261.00		125,261.00
Certificated Supervisors' and Administrators' Sal.	2300	-			-			-
Clerical and Office Salaries	2400	42,471.00	29,470.00	18,000.00	47,470.00	51,729.00		51,729.00
Other Noncertificated Salaries	2900	19,009.00			-	34,359.00	18,000.00	52,359.00
Total, Non-certificated Salaries		332,321.00	256,504.00	105,710.00	362,214.00	301,992.00	142,559.00	444,551.00
3. Employee Benefits								
STRS	3101-3102	173,442.00	180,587.00		180,587.00	212,031.00		212,031.00
PERS	3201-3202	70,636.00	65,423.00		65,423.00	92,022.00		92,022.00
OASDI / Medicare / Alternative	3301-3302	46,887.00	45,689.00		45,689.00	53,226.00		53,226.00
Health and Welfare Benefits	3401-3402	125,831.00	149,647.00		149,647.00	188,319.00		188,319.00
Unemployment Insurance	3501-3502	-	8,249.00		8,249.00	8,372.00		8,372.00
Workers' Compensation Insurance	3601-3602	22,071.00	17,931.00		17,931.00	19,377.00		19,377.00
OPEB, Allocated	3701-3702	-			-			-
OPEB, Active Employees	3751-3752	-			-			-
Other Employee Benefits	3901-3902	38,349.00	38,349.00		38,349.00	13,742.00		13,742.00
Total, Employee Benefits		477,216.00	505,875.00	-	505,875.00	587,089.00	-	587,089.00
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	-			-			-
Books and Other Reference Materials	4200	77,010.00	62,202.00	17,798.00	80,000.00	56,992.00	21,518.00	78,510.00
Materials and Supplies	4300	78,893.00	73,900.00		73,900.00	75,800.00		75,800.00
Noncapitalized Equipment	4400	23,929.00	46,093.00	29,052.00	75,145.00	15,000.00	25,000.00	40,000.00
Food	4700	-			-			-
Total, Books and Supplies		179,832.00	182,195.00	46,850.00	229,045.00	147,792.00	46,518.00	194,310.00
5. Services and Other Operating Expenditures								
Subagreements for Services	5100	-			-			-

CHARTER SCHOOL

FINANCIAL REPORT -- ALTERNATIVE FORM

Date: 21-Jun-19

Charter School Name: Delta Elementary Charter

CDS #: 34 67413 0114660

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

Charter# 0853

County: SACRAMENTO

Description	Object Code	Estimated Actuals 2018-19			Adopted Budget 2019-20			
		Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Travel and Conferences	5200	4,162.00	5,250.00		5,250.00	6,000.00		6,000.00
Dues and Memberships	5300	4,162.00	6,000.00		6,000.00	6,000.00		6,000.00
Insurance	5400	31,920.00	25,526.00		25,526.00	24,348.00		24,348.00
Operations and Housekeeping Services	5500	53,459.00	61,000.00	8,000.00	69,000.00	66,220.00	8,000.00	74,220.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	172,096.00	63,800.00	105,000.00	168,800.00	69,060.00	105,000.00	174,060.00
Transfer of Direct Costs	5700-5799	511,887.00						
Professional/Consulting Services and Operating Expend.	5800	34,064.00	215,239.00	156,861.00	372,100.00	247,255.00	96,617.00	343,872.00
Communications	5900		26,550.00	1,750.00	28,300.00	27,586.00	1,750.00	29,336.00
Total, Services and Other Operating Expenditures		811,750.00	403,365.00	271,611.00	674,976.00	446,469.00	211,367.00	657,836.00
6. Capital Outlay								
Objects 6100-6170, 6200-6500 modified accrual basis only)								
Land and Land Improvements	6100-6170							
Buildings and Improvements of Buildings	6200							
Books and Media for New School Libraries or Major Expansion of School Libraries	6300							
Equipment	6400							
Equipment Replacement	6500							
Depreciation Expense (for full accrual only)	6900	71,000.00	70,000.00		70,000.00	96,000.00		96,000.00
Total, Capital Outlay		71,000.00	70,000.00	-	70,000.00	96,000.00	-	96,000.00
7. Other Outgo								
Tuition to Other Schools	7110-7143				-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	55,938.00	47,943.00		47,943.00	48,990.00		48,990.00
Transfers of Apportionments to Other LEAs- Spec. Ed.	7221-7223SE		71,379.00		71,379.00	100,980.00		100,980.00
Transfers of Apportionments to Other LEAs- All Other	7221-7223AO				-			-
All Other Transfers	7281-7299	556,305.00	637,071.00		637,071.00	400,569.00		400,569.00
Transfer of Indirect Costs	7300-7399							
Debt Service:								
Interest	7438	1,000.00	-		-	1,000.00		1,000.00
Principal (for modified accrual basis only)	7439							
Total, Other Outgo		613,243.00	756,393.00	-	756,393.00	551,539.00	-	551,539.00
8. TOTAL EXPENDITURES		3,602,888.00	3,225,548.00	482,211.00	3,707,759.00	3,311,596.00	489,376.00	3,800,972.00
C. EXCESS (DEFICIENCY)		336,510.00	300,007.00	-	300,007.00	284,224.00	-	284,224.00
D. OTHER FINANCING SOURCES/ USES								

CHARTER SCHOOL

FINANCIAL REPORT -- ALTERNATIVE FORM

Date: 21-Jun-19

Charter School Name: Delta Elementary Charter

CDS #: 34 67413 0114660

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

Charter# 0853

County: SACRAMENTO

Description	Object Code	Estimated Actuals 2018-19			Adopted Budget 2019-20			
		Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
1. Other Sources	8930-8979	-			-			-
2. Less: Other Uses	7630-7699	-			-			-
3. Contribution between unrestricted and restricted accounts (must net to zero)	8980-8999	-			-			-
4. Total Other Financing Sources/Uses		-	-	-	-	-	-	-
E. Net Increase (Decrease) In Fund Balance /net position (C+D4)		336,510.00	300,007.00	-	300,007.00	284,224.00	-	284,224.00
F. Fund Balance Reserves								
1. a. Beginning Fund Balance, July 1	9791	2,566,952.00	2,566,952.00		2,566,952.00	2,983,121.00	-	2,983,121.00
b. Adjustments/Restatements	9793, 9795	116,162.00	116,162.00		116,162.00			-
c. Adjusted Beginning Fund Balance/Net Position		2,683,114.00	2,683,114.00	-	2,683,114.00	2,983,121.00	-	2,983,121.00
2. Ending Funding Balance, June 30 (E+F.1c.)		3,019,624.00	2,983,121.00	-	2,983,121.00	3,267,345.00	-	3,267,345.00

Charter School Name: Delta Elementary Charter

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

County: SACRAMENTO

Description	Object Code	Forecast 2020-21			Forecast 2021-22		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011	1,358,714.00		1,358,714.00	1,456,703.00		1,456,703.00
Education Protection Account State Aid-Current Yr	8012	78,458.00		78,458.00	78,458.00		78,458.00
State Aid - Prior Years	8019			-			-
Transfer to Charter in Lieu of Property Taxes	8096	2,067,459.00		2,067,459.00	2,067,459.00		2,067,459.00
Other LCFF Transfers	8091, 9097			-			-
Total, LCFF Sources		3,504,631.00	-	3,504,631.00	3,602,620.00	-	3,602,620.00
2. Federal Revenues (see Note in Section L)							
No Child Left Behind	8290		52,000.00	52,000.00		52,000.00	52,000.00
Special Education - Federal	8181, 8182		51,625.00	51,625.00		51,625.00	51,625.00
Child Nutrition - Federal	8220			-			-
Donated Food Commodities	8221						
Other Federal Revenues	8110, 8260-8299		43,000.00	43,000.00		43,000.00	43,000.00
Total, Federal Revenues		-	146,625.00	146,625.00	-	146,625.00	146,625.00
3. Other State Revenues							
Special Education - State	StateRevSE		199,188.00	199,188.00		199,188.00	199,188.00
All Other State Revenues	StateRevAO	66,054.00	146,004.00	212,058.00	66,254.00	148,494.00	214,748.00
Total, Other State Revenues		66,054.00	345,192.00	411,246.00	66,254.00	347,682.00	413,936.00
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	131,000.00		131,000.00	131,000.00		131,000.00
Total, Local Revenues		131,000.00	-	131,000.00	131,000.00	-	131,000.00
5. TOTAL REVENUES		3,701,685.00	491,817.00	4,193,502.00	3,799,874.00	494,307.00	4,294,181.00
B. EXPENDITURES (SEE note in Section L)							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	1,090,973.00	91,760.00	1,182,733.00	1,147,489.00	94,884.00	1,242,373.00
Certificated Pupil Support Salaries	1200			-			-
Certificated Supervisors' and Administrators' Salaries	1300	109,010.00		109,010.00	112,280.00		112,280.00
Other Certificated Salaries	1900			-			-

Charter School Name: Delta Elementary Charter

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

County: SACRAMENTO

Description	Object Code	Forecast 2020-21			Forecast 2021-22		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Total, Certificated Salaries		1,199,983.00	91,760.00	1,291,743.00	1,259,769.00	94,884.00	1,354,653.00
2. Non-certificated Salaries							
Non Certificated Instructional Salaries	2100	95,895.00	128,142.00	224,037.00	102,127.00	131,867.00	233,994.00
Non Certificated Support Salaries	2200	130,791.00		130,791.00	136,978.00		136,978.00
Certificated Supervisors' and Administrators' Sal.	2300			-			-
Clerical and Office Salaries	2400	54,094.00		54,094.00	56,997.00		56,997.00
Other Noncertificated Salaries	2900	36,453.00	18,000.00	54,453.00	38,631.00	18,000.00	56,631.00
Total, Non-certificated Salaries		317,233.00	146,142.00	463,375.00	334,733.00	149,867.00	484,600.00
3. Employee Benefits							
STRS	3101-3102	233,805.00		233,805.00	245,192.00		245,192.00
PERS	3201-3202	108,430.00		108,430.00	118,727.00		118,727.00
OASDI / Medicare / Alternative	3301-3302	54,496.00		54,496.00	57,109.00		57,109.00
Health and Welfare Benefits	3401-3402	199,043.00		199,043.00	210,400.00		210,400.00
Unemployment Insurance	3501-3502	8,394.00		8,394.00	8,437.00		8,437.00
Workers' Compensation Insurance	3601-3602	19,840.00		19,840.00	20,791.00		20,791.00
OPEB, Allocated	3701-3702			-			-
OPEB, Active Employees	3751-3752			-			-
Other Employee Benefits	3901-3902	16,000.00		16,000.00	16,494.00		16,494.00
Total, Employee Benefits		640,008.00	-	640,008.00	677,150.00	-	677,150.00
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100			-			-
Books and Other Reference Materials	4200	58,603.00	21,518.00	80,121.00	60,206.00	21,518.00	81,724.00
Materials and Supplies	4300	75,800.00		75,800.00	75,800.00		75,800.00
Noncapitalized Equipment	4400	5,000.00	25,000.00	30,000.00	7,500.00	25,000.00	32,500.00
Food	4700			-			-
Total, Books and Supplies		139,403.00	46,518.00	185,921.00	143,506.00	46,518.00	190,024.00
5. Services and Other Operating Expenditures							
Subagreements for Services	5100			-			-

Charter School Name: Delta Elementary Charter

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

County: SACRAMENTO

Description	Object Code	Forecast 2020-21			Forecast 2021-22		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Travel and Conferences	5200	6,000.00		6,000.00	6,000.00		6,000.00
Dues and Memberships	5300	6,000.00		6,000.00	6,000.00		6,000.00
Insurance	5400	25,809.00		25,809.00	27,357.00		27,357.00
Operations and Housekeeping Services	5500	70,612.00	10,000.00	80,612.00	74,275.00	12,000.00	86,275.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	68,181.00	110,000.00	178,181.00	71,865.00	110,000.00	181,865.00
Transfer of Direct Costs	5700-5799						
Professional/Consulting Services and Operating Expend.	5800	233,741.00	85,352.00	319,093.00	253,202.00	76,062.00	329,264.00
Communications	5900	28,571.00	2,045.00	30,616.00	26,928.00	4,976.00	31,904.00
Total, Services and Other Operating Expenditures		438,914.00	207,397.00	646,311.00	465,627.00	203,038.00	668,665.00
6. Capital Outlay							
Objects 6100-6170, 6200-6500 modified accrual basis only)							
Land and Land Improvements	6100-6170						
Buildings and Improvements of Buildings	6200						
Books and Media for New School Libraries or Major Expansion of School Libraries	6300						
Equipment	6400						
Equipment Replacement	6500						
Depreciation Expense (for full accrual only)	6900	102,000.00		102,000.00	104,500.00		104,500.00
Total, Capital Outlay		102,000.00	-	102,000.00	104,500.00	-	104,500.00
7. Other Outgo							
Tuition to Other Schools	7110-7143			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	50,046.00		50,046.00	51,026.00		51,026.00
Transfers of Apportionments to Other LEAs- Spec. Ed.	7221-7223SE	95,252.00		95,252.00	92,829.00		92,829.00
Transfers of Apportionments to Other LEAs- All Other	7221-7223AO			-			-
All Other Transfers	7281-7299	381,131.00		381,131.00	378,708.00		378,708.00
Transfer of Indirect Costs	7300-7399						
Debt Service:							
Interest	7438	1,000.00		1,000.00	1,000.00		1,000.00
Principal (for modified accrual basis only)	7439						
Total, Other Outgo		527,429.00	-	527,429.00	523,563.00	-	523,563.00
8. TOTAL EXPENDITURES		3,364,970.00	491,817.00	3,856,787.00	3,508,848.00	494,307.00	4,003,155.00
C. EXCESS (DEFICIENCY)		336,715.00	-	336,715.00	291,026.00	-	291,026.00
D. OTHER FINANCING SOURCES/ USES							

Charter School Name: Delta Elementary Charter

Charter Approving Entity: RIVER DELTA UNIFIED SCHOOL DISTRICT

County: SACRAMENTO

Description	Object Code	Forecast 2020-21			Forecast 2021-22		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
1. Other Sources	8930-8979			-			-
2. Less: Other Uses	7630-7699			-			-
3. Contribution between unrestricted and restricted accounts (must net to zero)	8980-8999			-			-
4. Total Other Financing Sources/Uses		-	-	-	-	-	-
E. Net Increase (Decrease) In Fund Balance /net position (C+D4)		336,715.00	-	336,715.00	291,026.00	-	291,026.00
F. Fund Balance Reserves							
1. a. Beginning Fund Balance, July 1	9791	3,267,345.00	-	3,267,345.00	3,604,060.00	-	3,604,060.00
b. Adjustments/Restatements	9793, 9795			-			-
c. Adjusted Beginning Fund Balance/Net Position		3,267,345.00	-	3,267,345.00	3,604,060.00	-	3,604,060.00
2. Ending Funding Balance, June 30 (E+F.1c.)		3,604,060.00	-	3,604,060.00	3,895,086.00	-	3,895,086.00

DECS 18-19 3rd Qtr and 2019-2020 Budget Plan

	17-18	18-19	19-20	20-21	21-22
Audited	3rd Forecast	Forecast Undup 29.2% (LCFF v20.1a)	Forecast 29.2% (LCFF v20.1a)	Forecast Undup 29.2% (LCFF v20.1a)	Forecast Undup 29.2% (LCFF v20.1a)
W/ LCFF + any sig update	392.29	392.29	392.29	392.29	392.29
Enroll: 412	406	406	406	406	406
8000 · REV LIMIT					
801100 · LCFF	1,039,723	1,143,876	1,253,038	1,358,714	1,456,703
801200 · EPA	79,924	78,458	78,458	78,458	78,458
801900 · Prior Year Adjustments	-4,240				
809600 · Local In-Lieu Prop Tax	2,034,991	2,071,997	2,067,459	2,067,459	2,067,459
Total 8000 · REV LIMIT	3,150,398	3,294,331	3,398,955	3,504,631	3,602,620
8200 · FEDERAL REV					
818100 · Federal Special ED - IDEA	52,863	51,625	51,625	51,625	51,625
829015 · Title I	37,901	34,485	35,000	35,000	35,000
829020 · Title II	8,004	7,313	7,000	7,000	7,000
829040 · Title IV	0	10,000	10,000	10,000	10,000
829060 · Title VI REAP	45,035	47,052	43,000	43,000	43,000
829090 · Charter School Start Up Grant		0	0	0	0
Total 8200 · FEDERAL REV	143,803	150,475	146,625	146,625	146,625
8400 · OTH STATE REV					
855000 · Mandated Cost Reimbrs	65,352	9,587	6,630	6,818	7,018
859025 · Non-Prop 20 Lottery	65,335	56,955	59,236	59,236	59,236
859027 · Prop 20 Lottery	25,116	17,798	21,518	21,518	21,518
859030 · SB740 Facility Grant	55,000	114,750	122,045	124,486	126,976
859032 · Energy Prop 39		0	0	0	0
859037 · Cost Reimb "Common Core"		0	0	0	0
859050 · St Prior Year Adj	305	270	0	0	0
859080 · Educator Effectiveness		0	0	0	0
859090 · Other State	970	57,305	0	0	0
872900 · Special Ed-State	191,591	199,188	199,188	199,188	199,188
Total 8400 · OTH STATE REV	403,669	455,853	408,616	411,246	413,935
8600 · OTHER LOCAL REV					
869910 · Corp Grants	10,291	19,000	10,000	10,000	10,000
869920 · Local Donations	40,030	30,000	33,000	33,000	33,000
869930 · Local Fundraisers					
869934 · Exp Fundraise	-34,430	-1,000	0	0	0
869938 · Inc Fundraise	55,982	5,000	17,500	17,500	17,500
Total 869930 · Local Fundraisers	21,552	4,000	17,500	17,500	17,500
869950 · Other Local Revenue	19,735	3,648	15,000	15,000	15,000
869960 · Bus Income	43,636	35,859	39,500	39,500	39,500
869960 · Lunch-Parent Payments		0	0	0	0
869980 · After School Income	18,509	14,600	16,000	16,000	16,000
Total 869930 · Other Local Revenue	153,753	107,107	131,000	131,000	131,000
Total 8600 · OTHER LOCAL REV	153,753	107,107	131,000	131,000	131,000
	3,851,622	4,007,766	4,085,196	4,193,502	4,294,180
Total Revenue	3,851,622	4,007,766	4,085,196	4,193,502	4,294,180
1000 · CERTIFICATED SALARIES					

DECS 18-19 3rd Qtr and 2019-2020 Budget Plan

	17-18	18-19	19-20	20-21	21-22
110000 · Teachers	859,390	909,352	1,024,780	1,052,007	1,103,389
111000 · Teachers - SPED		58,040	88,932	91,760	94,884
115000 · Teachers Extra Duty	0	0		0	0
113000 · Tchr Substitutes	11,410	25,000	30,000	18,866	24,000
115000 · Tchr Stipends	16,100	15,100	20,100	20,100	20,100
130000 · Administration	97,850	101,764	105,835	109,010	112,280
Total 1000 · CERTIFICATED SALARIES	984,750	1,109,256	1,269,647	1,291,743	1,354,653
2000 · CLASSIFIED SALARIES					
210000 · Instr Aides	188,927	138,784	125,643	130,895	137,127
210100 · Instr Aides - SPED		53,225	89,559	93,142	96,867
211500 · CIs Extra Duty		21,169	18,840	19,220	19,700
220000 · CIs Support	105,035	54,533	57,130	59,961	63,285
221000 · CIs Support - Bus		47,033	49,291	51,610	53,993
230000 · CIs Admin		0	0	0	0
240000 · Office Staff	44,519	47,470	51,729	54,094	56,997
241000 · Tech Serv			52,359	54,453	56,631
Total 2000 · CLASSIFIED SALARIES	338,481	362,214	444,551	463,375	484,600
3000 · EMPLOYEE BENEFITS		34.38%	34.25%	36.47%	36.82%
16.70% 310100 · STRS certificated only	129,425	180,587	212,031	233,805	245,192
0.00% 320100 · PERS certificated only	13,354	0	0	0	0
20.70% 320200 · PERS classified	36,359	65,423	92,022	108,430	118,727
1.43% 330300 · Medicare cert & class	18,950	21,071	24,547	25,133	26,338
6.45% 340300 · Social Sec class	22,103	24,618	28,679	29,363	30,771
0.05% 350100 · CA SUI certificated	9,510	565	646	658	690
0.05% 350200 · CA SUI classified	1,997	184	226	236	247
0.44% 350300 · CA SUI Experience Charges	0	7,500	7,500	7,500	7,500
1.13% 360100 · Workers Comp certificated	27,420	13,516	14,352	14,602	15,313
1.13% 360200 · Workers Comp classified		4,415	5,025	5,238	5,478
8.41% 370100 · Health Ins certificated	82,335	99,324	106,755	113,160	119,949
15.12% 370200 · Health Ins classified	26,444	33,108	67,202	71,234	75,508
0.35% 380100 · Dental Ins certificated	7,665	9,270	4,396	4,484	4,574
1.65% 380200 · Dental Ins classified	6,009	5,590	7,342	7,489	7,639
0.08% 390100 · Vision Ins certificated	1,631	1,766	1,023	1,043	1,064
0.36% 390200 · Vision Ins classified	1,149	589	1,601	1,633	1,666
1.0% 399100 · Other certificated	21,053	30,017	10,300	11,777	12,092
1.0% 399200 · Other classified	0	8,332	3,441	4,223	4,402
399300 · Other General Benefits	-3,924	0	0	0	0
Total 3000 · EMPLOYEE BENEFITS	401,481	505,875	587,089	640,009	677,150
4000 · BOOKS/SUPP/MATERIALS					
431100 · Exp Std/Book/Mat	95,594	80,000	78,510	80,121	81,724
431504 · Exp Tchr Acct	5,188	4,100	5,000	5,000	5,000
432000 · Office Supplies	26,944	34,000	30,000	30,000	30,000
432100 · Bus Exp	48,229	24,000	24,000	24,000	24,000
433000 · Staff Events	58	1,800	1,800	1,800	1,800
435000 · Other Supplies	18,565	10,000	15,000	15,000	15,000
440000 · Non-Capitalized Equip	39,218	75,145	40,000	30,000	32,500
Total 4000 · BOOKS/SUPP/MATERIALS	233,795	229,045	194,310	185,921	190,024
5000 · OPERATING EXPENSES					

DECS 18-19 3rd Qtr and 2019-2020 Budget Plan

	17-18	18-19	19-20	20-21	21-22
520000 · Conference/Travel	4,525	2,750	3,500	3,500	3,500
521000 · Mileage	1,583	2,500	2,500	2,500	2,500
530000 · Dues/Subscription	5,392	6,000	6,000	6,000	6,000
540000 · Insurance	24,237	25,526	24,348	25,809	27,357
550000 · Janitorial/Operations	12,322	13,000	13,000	13,100	13,000
555005 · Maintenance	2,985	21,000	25,000	30,000	35,000
550500 · Alarm Service	3,938	4,800	5,000	5,250	5,250
551000 · Utilities	21,481	24,000	24,720	25,462	26,225
551500 · Trash/Water	7,035	6,200	6,500	6,800	6,800
560000 · Rent	63,751	153,000	156,060	159,181	162,365
562000 · Copier/Equip/Leases	16,701	15,800	18,000	19,000	19,500
580000 · Prof/Consulting Srvc	1,998	2,000	19,616	2,000	2,000
581000 · Legal Fees	19,375	8,000	33,000	15,000	15,000
582000 · Audit Fees	0	0	0	0	0
582500 · Business Services	0	0	5,000	6,000	7,500
583000 · IT Cloud Services	8,174	6,500	7,000	9,500	10,000
584000 · Advertisement	0	6,000	0	0	0
586000 · Bank/Service Fees	1,271	600	800	970	1,050
587000 · Fingerprinting Livescan	119	800	800	800	800
588000 · Contracted Instruct Srvc	0	9,700	9,700	9,700	9,700
588001 · General	11,481	34,000	30,000	30,000	30,000
588005 · BTSA	0	7,200	5,400	5,400	5,400
588010 · Professional Dev	36,794	10,000	30,000	30,000	30,000
588015 · SELPA Aides Contract	0	47,000	0	0	0
588020 · SELPA Contractors	226,755	230,000	191,244	198,372	206,422
589000 · Other Services	11,073	9,000	10,000	10,000	10,000
589900 · Payroll/HR Services	1,200	1,300	1,311	1,351	1,391
591000 · Telephone	8,866	9,300	8,487	8,742	9,004
592000 · Internet Connection	12,416	18,000	20,000	21,000	22,000
593000 · Postage/Mailing	476	1,000	849	874	900
Total 5000 · OPERATING EXPENSES	503,947	674,976	657,836	646,311	668,665
6000 · CAPITAL OUTLAY					
690000 · Depreciation	110,430	70,000	96,000	102,000	104,500
Total 6000 · CAPITAL OUTLAY	110,430	70,000	96,000	102,000	104,500
7000 · OTHER OUTGO					
714100 · District/Oversight	31,502	32,943	33,990	35,046	36,026
714110 · District/Transportation	8,265	15,000	15,000	15,000	15,000
722110 · Special Ed Encroachment		0	0	0	0
723100 · Transfers In RCS	652,287	637,071	400,569	381,131	378,708
723105 · Transfers In RCS- SELPA	69,300	71,379	100,980	95,252	92,829
743800 · Interest Exp	19,869	0	1,000	1,000	1,000
Total 7000 · OTHER OUTGO	781,223	756,393	551,539	527,429	523,563
Total Expense	3,354,107	3,707,760	3,800,972	3,856,788	4,003,155
Net Income	497,516	300,006	284,225	336,714	291,026
favorable/(unfavorable) to Bond Budget==>		-50,089	-66,582	-74,540	-71,199
18-19 Budget		336,513	357,999	381,947	480,924
favorable/(unfavorable) to 18-19 Budget==>		(36,506)	(73,774)	(45,233)	(189,898)

DECS 18-19 3rd Qtr and 2019-2020 Budget Plan

Reserves	17-18	18-19	19-20	20-21	21-22
Net Income		300,006	284,225	336,714	291,026
Net Assets as of June 30	2,683,114	2,983,120	3,267,345	3,604,059	3,895,085
Net Assets as % of Total Revenue	70%	74%	80%	86%	91%

2018-2019 Forecast	Object	Beginning Balances	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	Adj	Total
ESTIMATES THROUGH THE MONTH OF JUNE																	
A. BEGINNING CASH			1,915,291	1,929,421	1,460,351	1,675,715	1,463,331	1,394,039	1,543,297	1,729,083	1,500,824	1,678,272	1,848,665	2,243,721			
B. RECEIPTS																	
LCFF /Revenue Limit Sources																	
Principal Apportionment		8010-8019	65,395	65,395	141,761	117,711	117,711	121,935	143,567		126,368	152,122			170,369		1,222,334
In Lieu of Property Taxes		8020-8079	-	-	369,838	164,372	-	328,744	164,372	164,372	290,498	140,847	160,510	140,847	147,597		2,071,997
Miscellaneous Funds		8080-8099	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Federal Revenue		8100-8299	-	-	-	-	12,758	7,500	25,610	-	5,930	-	47,409	-	51,268		150,475
Other State Revenue		8300-8599	9,780	-	27,384	17,874	24,130	49,101	38,227	37,758	34,528	133,603	45,952	37,516			455,853
Other Local Revenue		8600-8799	24,142	16,922	13,671	17,219	6,439	5,348	6,882	7,171	3,758	2,532	734	2,289			107,107
Interfund Transfers In		8910-8929	-	-	-	-	-	-	-	-	-	-	-	-			-
All Other Financing Sources		8930-8979	-	-	-	-	-	-	-	-	-	-	-	-			-
TOTAL RECEIPTS			99,317	82,317	552,654	317,176	161,038	512,628	378,658	209,301	461,082	429,104	254,605	180,652	369,234	-	4,007,766
C. DISBURSEMENTS																	
Certificated Salaries		1000-1999	8,430	98,935	95,965	101,090	95,595	103,605	94,635	96,805	99,322	97,085	111,520	106,270			1,109,256
Classified Salaries		2000-2999	2,806	31,300	33,561	32,737	33,106	32,923	27,055	32,314	33,432	31,156	35,083	36,741			362,214
Employee Benefits		3000-3999	5,610	39,469	39,037	71,294	39,385	40,700	39,071	39,386	37,506	40,767	40,511	40,511	32,628		505,875
Books and Supplies		4000-4999	44,584	12,337	33,838	10,986	15,377	7,737	5,496	28,040	10,316	18,767	18,670	18,670	4,226		229,045
Services		5000-5999	39,870	35,920	82,715	53,876	69,380	35,890	53,334	37,312	83,856	28,095	54,352	35,565	64,811		674,976
Capital Outlay		6000-6599	-	-	-	-	-	-	-	-	-	-	-	-		70,000	70,000
Other Outgo		7000-7499	48,534	35,635	40,321	56,884	35,790	47,454	51,775	70,563	69,161	76,368	109,859	55,972	58,076		756,393
Interfund Transfers Out		7600-7629	-	-	-	-	-	-	-	-	-	-	-	-			-
All Other Financing Uses		7630-7699	-	-	-	-	-	-	-	-	-	-	-	-			-
TOTAL DISBURSEMENTS			149,834	253,596	325,437	326,866	288,634	268,308	271,365	304,421	333,594	292,238	369,995	293,730	159,741	70,000	3,707,759
D. BALANCE SHEET ITEMS																	
Assets and Deferred Outflows (positive # increase for cash, decrease for asset-- negative # decrease for cash, increase for asset)																	Ending Balances
Beg Cash Balance		9111-9199	1,915,291														2,468,211
Accounts Receivable		9200-9299	407,909	46,229	12,214	220,608	(96,879)	25,000	15,000	84,596	25,335	6,464	59,034	(29,675)	39,626	(369,234)	38,318
Due From Intercompany		9310	187,554	21,586	(313,073)	(133,486)	(221,835)	18,304	(67,367)	34,037	(131,610)	85,998	(508)	500,000	275,000		67,047
Stores		9320	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Prepaid Expenditures		9330	12,798	12,798	-	-	-	-	-	-	-	-	-	-	-		12,798
Other Current Assets		9340	-	-	(117,711)	117,711	-	-	-	-	-	-	-	-	-		-
Fixed Assets Purchase			274,734	-	-	-	-	-	-	-	-	-	-	-	50,000		50,000
Depreciation ADD Back (EOY)			-	-	-	-	-	-	-	-	-	-	-	-	-	70,000	70,000
SUBTOTAL			2,798,286	80,613	(300,859)	(30,589)	(201,003)	43,304	(52,367)	118,633	(106,275)	92,462	58,526	470,325	364,626	(369,234)	70,000
Liabilities and Deferred Inflows (positive # decrease for cash, and decrease for liability-- negative # increase for cash, increase for liability)																	
Accounts Payable		9500-9599	67,215	30,962	(3,068)	(18,735)	1,692	(15,000)	42,695	40,140	26,864	42,501	25,000	(40,122)	13,175	(159,741)	(13,637)
Due To Intercompany		9610	-	(21,883)	-	-	-	-	-	-	-	-	-	-	21,883		-
Current Portion Loans		9640	0	-	-	-	-	-	-	-	-	-	-	-	-		0
Long Term Debt			-	-	-	-	-	-	-	-	-	-	-	-	-		-
Unearned Revenues		9650	41,070	-	-	-	-	-	-	-	-	-	-	-	-		41,070
Deferred Inflows of Resources		9690	6,887	6,887	-	-	-	-	-	-	-	-	-	(8,000)	-		(1,113)
SUBTOTAL			115,172	15,966	(3,068)	(18,735)	1,692	(15,000)	42,695	40,140	26,864	42,501	25,000	(40,122)	27,058	(159,741)	-
TOTAL BALANCE SHEET ITEMS (Assets - Liabilities)			2,683,114	64,647	(297,791)	(11,854)	(202,695)	58,304	(95,062)	78,493	(133,139)	49,961	33,526	510,447	337,568	(209,493)	70,000
E. NET INCREASE/DECREASE (B - C - D)			14,130	(469,070)	215,364	(212,384)	(69,292)	149,258	185,786	(228,259)	177,449	170,392	395,056	224,490			552,920
F. ENDING CASH (A + E)			1,929,421	1,460,351	1,675,715	1,463,331	1,394,039	1,543,297	1,729,083	1,500,824	1,678,272	1,848,665	2,243,721	2,468,211			
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS																	2,468,211
STATIC BALANCE- INTERCO LCS			187,554	165,968	479,041	612,527	834,362	816,058	883,425	849,387	980,997	894,999	895,507	395,507	120,507	120,507	

Increases in assets or liabilities are shown as a negative number

Decreases in assets or liabilities are shown as a positive number

Net Assets	Unrestricted	2,683,114													(300,007)		(300,007)	2,983,121
	Temp Restricted																	
	NET ASSETS	2,683,114													(300,007)		(300,007)	2,983,121
Net Assets + Liabilities		2,798,286	15,966	(3,068)	(18,735)	1,692	(15,000)	42,695	40,140	26,864	42,501	25,000	(40,122)	27,058	(459,748)		(314,757)	3,113,044

2019-2020 Forecast	Object	Beginning Balances	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	Adj	Total	
ESTIMATES THROUGH THE MONTH OF JUNE																		
A. BEGINNING CASH			2,468,211	2,429,337	1,918,515	2,087,601	1,854,419	1,749,657	1,866,645	2,007,999	1,913,812	2,153,451	2,166,636	2,750,285				
B. RECEIPTS																		
LCFF /Revenue Limit Sources																		
Principal Apportionment		8010-8019	70,395	70,395	70,395	70,395	90,395	120,000	125,000	130,000	130,000	130,000	120,000	120,000	84,521		1,331,496	
In Lieu of Property Taxes		8020-8079	-	-	369,838	164,372	-	328,744	164,372	164,372	290,498	140,847	160,510	140,847	143,059		2,067,459	
Miscellaneous Funds		8080-8099	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
Federal Revenue		8100-8299	-	-	-	-	12,758	7,500	25,610	-	25,000	25,000	47,409	-	3,348		146,625	
Other State Revenue		8300-8599	9,780	-	27,384	17,874	24,130	49,101	38,227	37,758	34,528	35,000	45,952	37,516	51,366		408,616	
Other Local Revenue		8600-8799	24,142	16,922	13,671	17,219	10,000	7,053	10,000	7,171	10,000	2,532	10,000	2,289			131,000	
Interfund Transfers In		8910-8929	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
All Other Financing Sources		8930-8979	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
TOTAL RECEIPTS			104,317	87,317	481,288	269,860	137,283	512,398	363,209	339,301	490,026	333,379	383,871	300,652	282,294	-	4,085,196	
C. DISBURSEMENTS																		
Certificated Salaries		1000-1999	10,000	114,513	114,513	114,513	114,513	114,513	114,513	114,513	114,513	114,513	114,513	114,513			1,269,647	
Classified Salaries		2000-2999	3,000	40,141	40,141	40,141	40,141	40,141	40,141	40,141	40,141	40,141	40,141	40,141			444,551	
Employee Benefits		3000-3999	6,000	48,050	48,050	48,050	48,050	48,050	48,050	48,050	48,050	48,050	48,050	48,050	52,539		587,089	
Books and Supplies		4000-4999	40,000	13,644	13,644	13,644	13,644	13,644	13,644	13,644	13,644	13,644	13,644	13,644	4,226		194,310	
Services		5000-5999	40,000	49,000	49,000	49,000	49,000	49,000	49,000	49,000	49,000	49,000	49,000	49,000	78,836		657,836	
Capital Outlay		6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	-	96,000	96,000	
Other Outgo		7000-7499	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	131,539		551,539	
Interfund Transfers Out		7600-7629	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
All Other Financing Uses		7630-7699	-	-	-	-	-	-	-	-	-	-	-	-	-		-	
TOTAL DISBURSEMENTS			134,000	300,348	300,348	300,348	300,348	300,348	300,348	300,348	300,348	300,348	300,348	300,348	267,140	96,000	3,805,972	
D. BALANCE SHEET ITEMS																		
Assets and Deferred Outflows (positive # increase for cash, decrease for asset-- negative # decrease for cash, increase for asset)																	Ending Balances	
Beg Cash Balance		9111-9199	2,468,211														3,081,669	
Accounts Receivable		9200-9299	369,591	7,911	12,214	220,608	(96,879)	25,000	15,000	84,596	25,335	6,464	5,662	(39,996)	11,256	(282,294)	(5,123)	374,714
Due From Intercompany		9310	120,507	21,586	(313,073)	(133,486)	(221,835)	18,304	(67,367)	34,037	(131,610)	85,998	(508)	500,000	275,000		67,047	53,460
Stores		9320	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenditures		9330	-	12,798	-	-	-	-	-	-	-	-	-	-	-	-	12,798	(12,798)
Other Current Assets		9340	-	-	-	(117,711)	117,711	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets Purchase			154,734	-	-	-	-	-	-	-	-	-	-	-	50,000		50,000	104,734
Depreciation ADD Back (EOY)			-	-	-	-	-	-	-	-	-	-	-	-	-	96,000	96,000	(96,000)
SUBTOTAL			3,113,043	42,295	(300,859)	(30,589)	(201,003)	43,304	(52,367)	118,633	(106,275)	92,462	5,154	460,004	336,256	(282,294)	96,000	220,722
Liabilities and Deferred Inflows (positive # decrease for cash, and decrease for liability-- negative # increase for cash, increase for liability)																		
Accounts Payable		9500-9599	80,852	44,599	(3,068)	(18,735)	1,692	(15,000)	42,695	40,140	26,864	42,501	25,000	(40,122)	13,175	(267,140)		(107,399)
Due To Intercompany		9610	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Current Portion Loans		9640	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Long Term Debt			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenues		9650	41,070	-	-	-	-	-	-	-	-	-	-	-	-	-	-	41,070
Deferred Inflows of Resources		9690	8,000	6,887	-	-	-	-	-	-	-	-	-	(8,000)	-	-	(1,113)	9,113
SUBTOTAL			129,922	51,486	(3,068)	(18,735)	1,692	(15,000)	42,695	40,140	26,864	42,501	25,000	(40,122)	5,175	(267,140)	-	(108,512)
TOTAL BALANCE SHEET ITEMS (Assets - Liabilities)			2,983,121	(9,191)	(297,791)	(11,854)	(202,695)	58,304	(95,062)	78,493	(133,139)	49,961	(19,846)	500,126	331,081	(15,154)	96,000	329,234
E. NET INCREASE/DECREASE (B - C - D)				(38,874)	(510,822)	169,086	(233,182)	(104,762)	116,988	141,354	(94,186)	239,639	13,185	583,649	331,385			613,458
F. ENDING CASH (A + E)				2,429,337	1,918,515	2,087,601	1,854,419	1,749,657	1,866,645	2,007,999	1,913,812	2,153,451	2,166,636	2,750,285	3,081,669			
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS																		3,081,669
STATIC BALANCE- INTERCO LCS			120,507	98,921	411,994	545,480	767,315	749,011	816,378	782,340	913,950	827,952	828,460	328,460	53,460	53,460		

Increases in assets or liabilities are shown as a negative number

Decreases in assets or liabilities are shown as a positive number

Net Assets	Unrestricted	2,983,121													(284,224)		(284,224)	3,267,346
	Temp Restricted	-													-		-	-
	NET ASSETS	2,983,121													(284,224)		(284,224)	3,267,346
	Net Assets + Liabilities	3,134,927	51,486	(3,068)	(18,735)	1,692	(15,000)	42,695	40,140	26,864	42,501	25,000	(40,122)	5,175	(551,364)	-	(392,736)	3,505,780

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Delta Elementary Charter School	Vanessa Belair, Principal	vbelair@deltacharter.org 916.744.1200

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Mission

The Mission of Delta Elementary Charter School in Clarksburg 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

Delta Elementary Charter School seeks to capitalize on one of the last true small communities in Yolo County and surrounding counties. They are committed to building a collaborative learning community of parents, teachers, community members, farmers and students, all dedicated toward the goal of increasing pupil achievement at Delta Elementary Charter School, a special place to learn. The School's educational program has been developed to provide expanded educational choice and opportunities for families in Clarksburg and surrounding communities. Delta Elementary Charter School 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 Delta Elementary Charter School benefits all students, regardless of socio-economic background.

Student Enrollment

Delta Elementary Charter School will strive to enroll a student body that is representative of the diversity of the surrounding community. The school offers a school setting that reflects the community's desire to have access to a rigorous academic program that includes visual and performing arts, technology, athletics, and agriculture. The school will continue to focus on parent and community involvement, reach out to all stakeholders, and ensure that the educational needs of all students are being met. Delta Elementary Charter School's student population includes:

- 25.7% Students from low-income families
- 12.8% Students with Special Needs
- 12.6% English Learners
- The following ethnic demographics:
 - 48.3% White
 - 37.13% Latino
 - 1.7% African American
 - 1.7% Asian
 - 1.0% American Indian or Alaskan Native
 - 1.0% Filipino
 - 1.0% Two or More Races
 - 0.2% Native Hawaiian or Pacific Islander

How Learning Best Occurs

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

Furthermore, Delta Elementary 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.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

In alignment with the River Charter Schools Strategic Plan, the Delta Elementary Charter School LCAP focuses on four core goals:

Goal 1: Rigorous Curriculum Aligned to Standards

Delta Elementary Charter School provides a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS 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.

Goal 2: Addressing Gaps to Ensure Equity

Delta Elementary Charter School will close the achievement gap, if any, between subgroups of students and the general population, including students from low-income families, who are English Language Learners, and who are Latino.

Goal 3: Student and Family Engagement

Students and families at Delta Elementary Charter School are engaged and empowered, in service of supporting students' overall development and well-being.

Goal 4: Authentic Connections to Community

The school program leverages authentic connections to the local community that develop awareness of career and college opportunities for students.

In addition, River Charter Schools and Delta Elementary Charter School hold a fifth foundational Goal as follows:

Goal 5: Strong and Sound Organization

Delta Elementary Charter School is a sound organization with the staff, curriculum, and capital in place to support and advance the goals, actions, and measures as detailed in the LCAP.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Delta Elementary Charter School made significant progress in its Goal areas as follows:

Goal 1: Rigorous Curriculum Aligned to Standards

- **Content Area Depth** - In grades 4 - 6, teachers specialize in the core content areas to deepen rigor and alignment, teaching both groups of students a single area at each grade level.
- **Professional Development** - The Instructional Coach position was increased to three days per week, to provide teachers with increased observation, feedback, and coaching of practice. A schoolwide focus on math, informed by data, was held the first part of the school year. Once growth was realized, this shifted to more personalized support of teachers based on observational data and included observation and coaching, modelling, and co-planning.
- **Technology** - The school moved to a 2:1 technology ratio, purchasing 90 new touch screen ChromeBooks. Every two classrooms now share a Chrome Cart and teachers all have a Smart Board in their classroom.
- **Data Informed Instruction** - Continued practice in supporting the most struggling students to make rapid growth toward proficiency. Added a lens of providing shorter term, targeted support to students just short of proficiency to get them to grade level. Teachers worked with groups of 7 - 10 students, using data to identify their gaps and provide instruction that moved them forward.
- **Student Engagement & Rigor** - Authentic and rigorous lessons that leveraged visual and kinesthetic learning were employed, to increase student engagement while maintaining standards alignment

This has resulted in an increase in the percentage of students meeting their projected growth targets in ELA and Math, as measured by the NWEA MAP. Results of this work will be further evaluated through SBAC results, which will be available Fall 2019.

Goal 2: Addressing Gaps to Ensure Equity

- **Response to Intervention** - Moved to a full inclusion model, with push-in services replacing pull-out to the greatest degree possible. This has decreased transition time and increased instructional time for students with special needs.
- **Reading** - SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) was Implemented 4 days a week in Grades 1 - 3, to support students reading below grade level and English Learners (ELs).

Results of this work will be evaluated through disaggregation of SBAC results, which will be available Fall 2019.

Goal 3: Student and Family Engagement

- **Positive School Culture** - Positive Behavior Intervention & Supports (PBIS) and Restorative Justice (RJ) practices continue to be an area of strength that will be refined and maintained.
- **Student Leadership** - The Student Council orchestrated community volunteering projects, including a gift card collection for victims of the Paradise fire and a police appreciation week. Every Monday, students select a focus on which to educate the community.
- **Clubs and Sports** - Started Girls on the Run.
- **Family Engagement** - PBL nights, art and music nights, a talent show, monthly coffees with the Principal, and parent-teacher conferences all continued to engage families in the life of the school, in addition to an active School Site Council (SSC) and English Language Advisory Committee (ELAC). Added a DECS family picnic in April, as both a community event and fundraiser.

This has resulted in family and student satisfaction ratings of between 89% and 98% in terms of safety, being expected and supported to do their best, being able to approach teachers with problems, and being involved in decision-making.

Goal 4: Authentic Connections to the Community

- **Learning Garden** - Overhauled the Learning Garden to promote sustainability and increase access, including bed replacement, weed abatement measures, and ADA access.
- **Community Outreach** - Conducted community outreach with local agribusiness and community leaders, including field trips to local farms and orchards, community service centers (fire station), and voting precincts.

This has resulted in a more robust on site program, that engages students in learning connected to the community.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Delta Elementary Charter School has no performance indicators that are “Red” or “Orange” overall, nor any that have a “Not Met” rating.

To promote continuous improvement, Delta Elementary Charter School will continue to work on growth in its Goal areas as follows:

Goal 1: Rigorous Curriculum Aligned to Standards

- **Professional Development** - The Instructional Coach position will be increased to five days per week, with an initial schoolwide focus on writing, informed by data.
- **Instructional Time** – Purposeful changes have been made to the bell schedule, to allow for dedicated and uninterrupted morning learning blocks in the core subjects of math and ELA for 90 minutes in K - 3 and 120

minutes in 4 - 6. Enrichment classes (music, garden, art, PE) are now scheduled outside of these blocks, to minimize instructional time lost in transitions.

Goal 2: Addressing Gaps to Ensure Equity

- **Response to Intervention** - Continue push-in model to increase efficacy of interventions and increase instructional time for students with special needs.
- **English Learners** - Designated ELD support will be shifted to a push-in model, to increase instructional time for ELs.
- **Writing** - A schoolwide focus on writing will be held, to support all students and especially ELs in translating their verbal communication into written to demonstrate their knowledge and understanding of content.

Goal 3: Student and Family Engagement

- **Positive School Culture** - Roll out Playworks year-long plan with students to promote health, wellness, and PBIS.
- **Student Leadership** - Implement the Junior Coaches program in Playworks for Grades 4 - 6.
- **Clubs and Sports** - Develop own intramural sports program next year, after exiting the district program.
- **Student and Family Engagement** – Continue current systems, structures, and programming as they are yielding high attendance rates and stakeholder satisfaction.

Goal 4: Authentic Connections to the Community

- **Learning Garden and Community Outreach** - Continue current systems, structures, and programming as they are yielding a connection between the classroom and the local community and economy. Explore hosting a community agriculture event on site (requires district approval), to bring farmers and ranchers on site with equipment, crops, and animals to celebrate these career options and connections to the local community.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Delta Elementary Charter School has no student group at two or more performance levels below the “all student” performance.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Increased and improved services for students from low-income families and English Language Learners will be provided as follows:

- Regular benchmark assessments using NWEA and STAR Reading to monitor student subgroup data, identifying needs and adjusting resources accordingly
- An Individualized Learning Block, supporting students those who require intervention (are not meeting status or growth targets) as well as those requiring Designated ELD.
- Increased teacher expertise in the Common Core State Standards and serving English Language Learners, through targeted professional development, observation, and coaching by the Principal, GLAD trained staff, and consultants.
- Increased mental health services within a trauma-informed practice, with professional development to support implementation of restorative practices.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not Applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal 1: Rigorous Curriculum Aligned to Standards

Provide a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS that develops concept 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: n/a

Annual Measureable Outcomes

Expected

Percent of students who meet or exceed standard in ELA as measured by the SBAC will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.

Percent of students who meet or exceed standard in Math as measured by the SBAC will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.

Percent of students who meet projected growth target in ELA as measured by the NWEA MAP will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.

Percent of students who meet projected growth target in Math as measured by the NWEA MAP will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.

Percent of teachers who agree or strongly agree that the school supports their professional development as measured by annual survey will grow by +1% annually until goal of 80% is met.

Actual

Percent of students who met or exceeded standard in ELA as measured by the SBAC was:

- Overall - TBD
 - FRL - TBD
 - EL - TBD
 - Latino - TBD

Percent of students who meet or exceed standard in Math as measured by the SBAC was:

- Overall - TBD
 - FRL - TBD
 - EL - TBD
 - Latino - TBD

Percent of students who meet projected growth target in ELA as measured by the NWEA MAP was:

- Overall – 56%, an increase of +2%, meeting the goal

[Sub-group reports not available for NWEA MAP in 2018-19]

Percent of students who meet projected growth target in Math as measured by the NWEA MAP was:

- Overall – 51%, an increase of 5%, meeting the goal

[Sub-group reports not available for NWEA MAP in 2018-19]

Percent of teachers who agree or strongly agree that the school supports their professional development as measured by annual survey was:

- 100%, meeting the goal

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1a. Acquire and implement rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS).</p>	<p>1a. Continued implementation of rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS). Authentic and rigorous lessons that leveraged visual and kinesthetic learning were employed, to increase student engagement while maintaining standards alignment. In grades 4 - 6, teachers specialize in the core content areas to deepen rigor and alignment, teaching both groups of students a single area at each grade level.</p>	<p>\$12000 LCFF Supplemental 431000 Curriculum Materials</p>	<p>\$12877 LCFF Supplemental 431000 Curriculum Materials</p>

Action 1b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1b. Provide ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS.</p>	<p>1b. Provided ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS. The Instructional Coach position was increased to three days per week to support this work. A schoolwide focus on math, informed by data, was held the first part of the school year. Once growth was realized, this shifted to more personalized support of teachers based on observational data and included observation and coaching, modelling, and co-planning.</p>	<p>\$20000 LCFF Supplemental 588000 Professional Development</p>	<p>\$17122 LCFF Supplemental 588000 Professional Development</p>

Action 1c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1c. Provide training in Guided Language Acquisition Design (GLAD) for teachers new to DECS and/or previously untrained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provide ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.</p>	<p>1c. There were no previously untrained teachers in GLAD in 2018-19. Provided ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.</p>	<p>\$0 LCFF Supplemental 588000 Professional Development (GLAD Training)</p>	<p>\$0 LCFF Supplemental 588000 Professional Development (GLAD Training)</p>

Action 1d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1d. Provide Beginning Teacher Support and Assessment (BTSA) to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure.</p>	<p>1d. Teachers that hold a preliminary credential were provided Beginning Teacher Support and Assessment (BTSA) to keep them on course to clear their credential during the term of their licensure.</p>	<p>\$1000 LCFF Supplemental 588000 Professional Development (GLAD Training)</p>	<p>\$7100 LCFF Supplemental 588000 Professional Development (GLAD Training)</p>

Action 1e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1e. Increase and improve technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections.</p>	<p>1e. Increased and improved technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections. The school moved to a 2:1 technology ratio, purchasing 90 new touch screen ChromeBooks. Every two classrooms now share a Chrome Cart and teachers all have a Smart Board in their classroom.</p>	<p>\$18000 LCFF Supplemental Funded in Action 5b</p>	<p>\$21606 LCFF Supplemental Funded in Action 5b</p>

Action 1f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1f. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.</p>	<p>1f. Monitored student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS. Continued practice in supporting the most struggling students to make rapid growth toward proficiency. Added a lens of providing shorter term, targeted support to students just short of proficiency to get them to grade level. Teachers worked with groups of 7 - 10 students, using data to identify their gaps and provide instruction that moved them forward.</p>	<p>\$92006 \$3150 \$945 LCFF Supplemental 431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits</p>	<p>\$11304 \$4500 \$945 LCFF Supplemental 431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits</p>

Action 1g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1g. Differentiate instruction through Centers to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.</p>	<p>1g. Differentiated instruction through the What I Need Now (WINN) Individualized Learning Block to ensure all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) was Implemented 4 days a week in Grades 1 - 3, to support students reading below grade level and English Learners (ELs).</p>	<p>\$23450 \$7035 \$38146 \$11444 LCFF Supplemental 210000 Instructional Aides 300000 Associated Benefits 110000 Learning Center Director 300000 Associated Benefits</p>	<p>\$24700 \$7035 \$49590 LCFF Supplemental 210000 Instructional Aides 300000 Associated Benefits 723105 Learning Center Director</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights of the implementation in **Goal 1** are as follows:

- **Content Area Depth** - In grades 4 - 6, teachers specialize in the core content areas to deepen rigor and alignment, teaching both groups of students a single area at each grade level.
- **Professional Development** - The Instructional Coach position was increased to three days per week, to provide teachers with increased observation, feedback, and coaching of practice. A schoolwide focus on math, informed by data, was held the first part of the school year. Once growth was realized, this shifted to more personalized support of teachers based on observational data and included observation and coaching, modelling, and co-planning.
- **Technology** - The school moved to a 2:1 technology ratio, purchasing 90 new touch screen ChromeBooks. Every two classrooms now share a Chrome Cart and teachers all have a Smart Board in their classroom.
- **Data Informed Instruction** - Continued practice in supporting the most struggling students to make rapid growth toward proficiency. Added a lens of providing shorter term, targeted support to students just short of proficiency to get them to grade level. Teachers worked with groups of 7 - 10 students, using data to identify their gaps and provide instruction that moved them forward.
- **Student Engagement & Rigor** - Authentic and rigorous lessons that leveraged visual and kinesthetic learning were employed, to increase student engagement while maintaining standards alignment.

This has resulted in strong increases in student growth on the NWEA MAP, as well as 100% of teachers feeling their professional was supported.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights of the effectiveness in **Goal 1** are as follows:

- **Academic Achievement** – The percent of students who met their projected growth target on the NWEA MAP increased in both ELA and Math overall.
- **Professional Development** – 100% of teachers felt their professional development was supported.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 1g, the Intervention Coordinator was an External Partner, rather than on staff. As such, this was a 7000 series expense (replacing the 1000 and 3000 series expenses). The total amount was not a material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Goal, Actions, and Measures will continue as written in 2019-20. The Instructional Coach position will expand, increasing expenditures to support the work in this Goal Area.

Goal 2

Goal 2: Addressing Gaps to Ensure Equity

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: n/a

Annual Measureable Outcomes

Expected

The achievement gap between subgroups and the general population of students who meet or exceed in ELA as measured by the SBAC will decrease by -1% until the goal of 0% is met.

The achievement gap between subgroups and the general population of students who meet or exceed in Math as measured by the SBAC will decrease by -1% until the goal of 0% is met.

The achievement gap between subgroups and the general population of students who meet projected growth target in ELA as measured by the NWEA will decrease by -1% until the goal of 0% is met.

The achievement gap between subgroups and the general population of students who meet projected growth target in Math as measured by the NWEA will decrease by -1% until the goal of 0% is met.

o

The percent of English Learners making annual progress will increase by 1.5% annually until the goal of 85% is met.

100% of 4th, 5th and 6th grade students will participate in project based learning that promotes college awareness, readiness, and the development of a college-going identity as measured by annual curriculum audit.

Actual

The achievement gap between subgroups and the general population of students who meet or exceed in ELA as measured by the SBAC was:

- FRL – TBD
- ELL – TBD
- Latino – TBD

The achievement gap between subgroups and the general population of students who meet or exceed in Math as measured by the SBAC was:

- FRL – TBD
- ELL – TBD
- Latino – TBD

Sub-group reports were not available for NWEA MAP in 2018-19. As such, the achievement gap cannot be analyzed for NWEA MAP.

Sub-group reports were not available for NWEA MAP in 2018-19. As such, the achievement gap cannot be analyzed for NWEA MAP.

The percent of English Learners making annual progress was:

- TBD

The percent of 4th, 5th and 6th grade students who participated in project based learning that promotes college awareness, readiness, and the development of a college-going identity as measured by annual curriculum audit was:

- 100%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2a. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f).</p>	<p>2a. Monitored student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f).</p>	<p>Funded in Action 1f LCFF Supplemental 431100 Software (NWEA) 110000 Lead Teacher Stipend 300000 Associated Benefits</p>	<p>Funded in Action 1f LCFF Supplemental 431100 Software (NWEA) 110000 Lead Teacher Stipend 300000 Associated Benefits</p>

Action 2b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2b. Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:</p> <ul style="list-style-type: none"> ○ Coaching classroom teachers on appropriate accommodations (Tier 1) ○ Coordinating push-in support for small groups and individual students (Tier 2) ○ Coordinating pull out services for small groups and individual students (Tier 3) 	<p>2b. Monitored academic and social-emotional data within a Response to Intervention (RTI) model in twelve-week cycles to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Moved to a full inclusion model, with push-in services replacing pull-out to the greatest degree possible. This has decreased transition time and increased instructional time for students with special needs.</p>	<p>Funded in Action 1g LCFF Supplemental 110000 Intervention Coordinator 300000 Benefits</p>	<p>Funded in Action 1g LCFF Supplemental 110000 Intervention Coordinator 300000 Benefits</p>

Action 2c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2c. Monitor language development of ELLs using disaggregated data from English Language Proficiency Assessments (ELPAC), adjusting supports as needed to achieve optimal trajectory.</p>	<p>2c. Monitored language development of ELLs using disaggregated data from English Language Proficiency Assessments (Fall CELDT, Spring ELPAC), adjusting supports as needed to achieve optimal trajectory. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) was Implemented 4 days a week in Grades 1 - 3, to support students reading below grade level and English Learners (ELs).</p>	<p>\$15403 \$4621 LCFF Supplemental 210000 EL Coordinator 300000 Associated Benefits</p>	<p>\$15403 \$4621 LCFF Supplemental 210000 EL Coordinator 300000 Associated Benefits</p>

Action 2d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2d. Differentiate instruction through Centers to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.</p>	<p>2d. Differentiated instruction through the What I Need Now (WINN) Individualized Learning Block to ensure all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) was Implemented 4 days a week in Grades 1 - 3, to support students reading below grade level and English Learners (ELs).</p>	<p>Funded in Action 1g LCFF Supplemental 210000 Instructional Aides 300000 Associated Benefits</p>	<p>Funded in Action 1g LCFF Supplemental 210000 Instructional Aides 300000 Associated Benefits</p>

Action 2e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2e. Engage 4 th , 5 th , and 6 th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity	2e. Engaged 4th, 5th, and 6th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity.	Funded in Action 5c LCFF Base & Categorical 432504 Transportation (College Visits)	Funded in Action 5c LCFF Base & Categorical 432504 Transportation (College Visits)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights of the implementation in **Goal 2** are as follows:

- **Response to Intervention** - Moved to a full inclusion model, with push-in services replacing pull-out to the greatest degree possible. This has decreased transition time and increased instructional time for students with special needs.
- **Reading** - SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) was Implemented 4 days a week in Grades 1 - 3, to support students reading below grade level and English Learners (ELs).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights of the effectiveness in **Goal 2** are as follows:

- **Achievement Gap** – This will be measured by looking at disaggregated SBAC ELA and Math data in Fall 2019. While NWEA MAP data has been used in some previous years, the disaggregated data was not available for 2018-19.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Goal, Actions, and Measures will continue as written in 2018-19. Funding from the Low Performing Students Block Grant will be added to further support this Goal Area.

Goal 3

Goal 3: Student and Family Engagement

Students and families feel safe, engaged, and empowered, in service of supporting students' overall development and well-being.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: n/a

Annual Measureable Outcomes

Expected

Percent of students who feel socially and emotionally safe, engaged, and empowered at school as measured by annual survey will increase by +1% until goal of 90% is met.

Percent of families who feel their students are socially and emotionally safe, engaged, and empowered at school as measured by annual survey will increase by +1% until goal of 90% is met.

Percent of families who feel actively engaged in the school as measured by annual survey will increase by +1% until goal of 90% is met.

Student attendance rate will increase by +1% until goal of 95% or higher is met.

Student chronic truancy rate will decrease by -1% until goal of 5% or less is met.

Actual

Percent of students who feel socially and emotionally safe, engaged, and empowered at school as measured by annual survey was:

- Safe – 93%, an increase of +1%, meeting goal
- Expected to do their best – 96%, a decrease of -3%, meeting goal
- Can go to teacher with a problem – 90%, an increase of 2%, meeting goal

Percent of families who feel their students are socially and emotionally safe, engaged, and empowered at school as measured by annual survey was:

- Safe – 98%, an increase of +3%, meeting goal
- Environment where children can succeed – 97%, a decrease of -3%, meeting goal

Percent of families who feel actively engaged in the school as measured by annual survey was:

- 89%, a decrease of -2%, narrowly missing goal

Student attendance rate was:

- 94.6%, an increase of 2.2%, meeting goal

Student chronic truancy rate was:

- 8.8%, an increase of 7.8%, not meeting goal

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3a. Teach and coach students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done.	3a. Taught and coached students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done. Positive Behavior Intervention & Supports (PBIS) and Restorative Justice (RJ) practices continue to be an area of strength that will be refined and maintained.	Funded in Action 5a LCFF Base & Categorical 110000 Teachers	Funded in Action 5a LCFF Base & Categorical 110000 Teachers

Action 3b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3b. Facilitate the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students	3b. Counseling Interns were not available in 2018-19 to increase access to social and emotional therapy for small groups and individual students. For 2019-20, the school has entered into a contract with Wellness Together to provide support two days a week on campus.	Funded in Action 5c LCFF Base & Categorical 500000 Counseling Partnership	Funded in Action 5c LCFF Base & Categorical 500000 Counseling Partnership

Action 3c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3c. Conduct weekly class meetings, to actively solicit student input on strengths and challenges in the daily life of the school	3c. Conducted weekly class meetings every Friday, to actively solicit student input on strengths and challenges in the daily life of the school.	Funded in Action 5a LCFF Base & Categorical 110000 Teachers	Funded in Action 5a LCFF Base & Categorical 110000 Teachers

Action 3d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3d. Facilitate a Student Council, to leverage student voice and empowerment in planning and decision-making	3d. Facilitated a Student Council, to leverage student voice and empowerment in planning and decision-making. The Student Council orchestrated community volunteering projects, including a gift card collection for victims of the Paradise fire and a police appreciation week. Every Monday, students select a focus on which to educate the community.	Funded in Action 5a LCFF Base & Categorical 110000 Principal	Funded in Action 5a LCFF Base & Categorical 110000 Principal

Action 3e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3e. Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning Nights</p>	<p>3e. Maintained multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement. PBL nights, art and music nights, a talent show, monthly coffees with the Principal, and parent-teacher conferences all continued to engage families in the life of the school, in addition to an active School Site Council (SSC) and English Language Advisory Committee (ELAC). Added a DECS family picnic in April, as both a community event and fundraiser.</p>	<p>Funded in Action 5b LCFF Base & Categorical 435000 Materials and Supplies</p>	<p>Funded in Action 5b LCFF Base & Categorical 435000 Materials and Supplies</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights of the implementation in **Goal 3** are as follows:

- **Positive School Culture** - Positive Behavior Intervention & Supports (PBIS) and Restorative Justice (RJ) practices continue to be an area of strength that will be refined and maintained.
- **Student Leadership** - The Student Council orchestrated community volunteering projects, including a gift card collection for victims of the Paradise fire and a police appreciation week. Every Monday, students select a focus on which to educate the community.
- **Clubs and Sports** - Started Girls on the Run.
- **Family Engagement** - PBL nights, art and music nights, a talent show, monthly coffees with the Principal, and parent-teacher conferences all continued to engage families in the life of the school, in addition to an active School Site Council (SSC) and English Language Advisory Committee (ELAC). Added a DECS family picnic in April, as both a community event and fundraiser.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights of the implementation in **Goal 3** are as follows:

- **Stakeholder Satisfaction** - High levels of student and family satisfaction were achieved, including feeling safe, being expected to do their best, and having a staff that is approachable if they have a problem.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Goal, Actions, and Measures will continue as written in 2019-20. Additional expenditures will be made to support an external partnership to provide mental health services on campus two days a week.

Goal 4

Goal 4: Authentic Connections to Community

Local agri-business is integrated into the curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities: n/a

Annual Measureable Outcomes

Expected

100% of grade levels have agri-business integration in their curriculum, as measured by annual curriculum audit.

Actual

100% of grade levels have agri-business integration in their curriculum, as measured by annual curriculum audit.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4a. Hire a Learning Garden Coordinator to oversee and implement actions as described below to support Goal 4.	4a. Learning Garden Coordinator oversaw and implemented actions as described below to support Goal 4. Overhauled the Learning Garden to promote sustainability and increase access, including bed replacement, weed abatement measures, and ADA access.	Funded in Action 5a LCFF Base & Categorical 110000 Learning Center Coordinator	Funded in Action 5a LCFF Base & Categorical 110000 Learning Center Coordinator

Action 4b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4b. Conduct community outreach with local agribusiness, bringing experts into the classroom and students out into the fields and farms.	4b. Conducted community outreach with local agribusiness, bringing experts into the classroom and students out into the fields and farms. This included field trips to local farms and orchards, community service centers (fire station), and voting precincts.	Funded in Action 5c LCFF Base & Categorical 432504 Transportation	Funded in Action 5c LCFF Base & Categorical 432504 Transportation

Action 4c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4c. Support curriculum development and professional development for teachers in use of the learning garden and agri-business integration into the curriculum.	4c. Supported curriculum development and professional development for teachers in use of the learning garden and agri-business integration into the curriculum	Funded in Action 5a LCFF Base & Categorical 110000 Learning Center Coordinator	Funded in Action 5a LCFF Base & Categorical 110000 Learning Center Coordinator

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights of the implementation in **Goal 4** are as follows:

- **Learning Garden** - Overhauled the Learning Garden to promote sustainability and increase access, including bed replacement, weed abatement measures, and ADA access.
- **Community Outreach** - Conducted community outreach with local agribusiness and community leaders, including field trips to local farms and orchards, community service centers (fire station), and voting precincts.

This has resulted in increased connection between the classroom and community.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights of the effectiveness in **Goal 4** are as follows:

- **Community Connection** – The overhaul of the Learning Garden strengthened the learning opportunities on campus that are connected to the community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Goal, Actions, and Measures will continue as written in 2019-20.

Goal 5

Goal 5: Sound Organization

Lighthouse Charter School is a sound organization with the staff, curriculum, and facility in place to support and advance the goals, actions, and measures as detailed in the LCAP.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities: n/a

Annual Measureable Outcomes

Expected

Annual budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update.

Actual

Annual budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update.

- Met

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 5a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.	4a. Hired and developed a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.	\$1117526 \$332321 \$477214 LCFF Base & Categorical 1000 Certificated Staff 2000 Classified Staff 3000 Benefits	\$1109256 \$362214 \$505875 LCFF Base & Categorical 1000 Certificated Staff 2000 Classified Staff 3000 Benefits

Action 5b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5b. Acquire and maintain non-classroom based books, materials, and supplies necessary to support strong school operations.	4b. Acquired and maintained non-classroom based books, materials, and supplies necessary to support strong school operations.	\$140633 LCFF Base & Categorical 4000 Books, Supplies, and Materials	\$183258 LCFF Base & Categorical 4000 Books, Supplies, and Materials

Action 5c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	4c. Provided coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	\$781749 LCFF Base & Categorical 5000 Operating Expenses	\$650754 LCFF Base & Categorical 5000 Operating Expenses

Action 5d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5d. Maintain depreciating capital as necessary to support strong school operations.	4d. Maintained depreciating capital as necessary to support strong school operations.	\$71000 LCFF Base & Categorical 6000 Capital Outlay	\$70000 LCFF Base & Categorical 6000 Capital Outlay

Action 5e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	4e. Funded district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	\$613243 LCFF Base & Categorical 7000 Other Outgo	\$796803 LCFF Base & Categorical 7000 Other Outgo

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highlights of the implementation in **Goal 5** are as follows:

- **Organizational Strength** – Delta Elementary was a sound organization with the staff, curriculum, and facility in place to support and advance the goals, actions, and measures as detailed in the LCAP.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Highlights of the effectiveness in **Goal 5** are as follows:

- **Organizational Strength** – Delta Elementary was a sound organization with the staff, curriculum, and facility in place to support and advance the goals, actions, and measures as detailed in the LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Goal, Actions, and Measures will continue as written in 2019-20.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Delta Elementary Charter School regularly engaged stakeholders in the LCAP Process over the 2018-19 School Year. The school conducted needs assessments, as well established a calendar for stakeholder reporting aligned to when key benchmark dates for academic and school culture data.

- Board Meetings were held monthly, with Lighthouse reporting to the Board twice on the actions and measures to date in pursuit of the goals set forth in the LCAP. The 2018-19 LCAP Annual Update and 2019-20 LCAP was reviewed in public hearing on **May 20, 2019** and approved in public hearing on **June 10, 2019**.
- School Site Council Meetings were held throughout the school year to assess needs, review progress toward actions including measures and expenditures, and provide input to inform the 2018-19 LCAP. On **April 30, 2019** the SSC reviewed and provided input on the 2018-19 LCAP Annual Update and 2019-20 LCAP, prior to it's first review by the Board.
- The nationally normed Teacher's College Staff, Family, and Student Surveys were administered to gather data across indicators from each of the stakeholder groups from **February 4th – 28th, 2019**.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Delta Elementary Charter School will continue its focus across goal areas, based on stakeholders priorities to:

- **Goal 1: Rigorous Curriculum Aligned to Standards**
 - **Project-Based Learning (PBL)** - Continued implementation of the PBL model.
 - **Professional Development (PD)** - Teacher retention has been strong, so the desired focus is on continued strengthening of practice
- **Goal 2: Addressing Gaps to Ensure Equity**
 - **Mental Health** - Increasing supports for socio-emotional learning for students, as well as the build out of a trauma-informed model that explicitly teaches and fosters the development of students' social emotional learning skills (i.e. self-awareness, self-management, growth mindset, responsible decision making, social awareness, and relationship skills) and provides teachers with professional development to implement these practices.
 - **Data-Driven Practice** - Differentiated reporting on MAP data to hone in on the needs of students who are ELs or FRL.
- **Goal 3: Student and Family Engagement**
 - **Family Engagement** - Supporting families in their understanding of socio-emotional skills and how to support their children in development at home.
 - **Student Engagement** - Continue to build out student leadership structures in upper grades.
- **Goal 4: Authentic Connections to Community**
 - **Learning Garden** - Consider how to take what is learned in the learning garden and engage the larger DECS community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Goal 1: Rigorous Curriculum Aligned to Standards

Provide a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS that develops concept 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: n/a

Identified Need:

To lay the foundation for college and career success, students must have mastery of core content knowledge, conceptual understanding across disciplines, and the ability to think critically.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students who meet or exceed standard in ELA as measured by the SBAC will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.	Overall – 51.8% FRL – 35.0% ELL – 10.7% Latino – 42.2% White – 57.0%	Overall – 48.6% FRL – 30.6% ELL – 17.4% Latino – 42.3% White – 52.9%	Overall – TBD FRL – TBD ELL – TBD Latino – TBD White – TBD	2018-19 +1%, or goal met
Percent of students who meet or exceed standard in Math as measured by the SBAC will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.	Overall – 43.7% FRL – 31.3% ELL – 10.7% Latino – 34.3% White – 50.9%	Overall – 43.7% FRL – 31.3% ELL – 10.7% Latino – 34.3% White – 50.9%	Overall – TBD FRL – TBD ELL – TBD Latino – TBD White – TBD	2018-19 +1%, or goal met
Percent of students who meet projected growth target in ELA as measured by the NWEA MAP will grow by +1% annually until goal of 80% is met, overall and for all	Overall – 49.6% FRL – 39.8% Latino – 42.9%	Overall – 53% FRL – 63% Latino – Not available	Overall – 56% FRL – Not available Latino – Not available	2018-19 +1%, or goal met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
numerically significant subgroups.				
Percent of students who meet projected growth target in Math as measured by the NWEA MAP will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.	Overall – 39.9% FRL – 39.8% Latino – 33.3%	Overall – 46% FRL – 45% Latino – Not available	Overall – 51% FRL – Not available Latino – Not available	2018-19 +1%, or goal met
Percent of teachers who agree or strongly agree that the school supports their professional development has supported their development as measured by annual survey will grow by +1% annually until goal of 80% is met.	92%	100%	100%	2018-19 +1%, or goal met

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1a. Acquire and implement rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS).

2018-19 Actions/Services

1a. Acquire and implement rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS).

2019-20 Actions/Services

1a. Acquire and implement rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7500	\$12000	\$0
Source	LCFF Supplemental	LCFF Supplemental	LCFF Base & Categorical
Budget Reference	431000 Curriculum Materials	431000 Curriculum Materials	Funded in Action 5b

Action 1b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1b. Provide ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS.

2018-19 Actions/Services

1b. Provide ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS.

2019-20 Actions/Services

1b. Provide ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10000	\$20000	\$25000 \$8750 \$17000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental LCFF Supplemental Title I & IV
Budget Reference	588000 Professional Development	588000 Professional Development	210000 Instructional Coach 300000 Associated Benefits 210000 Instructional Coach

Action 1c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1c. Provide training in Guided Language Acquisition Design (GLAD) for teachers new to DECS and/or previously untrained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provide ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.

2018-19 Actions/Services

1c. Provide training in Guided Language Acquisition Design (GLAD) for teachers new to DECS and/or previously untrained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provide ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.

2019-20 Actions/Services

1c. Provide training in Guided Language Acquisition Design (GLAD) for teachers new to DECS and/or previously untrained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provide ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3600	\$0	\$0
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	588000 Professional Development (GLAD Training)	588000 Professional Development (GLAD Training)	Funded in 2c

Action 1d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1d. Provide Beginning Teacher Support and Assessment (BTSA) to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure.

2018-19 Actions/Services

1d. Provide Beginning Teacher Support and Assessment (BTSA) to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure.

2019-20 Actions/Services

1d. Provide Beginning Teacher Support and Assessment (BTSA) to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$10000	\$10000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	588000 Professional Development (BTSA Training)	588000 Professional Development (BTSA Training)	588000 Professional Development (BTSA Training)

Action 1e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1e. Increase and improve technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections.

2018-19 Actions/Services

1e. Increase and improve technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections.

2019-20 Actions/Services

1e. Increase and improve technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10000	\$18000	\$5000 \$43000
Source	LCFF Base & Categorical	LCFF Supplemental	LCFF Supplemental Title VI REAP
Budget Reference	440000 Technology (Differentiation)	440000 Technology (Differentiation)	440000 Technology

Action 1f

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1f. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.

2018-19 Actions/Services

1f. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.

2019-20 Actions/Services

1f. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4686 \$3150 \$1350	\$9200 \$3150 \$945	\$10000 \$3150 \$1103
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits	431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits	431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits

Action 1g

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1g. Differentiate instruction through Centers to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

2018-19 Actions/Services

1g. Differentiate instruction through Individualized Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

2019-20 Actions/Services

1g. Differentiate instruction through Individualized Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22676 \$9718 \$49000 \$21000	\$23450 \$7035 \$38146 \$11444	\$25000 \$8750 \$35000 \$40000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental LCFF Supplemental Title I LCFF Supplemental
Budget Reference	210000 Instructional Aides 300000 Associated Benefits 110000 Learning Center Director 300000 Associated Benefits	210000 Instructional Aides 300000 Associated Benefits 110000 Learning Center Director 300000 Associated Benefits	210000 Instructional Aides 300000 Associated Benefits 210000 Instructional Aides 723105 Intervention Coordinator

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Goal 2: Addressing Gaps to Ensure Equity

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: n/a

Identified Need:

Strategies to support specific subgroups of students must be employed to ensure all are progressing at their optimal pace, with achievement actively monitored and interventions deployed to address achievement gaps. Currently, there is a distinct gap in achievement (especially in ELA) and a moderate gap in annual growth.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The achievement gap between subgroups and the general population of students who meet or exceed in ELA as measured by the SBAC will decrease by -1% until the goal of 0% is met.	FRL – (-17%) ELL – (-41%) Latino – (-10%)	FRL – (-18.0%) ELL – (-31.2%) Latino – (-6.3%)	FRL – TBD ELL – TBD Latino – TBD	2018-19 -1%, or goal met
The achievement gap between subgroups and the general population of students who meet or exceed in Math as measured by the SBAC will decrease by -1% until the goal of 0% is met.	FRL – (-12%) ELL – (-33%) Latino – (-9%)	FRL – (-14.6%) ELL – (-25.0%) Latino – (-7.3%)	FRL – TBD ELL – TBD Latino – TBD	2018-19 -1%, or goal met
The achievement gap between subgroups and the general population of students who meet projected growth target in ELA as measured by the NWEA will decrease by -1%	FRL – (-10%) Latino – (-6%)	FRL – +10% Latino – Not available	Subgroup data not available in 2018-19	2018-19 -1%, or goal met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
until the goal of 0% is met.				
The achievement gap between subgroups and the general population of students who meet projected growth target in Math as measured by the NWEA will decrease by -1% until the goal of 0% is met.	FRL – 0% Latino – (-6%)	FRL – (-1%) Latino – Not available	Subgroup data not available in 2018-19	2018-19 -1%, or goal met
The percent of English Learners making annual progress will increase by 1.5% annually until the goal of 85% is met.	71.7%	TBD [Not yet reported on CA Dashboard]	TBD [Not yet reported on CA Dashboard]	2018-19 +1.5%, or goal met
100% of 4th, 5th and 6th grade students will participate in project based learning that promotes college awareness, readiness, and the development of a college-going identity as measured by	2017-18 will be baseline year	100%	100%	2018-19 +1%, or goal met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
annual curriculum audit.				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2a. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f).

2018-19 Actions/Services

2a. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f).

2019-20 Actions/Services

2a. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 1f	Funded in Action 1f	Funded in Action 1f
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	431100 Software (NWEA) 110000 Lead Teacher Stipend	431100 Software (NWEA) 110000 Lead Teacher Stipend	431100 Software (NWEA) 110000 Lead Teacher Stipend 300000 Associated Benefits

Action 2b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2b. Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:

- Coaching classroom teachers on appropriate accommodations (Tier 1)
- Coordinating push-in support for small groups and individual students (Tier 2)
- Coordinating pull out services for small groups and individual students (Tier 3)

2018-19 Actions/Services

2b. Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:

- Coaching classroom teachers on appropriate accommodations (Tier 1)
- Coordinating push-in support for small groups and individual students (Tier 2)
- Coordinating pull out services for small groups and individual students (Tier 3)

2019-20 Actions/Services

2b. Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:

- Coaching classroom teachers on appropriate accommodations (Tier 1)
- Coordinating push-in support for small groups and individual students (Tier 2)
- Coordinating pull out services for small groups and individual students (Tier 3)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in 5a	Funded in 5a	Funded in 1g
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Supplemental
Budget Reference	100000 Certificated Staff 200000 Classified Staff 300000 Associated Benefits	100000 Certificated Staff 200000 Classified Staff 300000 Associated Benefits	723105 Intervention Coordinator

Action 2c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2c. Monitor language development of ELLs using disaggregated data from English Language Proficiency Assessments (CELDT, transitioning to ELPAC), adjusting supports as needed to achieve optimal trajectory.

2018-19 Actions/Services

2c. Monitor language development of ELLs using disaggregated data from English Language Proficiency Assessments (CELDT, transitioning to ELPAC), adjusting supports as needed to achieve optimal trajectory.

2019-20 Actions/Services

2c. Monitor language development of ELLs using disaggregated data from English Language Proficiency Assessments (CELDT, transitioning to ELPAC), adjusting supports as needed to achieve optimal trajectory.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18200 \$7800	\$15403 \$4621	\$17307 \$6057 \$15403 \$4621
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical LCFF Base & Categorical Low Performing Students Block Grant Low Performing Students Block Grant
Budget Reference	110000 EL Coordinator 300000 Benefits	110000 EL Coordinator 300000 Benefits	110000 EL Coordinator 300000 Benefits 110000 EL Coordinator 300000 Benefits

Action 2d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2d. Differentiate instruction through Individualized Learning Block (DECS) and Centers (Lighthouse) to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole (also 1g).

2018-19 Actions/Services

2d. Differentiate instruction through Individualized Learning Block (DECS) and Centers (Lighthouse) to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole (also 1g).

2019-20 Actions/Services

2d. Differentiate instruction through Individualized Learning Block (DECS) and Centers (Lighthouse) to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole (also 1g).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 1g	Funded in Action 1g	Funded in Action 1g
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	210000 Instructional Aides	210000 Instructional Aides	210000 Instructional Aides 300000 Associated Benefits 110000 Learning Center Director 300000 Associated Benefits

Action 2e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2e. Engage 4th, 5th, and 6th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity

2018-19 Actions/Services

2e. Engage 4th, 5th, and 6th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity

2019-20 Actions/Services

2e. Engage 4th, 5th, and 6th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5c	Funded in Action 5c	Funded in Action 5c
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	432504 Transportation (College Visits)	432504 Transportation (College Visits)	432504 Transportation (Field Work and College Visits)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Goal 3: Student and Family Engagement

Students and families feel safe, engaged, and empowered, in service of supporting students' overall development and well-being.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: n/a

Identified Need:

When students and families feel safe, engaged, and empowered they are able to be partners in supporting students' overall development and well-being. There is currently a high level of safety, engagement and empowerment which needs to continue as we advance our mission.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students who feel socially and emotionally safe, engaged, and empowered at school as measured by annual survey will increase by +1% until goal of 90% is met.	<p>Students who feel:</p> <ul style="list-style-type: none"> Safe – 90.9% Their teacher expects them to do their best – 95.3% They can go to their teacher when they have a problem – 87.8% 	<p>Students who feel:</p> <ul style="list-style-type: none"> Safe – 92% Their teacher expects them to do their best – 99% They can go to their teacher when they have a problem – 88% 	<p>Students who feel:</p> <ul style="list-style-type: none"> Safe – 93% Their teacher expects them to do their best – 96% They can go to their teacher when they have a problem – 90% 	2018-19 +1%, or goal met
Percent of families who feel their students are socially and emotionally safe, engaged, and empowered at school as measured by annual survey will increase by +1% until goal of 90% is met.	<p>Families who feel the school:</p> <ul style="list-style-type: none"> Helps ensure their child is safe – 98% Creates and environment where children can succeed – 96% 	<p>Families who feel the school:</p> <ul style="list-style-type: none"> Helps ensure their child is safe – 95% Creates and environment where children can succeed – 100% 	<p>Families who feel the school:</p> <ul style="list-style-type: none"> Helps ensure their child is safe – 98% Creates and environment where children can succeed – 97% 	2018-19 +1%, or goal met
Percent of families who feel actively engaged in the school as measured by annual survey will increase by +1% until goal of 90% is met.	<p>Families who feel the school:</p> <ul style="list-style-type: none"> Involves families in important decision-making – n/a 	<p>Families who feel the school:</p> <ul style="list-style-type: none"> Involves families in important decision-making – 91% 	<p>Families who feel the school:</p> <ul style="list-style-type: none"> Involves families in important decision-making – 89% 	2018-19 +1%, or goal met
Student attendance rate will increase by	96.2%	97%	TBD	2018-19 +1%, or goal met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
+1% until goal of 95% or higher is met				
Student chronic truancy rate will decrease by -1% until goal of 5% or less is met	5.5%	4%	TBD	2018-19 -1%, or goal met

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3a. Teach and coach students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done.

2018-19 Actions/Services

3a. Teach and coach students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done.

2019-20 Actions/Services

3a. Teach and coach students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	110000 Teachers	110000 Teachers	110000 Teachers 220000 Support Staff 300000 Associated Benefits

Action 3b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

3b. Facilitate the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students

2018-19 Actions/Services

3b. Facilitate the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students

2019-20 Actions/Services

3b. Facilitate the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5c	Funded in Action 5c	\$20000
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Supplemental
Budget Reference	5800 Sac State Partnership	5800 Sac State Partnership	580000 Wellness Together Partnership

Action 3c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3c. Conduct weekly class meetings, to actively solicit student input on strengths and challenges in the daily life of the school

2018-19 Actions/Services

3c. Conduct weekly class meetings, to actively solicit student input on strengths and challenges in the daily life of the school

2019-20 Actions/Services

3c. Conduct weekly class meetings, to actively solicit student input on strengths and challenges in the daily life of the school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	110000 Teachers	110000 Teachers	110000 Teachers 200000 Support Staff 300000 Associated benefits

Action 3d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3d. Facilitate a Student Council, to leverage student voice and empowerment in planning and decision-making

2018-19 Actions/Services

3d. Facilitate a Student Council, to leverage student voice and empowerment in planning and decision-making

2019-20 Actions/Services

3d. Facilitate a Student Council, to leverage student voice and empowerment in planning and decision-making

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	110000 Principal	110000 Principal	110000 Principal 300000 Associated Benefits

Action 3e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3e. Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning Nights

2018-19 Actions/Services

3e. Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning Nights

2019-20 Actions/Services

3e. Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning Nights

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5b	Funded in Action 5b	Funded in Action 5b
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	435000 Materials and Supplies	435000 Materials and Supplies	435000 Materials and Supplies

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Goal 4: Authentic Connections to Community

Develop authentic connections to the local community that develop awareness of career and college opportunities for students

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities: n/a

Identified Need:

Students benefit from experiences that make their learning authentic and relevant, and in turn support career and college knowledge.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of grade levels have at least one project-based learning unit or enrichment project that provided authentic connections to the community, as measured by annual curriculum audit.	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

4a. Learning Garden Coordinator oversees and implements actions as described below to support Goal 4.

2018-19 Actions/Services

4a. Learning Garden Coordinator oversees and implements actions as described below to support Goal 4.

2019-20 Actions/Services

4a. Learning Garden Coordinator oversees and implements actions as described below to support Goal 4.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	\$5000	\$5000 \$1750 \$5000
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Supplemental LCFF Supplemental Low Performing Students Grant Program
Budget Reference	110000 Learning Garden Coordinator	110000 Learning Garden Coordinator	110000 Learning Garden Coordinator 300000 Associated Benefits 110000 Learning Garden Coordinator

Action 4b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

4b. Conduct community outreach with local agribusiness, bringing experts into the classroom and students out into the fields and farms.

2018-19 Actions/Services

4b. Conduct community outreach with local agribusiness, bringing experts into the classroom and students out into the fields and farms.

2019-20 Actions/Services

4b. Conduct outreach into community to identify authentic opportunities to extend learning beyond the classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5c	Funded in Action 5c	Funded in Action 5c
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	432504 Transportation (Farm Visits)	432504 Transportation (Farm Visits)	432504 Transportation (Farm Visits)

Action 4c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

4c. Support curriculum development and professional development for teachers in use of the learning garden and agri-business integration into the curriculum.

2018-19 Actions/Services

4c. Support curriculum development and professional development for teachers in use of the learning garden and agri-business integration into the curriculum.

2019-20 Actions/Services

4c. Backwards map units to integrate opportunities into the curriculum, with a focus on authentic opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 4a
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Supplemental
Budget Reference	110000 Learning Garden Coordinator	110000 Learning Garden Coordinator	110000 Learning Garden Coordinator 300000 Associated Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Goal 4: Sound Organization

Lighthouse Charter School is a sound organization with the staff, curriculum, and facility in place to support and advance the goals, actions, and measures as detailed in the LCAP.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities: n/a

Identified Need:

To achieve Goals 1 – 3, Lighthouse must be a sound organization.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update	Met	Meet	Meet	Meet

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 5a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

5a. Hire and develop a certificated and classified staff to support implementation of

2018-19 Actions/Services

5a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.

2019-20 Actions/Services

5a. Hire and develop a certificated and classified staff to support implementation of

2017-18 Actions/Services

the goals and actions as detailed in the LCAP.

2018-19 Actions/Services

2019-20 Actions/Services

the goals and actions as detailed in the LCAP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$961330 \$281325 \$366475	\$1071230 \$293468 \$453169	\$1256497 \$316841 \$547308
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	1000 Certificated Staff 2000 Classified Staff 3000 Benefits	1000 Certificated Staff 2000 Classified Staff 3000 Benefits	1000 Certificated Staff 2000 Classified Staff 3000 Benefits

Action 5b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

5b. Acquire and maintain non-classroom based books, materials, and supplies necessary to support strong school operations.

2018-19 Actions/Services

5b. Acquire and maintain non-classroom based books, materials, and supplies necessary to support strong school operations.

2019-20 Actions/Services

5b. Acquire and maintain non-classroom based books, materials, and supplies necessary to support strong school operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$154156	\$140633	\$93310
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	4000 Books, Supplies, and Materials	4000 Books, Supplies, and Materials	4000 Books, Supplies, and Materials

Action 5c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

2018-19 Actions/Services

5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

2019-20 Actions/Services

5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$667949	\$781749	\$568836
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	5000 Operating Expenses	5000 Operating Expenses	5000 Operating Expenses

Action 5d

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

5d. Maintain depreciating capital as necessary to support strong school operations.

2018-19 Actions/Services

5d. Maintain depreciating capital as necessary to support strong school operations.

2019-20 Actions/Services

5d. Maintain depreciating capital as necessary to support strong school operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$135000	\$71000	\$96000
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	6000 Capital Outlay	6000 Capital Outlay	6000 Capital Outlay

Action 5e

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

2018-19 Actions/Services

5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

2019-20 Actions/Services

5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$768053	\$613243	\$511539
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	7000 Other Outgo	7000 Other Outgo	7000 Other Outgo

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 184,874

5.75%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Delta Elementary Charter School will utilize all LCAP funds to support each of the eight state priorities. Supplemental and concentration dollars will be used to support subgroups of students at the school to ensure they achieve at the level of their peers, including students who are from low-income families, are English Language Learners (ELLs), and are Latino. As DECS is a small school, expenditures are made in a combination of both targeted and school-wide manners. Schoolwide expenditures are focused on improving instruction for all students, including student subgroups.

Targeted expenditures are focused on unique services and supports for the student subgroups. These expenditures include the following:

- Acquisition of additional curriculum and instructional materials to support alignment with the CCSS, NGSS, CSS, and ELDS and that provide systematic supports and differentiation for subgroups
- Professional development for teachers, specific to supporting the language development and proficiency of ELLs, utilizing Project Based Learning, Common Core instruction, and developing teachers' practice.
- Ongoing Professional Development, Observation, and Coaching for teachers, including strategies for differentiation and acceleration of learning for all students
- Increased technology, to support assessment, data-based instruction, and personalized learning paths
- Targeted support services, via small group instruction during WINN Block and through push-in support

Increased and improved services for students from low-income families and English Language Learners will be provided as follows:

- Increased teacher expertise in serving English Language Learners, through targeted professional development, observation, and coaching on ELD strategies including but not limited to Guided Language Acquisition Design (GLAD) by GLAD trained staff.
- Monitoring of student subgroup data, identifying needs and adjusting resources accordingly using an RTI process and trauma-informed model
- Dedicated small group instruction during WINN Block, to provide intervention supports and scaffolds as needed
- Increased mental health services within a trauma-informed model

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Delta Elementary Charter School

CDS code:

34 67413 0114660

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Delta Elementary Charter School (DECS) participates in the following programs:

- Title I, Part A
- Title II, Part A
- Title IV, Part A

Sections for only these programs are completed on the following pages.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Delta Elementary Charter School (DECS) has developed a comprehensive plan informed by stakeholder input for serving all students at our school - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole. This plan is reflected across accountability documents – the LCAP, LCAP Federal Addendum, and Element B of the Charter Petitions – to ensure alignment. The four applicable goal areas are as follows:

- **Goal 1: Rigorous Curriculum Aligned to Standards**
Delta Elementary Charter School provides a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS 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.
- **Goal 2: Addressing Gaps to Ensure Equity**
Delta Elementary Charter School will close the achievement gap, if any, between subgroups of students and the general population, including students from low-income families, who are English Language Learners, and who are Latino.
- **Goal 3: Student and Family Engagement**
Students and families at Delta Elementary Charter School are engaged and empowered, in service of supporting students' overall development and well-being.
- **Goal 4: Authentic Connections to the Community**
The school program leverages authentic connections to the local community that develop awareness of career and college opportunities for students.

Specific actions are identified within four goal areas, with federal funds used to supplement and enhance the base funding levels of actions within each goal area that are aligned with each Federal Program. These primarily occur as follows:

- **Title I, Part A** – Increases the amount of intervention specialist to support small group learning during the "What I Need Now" (WINN) Individualized Learning Block (Goal 2) and increases the frequency of Instructional Coaching of teachers to support practice and differentiation (Goals 1 and 2).

- **Title II, Part A** – Increases the frequency of Instructional Coaching of teachers to support practice and differentiation (Goals 1 and 2).
- **Title IV, Part A** – Supports partnerships to provide Mental Health Services in the school, as well as Professional Development for teachers in Trauma-informed Practices, Response to Intervention, and teaching Diverse Learners.

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Delta Elementary Charter School (DECS) has developed a comprehensive plan informed by stakeholder input for serving all students at our school - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole. This plan is reflected across accountability documents – the LCAP, LCAP Federal Addendum, and Element B of the Charter Petitions – to ensure alignment. State and Local Funds, as well as Federal Funds, are identified by source in the LCAP Expenditures for each Action they support.

The LCAP process is used on an ongoing process to monitor actions and expenditures in support of goals, including the aligned allocation of all revenue streams.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Delta Elementary Charter School (DECS) actively engages families in the life of the school, both in terms of their child's education and involvement in decision-making.

As detailed in **Goal 3** of the LCAP, students and families at DECS are engaged and empowered, in service of supporting students' overall development and well-being. Specific to supporting parent and family engagement:

- **Action 3e** - Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning

The school is not qualified for CSI or TSI, so family engagement in development of those plans is not addressed.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Delta Elementary Charter School (DECS) actively monitors disaggregated data for students, then provides differentiated supports to ensure ALL students receive support and achievement gaps are addressed for our most vulnerable students.

As detailed in **Goal 1** of the LCAP, DECS provides a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS 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. Specific to identification:

- **Action 1f** - Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.
- **Action 1g** - Differentiate instruction through "What I Need Know" (WINN) Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

As detailed in **Goal 2** of the LCAP, DECS will close the achievement gap, if any, between subgroups of students and the general population, including students from low-income families, who are English Language Learners, and who are Latino. Specific to identification:

- **Action 2a** - Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f)
- **Action 2b** - Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:
 - Coaching classroom teachers on appropriate accommodations (Tier 1)
 - Coordinating push-in support for small groups and individual students (Tier 2)
 - Coordinating pull out services for small groups and individual students (Tier 3)

- **Action 2c** - Monitor language development of ELLs using disaggregated data from English Language Proficiency Assessments (ELPAC), adjusting supports as needed to achieve optimal trajectory.
- **Action 2d** - Differentiate instruction through “What I Need Know” (WINN) Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

DECS does not operate a Targeted Assistance Program for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs, so those portions of the prompt are not applicable.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Delta Elementary Charter School (DECS) supports homeless students and families in the application and enrollment process, to ensure barriers do not exist for these children. To support success once enrolled, the following Goals and Actions are in place.

As detailed in **Goal 1** of the LCAP, DECS provides a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS 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. Specific to monitoring and supporting success of homeless youth:

- **Action 1f** - Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.
- **Action 1g** - Differentiate instruction through “What I Need Know” (WINN) Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

As detailed in **Goal 2** of the LCAP, DECS will close the achievement gap, if any, between subgroups of students and the general population, including students from low-income families, who are English Language Learners, and who are Latino. Specific to monitoring and supporting success of homeless youth:

- **Action 2a** - Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f)
- **Action 2b** - Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:
 - Coaching classroom teachers on appropriate accommodations (Tier 1)
 - Coordinating push-in support for small groups and individual students (Tier 2)
 - Coordinating pull out services for small groups and individual students (Tier 3)

- **Action 2d** - Differentiate instruction through “What I Need Know” (WINN) Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole

As detailed in **Goal 3** of the LCAP, students and families at Delta Elementary Charter School are engaged and empowered, in service of supporting students’ overall development and well-being. Specific to monitoring and supporting success of homeless youth:

- **Action 3b** - Facilitate the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students.
- **Action 3e** - Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning Nights

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Delta Elementary Charter School (DECS) actively works to develop student agency, that will promote success of our K-6 students in their secondary school careers.

- **Action 2e** - Engage 4th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity.
- **Action 3a** - Teach and coach students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done
- **Action 3c** - Conduct weekly class meetings, to actively solicit student input on strengths and challenges in the daily life of the school
- **Action 3d** - Facilitate a Student Council, to leverage student voice and empowerment in planning and decision-making

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As detailed in **Goal 1** if the LCAP, Delta Elementary Charter School provides a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS 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. Specific to monitoring and supporting success of gifted students:

- **Action 1f** - Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.
- **Action 1g** - Differentiate instruction through “What I Need Know” (WINN) Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Delta Elementary Charter School (DECS) actively supports teachers in their professional development and improvement.

As detailed in **Goal 1** of the LCAP, DECS provides a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS 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. Specific to teacher preparation as a part of this goal:

- **Action 1b** - Provide ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS.
- **Action 1c** - Provide training in Guided Language Acquisition Design (GLAD) for teachers new to DECS and/or previously untrained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provide ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.
- **Action 1d** - Provide Beginning Teacher Support and Assessment (BTSA) to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Not applicable to charter schools]

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Delta Elementary Charter School (DECS) actively supports teachers in their professional development and improvement.

As detailed in **Goal 1** of the LCAP, DECS provides a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS 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. Specific to teacher preparation as a part of this goal:

- **Action 1f** - Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.] Actions and distribution of resources specifically include coaching to elevate teacher practice.
- **Action 2b** - Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:
 - Coaching classroom teachers on appropriate accommodations (Tier 1)
 - Coordinating push-in support for small groups and individual students (Tier 2)
 - Coordinating pull out services for small groups and individual students (Tier 3)This specifically includes coaching of teachers on delivery of Tier 1, 2, and 3 accommodations.

DECS employs an Instructional Coach on site to ensure all teachers receive frequent, actionable feedback based on observation and analysis of student outcomes (student work and data). Summer onboarding ensures all teachers are prepared prior to beginning instruction.

A whole school focus is held in areas identified through data analysis as an area of need, then individual teachers are provided with targeted support based on observations of their practice and co-analysis of student data.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title III, Part A]

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title III, Part A]

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title III, Part A]

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title III, Part A]

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Delta Elementary Charter School (DECS) receives \$10,000 in Title IV monies.

DECS is committed to providing a well-rounded education for students that develops the whole child – academically, socio-emotionally, and behaviorally.

These funds will be used to support our partnership with Wellness Together to provide mental health services on campus, as well as provide professional development for teachers in Trauma-informed Practices, Response to Intervention, and teaching Diverse Learners. This work directly supports safe and healthy students.

Appendix F-1

**CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION**

The undersigned certify that:

1. They are the President and Secretary, respectively, of Leaders & Scholars, Inc., a California nonprofit public benefit corporation.
2. Article II of the Articles of Incorporation of this Corporation is amended to read as follows:

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 charitable purposes.

The specific purpose of this Corporation is that it shall be operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of the River Charter Schools, a California nonprofit public benefit corporation operating one or more California public charter schools.


This Corporation is organized and operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these Articles, 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 corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

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, or in opposition to, any candidate for public office.

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: 5/20/16


Rina DiMare, President

Date: 5/20/16


Warren Bogle, Secretary

FILED
Secretary of State
State of California

APR 01 2014

ARTICLES OF INCORPORATION
OF
LEADERS & SCHOLARS, INC.

1 CC

ARTICLE I

The name of the Corporation is: Leaders & Scholars, Inc.

ARTICLE II

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 charitable purposes.

The specific purpose of this Corporation is that it shall be operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of Friends of Clarksburg Schools, a California nonprofit public benefit corporation operating one or more California public charter schools.

This Corporation is organized and operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these Articles, 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 corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

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, or in opposition to, any candidate for public office.

ARTICLE III

The name and address in the State of California of this Corporation's initial agent for service of process is:

Paul C. Minney
Young, Minney & Corr, LLP
701 University Avenue, Suite 150
Sacramento, CA 95825

ARTICLE IV

The property of this Corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II of these Articles of Incorporation.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation laws of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all powers shall be exercised by or under the direction of the board of directors.

ARTICLE V

The number of directors shall be provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

ARTICLE VI

The authorized number and qualifications of members of this Corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof shall be set forth in the bylaws.

ARTICLE VII

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of its debts and liabilities of the Corporation shall be distributed to a non-profit fund, foundation, or association which is operated exclusively for educational, public, or charitable purposes and which has established its tax exempt status under Section 501 (c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE VIII

The initial street address of the Corporation is:

36230 North School Street

Clarksburg, CA 95612

The initial mailing address of the Corporation is:

P.O. Box 303
Clarksburg, CA 95612

Date: 9/1/14

Kimberly Rodriguez
Kimberly Rodriguez, Incorporator

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I hereby certify that the foregoing transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

APR - 2 2014

Date:

AME

Debra Bowen

DEBRA BOWEN, Secretary of State

**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 CLARKSBURY, California.



Warren Bogle, Secretary

LLC-2 **Amendment to Articles of Organization of a Limited Liability Company (LLC)**

To change information of record for your California LLC, you can fill out this form, and submit for filing along with:

- A \$30 filing fee.
- A separate, non-refundable \$15 service fee also must be included, if you **drop off** the completed form.
- To file this form, the status of your LLC must be active on the records of the California Secretary of State, or if suspended, this form can only be filed to list a new LLC name. To check the status of the LLC, go to BusinessSearch.sos.ca.gov.

Important! To change the LLC addresses, or to change the name or address of the LLC's agent for service of process, you must file a Statement of Information (Form LLC-12). To get Form LLC-12, go to www.sos.ca.gov/business/be/statements.htm.

Items 4-6: **Only** fill out the information that is changing. Attach extra pages if you need more space or need to include any other matters.

This Space For Office Use Only

For questions about this form, go to www.sos.ca.gov/business/be/filing-tips.htm.

① **LLC's Exact Name** (on file with CA Secretary of State)
LEADERS & SCHOLARS, LLC.

② **LLC File No.** (issued by CA Secretary of State)
201409310195

Purpose

- ③ The purpose of the limited liability company is to engage in any lawful act or activity for which a limited liability company may be organized under the California Revised Uniform Limited Liability Company Act.

New LLC Name (List the proposed LLC name exactly as it is to appear on the records of the California Secretary of State.)

④ _____
Proposed LLC Name The proposed new name **must** include: LLC, L.L.C., Limited Liability Company, Limited Liability Co., Ltd. Liability Co. or Ltd. Liability Company; and **may not** include: bank, trust, trustee, incorporated, inc., corporation, or corp., insurer, or insurance company.

Management (Check only one.)

- ⑤ The LLC will be managed by:
 One Manager More Than One Manager All Limited Liability Company Member(s)

Amendment to Text of the Articles of Organization (List both the current text, and the text as amended by this filing.)

- ⑥ See Attachment

Read and sign below: Unless a greater number is provided for in the Articles of Organization, this form must be signed by at least one manager, if the LLC is manager-managed or at least one member, if the LLC is member-managed. If the signing manager or member is a trust or another entity, go to www.sos.ca.gov/business/be/filing-tips.htm for more information. If you need more space, attach extra pages that are 1-sided and on standard letter-sized paper (8 1/2" x 11"). All attachments are part of this document.

► Rina DiMare Rina DiMare, President of Leaders & Scholars, Inc.,
 Sign here Print your name here Your business title Member

Make check/money order payable to: **Secretary of State**
 Upon filing, we will return one (1) uncertified copy of your filed document for free, and will certify the copy upon request and payment of a \$5 certification fee.

By Mail
 Secretary of State
 Business Entities, P.O. Box 944228
 Sacramento, CA 94244-2280

Drop-Off
 Secretary of State
 1500 11th Street., 3rd Floor
 Sacramento, CA 95814

**ATTACHMENT TO LLC-2
AMENDMENT TO ARTICLES OF ORGANIZATION
OF
LEADERS & SCHOLARS, LLC.**

The following additional provisions are made a part of the Articles of Organization (LLC-1) of Leaders & Scholars, LLC:

1. Leaders & Scholars, LLC (the "Company") is organized and shall be operated exclusively for charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code.

2. The Company shall be operated exclusively to further charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code of its member.

3. The member of the Company shall at all times be an organization that is exempt from taxations under Section 501(c)(3) of the Internal Revenue Code or under Section 23701d of the California Revenue and Taxation Code and that qualifies for exemption under Section 214 of the California Revenue and Taxation Code, or as to property used exclusively for public schools, community colleges, state colleges and state universities under subdivision (b). Any such organization is hereafter referred to as a "qualifying organization."

4. The Company shall permit no transfers, direct or indirect, of a membership interest in the Company to any person or entity that is not a qualifying organization.

5. The property of the Company is irrevocably dedicated to charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code.

6. Upon the dissolution or winding up of the Company, its assets remaining after payment or provision for payment of all debts and liability of the Company shall be distributed to Leaders & Scholars, Inc., a California nonprofit public benefit corporation, provided that if such organization at that time no longer qualifies as an organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code or under Section 23701d of the California Revenue and Taxation Code and that qualifies for exemption under Section 214 of the California Revenue and Taxation Code, then the share that otherwise would have gone to such organization shall be distributed to: (i) a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and that has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code or Section 23701d of the California Revenue and Taxation Code; (ii) a governmental entity; or (iii) any combination of organization or entities described in clauses (i) or (ii) of this Section 6.

7. Any and all amendments to the Articles of Organization or the Operating Agreement of the Company shall be consistent with Section 214 of the California Revenue and Taxation Code.

8. To the fullest extent permitted by law, for the purpose of qualifying for the Welfare Exemption under the rules of the California Board of Equalization, this limited liability company is prohibited from merging or converting into a for-profit entity.

9. The Company shall not make or permit the making of any distribution to any member that ceases to be an organization described in Section 214 of the California Revenue and Taxation Code or that otherwise ceases to be a “qualifying organization.”

10. The activities of the Company shall be limited to those permitted under Section 23701h of the California Revenue and Taxation Code.

To form a limited liability company in California, you can fill out this form, and submit for filing along with:

- A \$70 filing fee.
- A separate, non-refundable \$15 service fee also must be included, if you drop off the completed form.

Important! LLCs in California may have to pay a minimum \$800 yearly tax to the California Franchise Tax Board. For more information, go to <https://www.ftb.ca.gov>.

LLCs may not provide "professional services," as defined by California Corporations Code sections 13401(a) and 13401.3.

Note: Before submitting the completed form, you should consult with a private attorney for advice about your specific business needs.

FILED
Secretary of State
State of California

APR 02 2014

This Space For Office Use Only

For questions about this form, go to www.sos.ca.gov/business/be/filing-tips.htm.

LLC Name (List the proposed LLC name exactly as it is to appear on the records of the California Secretary of State.)

① Leaders & Scholars, LLC.

Proposed LLC Name

The name must include: LLC, L.L.C., Limited Liability Company, Limited Liability Co., Ltd. Liability Co. or Ltd. Liability Company; and may not include: bank, trust, trustee, incorporated, inc., corporation, or corp., insurer, or insurance company. For general entity name requirements and restrictions, go to www.sos.ca.gov/business/be/name-availability.htm.

Purpose

- ② The purpose of the limited liability company is to engage in any lawful act or activity for which a limited liability company may be organized under the California Revised Uniform Limited Liability Company Act.

LLC Addresses

- ③ a. 36230 North School Street Clarksburg CA 95612
Initial Street Address of Designated Office in CA - Do not list a P.O. Box City (no abbreviations) State Zip
- b. P.O. Box 303 Clarksburg CA 95612
Initial Mailing Address of LLC, if different from 3a City (no abbreviations) State Zip

Service of Process (List a California resident or a California registered corporate agent that agrees to be your initial agent to accept service of process in case your LLC is sued. You may list any adult who lives in California. You may not list an LLC as the agent. Do not list an address if the agent is a California registered corporate agent as the address for service of process is already on file.)

- ④ a. Paul C. Minney
Agent's Name
- b. 701 University Ave., Ste. 150 Sacramento CA 95825
Agent's Street Address (if agent is not a corporation) - Do not list a P.O. Box City (no abbreviations) State Zip

Management (Check only one.)

- ⑤ The LLC will be managed by:
- One Manager More Than One Manager All Limited Liability Company Member(s)

This form must be signed by each organizer. If you need more space, attach extra pages that are 1-sided and on standard letter-sized paper (8 1/2" x 11"). All attachments are made part of these articles of organization.

Organizer - Sign here

Randy Perry
Print your name here

Make check/money order payable to: Secretary of State
Upon filing, we will return one (1) uncertified copy of your filed document for free, and will certify the copy upon request and payment of a \$5 certification fee.

By Mail
Secretary of State
Business Entities, P.O. Box 944228
Sacramento, CA 94244-2280

Drop-Off
Secretary of State
1500 11th Street, 3rd Floor
Sacramento, CA 95814

OPERATING AGREEMENT
OF
LEADERS & SCHOLARS, LLC.
a California limited liability company

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OPERATING AGREEMENT

OF

LEADERS & SCHOLARS, LLC.

a California limited liability company

THIS OPERATING AGREEMENT is made effective as of April 2, 2014, 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 17701.01-17713.13, as amended from time to time (the “Act”).

B. Articles of Organization for Leaders & Scholars, LLC. (the “Company”) were filed with the California Secretary of State on April 2, 2014.

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, 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, 701 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:

(a) 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, which is an organization exempt from federal income tax under Internal Revenue Code §501(c)(3) and from state corporate tax under California Revenue and Taxation Code §23701d.

(b) 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;;

(c) the Company is organized and operated exclusively for charitable purposes;

(d) the Company is operated exclusively to further the exempt purpose(s) as specified in California Revenue and Taxation Code Section 214; and

(e) 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 Agreement, the actions, activities and transactions of the Company will be limited to those permitted under the California Revenue and Taxation Code §23701h.

1.7 Tax Status.

(a) 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;

(b) 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.

(d) 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 PO Box 303, 36230 North School Street, 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.

3.1.2 The Sole Member may appoint 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 and 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;

(e) mortgage, pledge or otherwise encumber its property; and

(f) 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, any Officer, any entity controlling, or directly or indirectly related to, Company ("Affiliate"), (including, without limitation, any director, officer, employee, or agent of the Sole Member 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. The Sole Member shall not 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 17707.03.

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.

8.3 Distribution of Asset. 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.

8.4 Limitation on Distribution of Assets. 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 Merger. The Company is prohibited from merging with, or converting into, a for-profit entity.

9.3 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.

9.4 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.

9.5 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.

9.6 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.

9.7 References to this Agreement. Numbered or lettered Articles and Paragraphs herein contained refer to Articles and Paragraphs of this Agreement unless otherwise expressly stated.

9.8 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.

9.9 Entire Agreement. This Agreement constitutes the whole and entire agreement with respect to the subject matter of this Agreement.

9.11 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.

9.12 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.

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

June 28, 2017

Appendix F-5

LLC-1 **Articles of Organization
of a Limited Liability Company (LLC)**

To form a limited liability company in California, you can fill out this form, and submit for filing along with:

- A **\$70** filing fee.
- A separate, non-refundable **\$15** service fee also must be included, if you **drop off** the completed form.

Important! LLCs in California may have to pay a minimum \$800 yearly tax to the California Franchise Tax Board. For more information, go to <https://www.ftb.ca.gov>.

LLCs may not provide "professional services," as defined by California Corporations Code sections 13401(a) and 13401.3.

Note: *Before submitting the completed form*, you should consult with a private attorney for advice about your specific business needs.

201624510412

FILED *CHT*
Secretary of State *MD*
State of California

AUG 25 2016

ICC

This Space For Office Use Only

For questions about this form, go to www.sos.ca.gov/business/be/filing-tips.htm.

LLC Name (List the proposed LLC name exactly as it is to appear on the records of the California Secretary of State.)

① Leaders & Scholars Two, LLC
Proposed LLC Name

The name **must** include: LLC, L.L.C., Limited Liability Company, Limited Liability Co., Ltd. Liability Co. or Ltd. Liability Company; and **may not** include: bank, trust, trustee, incorporated, inc., corporation, or corp., insurer, or insurance company. For general entity name requirements and restrictions, go to www.sos.ca.gov/business/be/name-availability.htm.

Purpose

② The purpose of the limited liability company is to engage in any lawful act or activity for which a limited liability company may be organized under the California Revised Uniform Limited Liability Company Act.

LLC Addresses

③ a. 36230 North School Street Clarksburg CA 95612
Initial Street Address of Designated Office in CA - Do not list a P.O. Box *City (no abbreviations)* *State Zip*

b. P.O. Box 66 Clarksburg CA 95612
Initial Mailing Address of LLC, if different from 3a *City (no abbreviations)* *State Zip*

Service of Process (List a California resident or a California registered corporate agent that agrees to be your initial agent to accept service of process in case your LLC is sued. You may list any adult who lives in California. You may **not** list an LLC as the agent. **Do not** list an address if the agent is a California registered corporate agent as the address for service of process is already on file.)

④ a. Paul C. Minney
Agent's Name

b. 655 University Ave., Ste. 150 Sacramento CA 95825
Agent's Street Address (if agent is not a corporation) - Do not list a P.O. Box *City (no abbreviations)* *State Zip*

Management (Check only one.)

⑤ The LLC will be managed by:

One Manager More Than One Manager All Limited Liability Company Member(s)

This form must be signed by each organizer. If you need more space, attach extra pages that are 1-sided and on standard letter-sized paper (8 1/2" x 11"). All attachments are made part of these articles of organization.

► Rina DiMare
Organizer - Sign here

Rina DiMare
Print your name here

<p>Make check/money order payable to: Secretary of State</p> <p>Upon filing, we will return one (1) uncertified copy of your filed document for free, and will certify the copy upon request and payment of a \$5 certification fee.</p>	<p>By Mail</p> <p>Secretary of State Business Entities, P.O. Box 944228 Sacramento, CA 94244-2280</p>	<p>Drop-Off</p> <p>Secretary of State 1500 11th Street., 3rd Floor Sacramento, CA 95814</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------



I hereby certify that the foregoing transcript of _____ page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

SEP 01 2016

Date: _____

Handwritten signature of Alex Padilla in cursive script.

ALEX PADILLA, Secretary of State

LLC-2

Amendment to Articles of Organization of a Limited Liability Company (LLC)

To change information of record for your California LLC, you can fill out this form, and submit for filing along with:

- A \$30 filing fee.
- A separate, non-refundable \$15 service fee also must be included, if you **drop off** the completed form.
- To file this form, the status of your LLC must be active on the records of the California Secretary of State, or if suspended, this form can only be filed to list a new LLC name. To check the status of the LLC, go to BusinessSearch.sos.ca.gov.

Important! To change the LLC addresses, or to change the name or address of the LLC's agent for service of process, you must file a Statement of Information (Form LLC-12). To get Form LLC-12, go to www.sos.ca.gov/business/be/statements.htm.

Items 4-6: **Only** fill out the information that is changing. Attach extra pages if you need more space or need to include any other matters.

This Space For Office Use Only

For questions about this form, go to www.sos.ca.gov/business/be/filing-tips.htm.

① **LLC's Exact Name** (on file with CA Secretary of State)
LEADERS & SCHOLARS TWO, LLC

② **LLC File No.** (Issued by CA Secretary of State)
201624510412

Purpose

③ The purpose of the limited liability company is to engage in any lawful act or activity for which a limited liability company may be organized under the California Revised Uniform Limited Liability Company Act.

New LLC Name (List the proposed LLC name exactly as it is to appear on the records of the California Secretary of State.)

④ _____
Proposed LLC Name The proposed new name must include: LLC, L.L.C., Limited Liability Company, Limited Liability Co., Ltd. Liability Co. or Ltd. Liability Company, and may not include: bank, trust, trustee, incorporated, inc., corporation, or corp., insurer, or insurance company.

Management (Check only one.)

⑤ The LLC will be managed by:
 One Manager More Than One Manager All Limited Liability Company Member(s)

Amendment to Text of the Articles of Organization (List both the current text, and the text as amended by this filing.)

⑥ See Attachment

Read and sign below: Unless a greater number is provided for in the Articles of Organization, this form must be signed by at least one manager, if the LLC is manager-managed or at least one member, if the LLC is member-managed. If the signing manager or member is a trust or another entity, go to www.sos.ca.gov/business/be/filing-tips.htm for more information. If you need more space, attach extra pages that are 1-sided and on standard letter-sized paper (8 1/2" x 11"). All attachments are part of this document.

▶ Rina DiMare
Sign here

Rina DiMare, President of Leaders & Scholars, Inc.,
Print your name here Member
Your business title

Make check/money order payable to: **Secretary of State**
Upon filing, we will return one (1) uncertified copy of your filed document for free, and will certify the copy upon request and payment of a \$5 certification fee.

By Mail
Secretary of State
Business Entities, P.O. Box 944228
Sacramento, CA 94244-2280

Drop-Off
Secretary of State
1500 11th Street., 3rd Floor
Sacramento, CA 95814

**ATTACHMENT TO LLC-2
AMENDMENT TO ARTICLES OF ORGANIZATION
OF
LEADERS & SCHOLARS TWO, LLC**

The following additional provisions are made a part of the Articles of Organization of Leaders & Scholars Two, LLC:

1. Leaders & Scholars Two, LLC. (the "Company") is organized and shall be operated exclusively for charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code.

2. The Company shall be operated exclusively to further charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code of its member.

3. The member of the Company shall at all times be an organization that is exempt from taxations under Section 501(c)(3) of the Internal Revenue Code or under Section 23701d of the California Revenue and Taxation Code and that qualifies for exemption under Section 214 of the California Revenue and Taxation Code, or as to property used exclusively for public schools, community colleges, state colleges and state universities under subdivision (b). Any such organization is hereafter referred to as a "qualifying organization."

4. The Company shall permit no transfers, direct or indirect, of a membership interest in the Company to any person or entity that is not a qualifying organization.

5. The property of the Company is irrevocably dedicated to charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code.

6. Upon the dissolution or winding up of the Company, its assets remaining after payment or provision for payment of all debts and liability of the Company shall be distributed to Leaders & Scholars, Inc., a California nonprofit public benefit corporation, provided that if such organization at that time no longer qualifies as an organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code or under Section 23701d of the California Revenue and Taxation Code and that qualifies for exemption under Section 214 of the California Revenue and Taxation Code, then the share that otherwise would have gone to such organization shall be distributed to: (i) a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and that has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code or Section 23701d of the California Revenue and Taxation Code; (ii) a governmental entity; or (iii) any combination of organization or entities described in clauses (i) or (ii) of this Section 6.

7. Any and all amendments to the Articles of Organization or the Operating Agreement of the Company shall be consistent with Section 214 of the California Revenue and Taxation Code.

8. To the fullest extent permitted by law, for the purpose of qualifying for the Welfare Exemption under the rules of the California Board of Equalization, this limited liability company is prohibited from merging or converting into a for-profit entity.

9. The Company shall not make or permit the making of any distribution to any member that ceases to be an organization described in Section 214 of the California Revenue and Taxation Code or that otherwise ceases to be a “qualifying organization.”

10. The activities of the Company shall be limited to those permitted under Section 23701h of the California Revenue and Taxation Code.

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 17701.01-17713.13, 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 September 20, 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.

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, any Officer, any entity controlling, or directly or indirectly related to, Company ("Affiliate"), (including, without limitation, any director, officer, employee, or agent of the Sole Member, 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. The Sole Member shall not 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 17707.03.

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 Entire Agreement. This Agreement constitutes the whole and entire agreement with respect to the subject matter of this Agreement.

9.9 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.

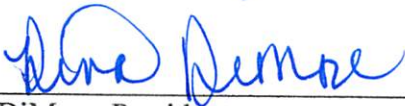
9.10 Governing Law. The laws of the State of California (without regard to otherwise governing principles of conflicts of law or choice of law) shall govern the validity of this Agreement, the construction of its terms, and the interpretation and enforcement of the rights and duties of the parties hereof.

9.11 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