

River Charter Schools Lighthouse Charter

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Washington Unified
Phone Number	(916) 375-7600
Superintendent	Linda Luna
E-mail Address	lluna@wusd.k12.ca.us
Web Site	http://www.wusd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	River Charter Schools Lighthouse Charter
Street	899 Bryte Avenue
City, State, Zip	West Sacramento, Ca, 95605
Phone Number	9167441212
Principal	Jeff Freeland
E-mail Address	jfreeland@lighthousecharterschool.org
Web Site	www.lighthousecharterschool.org
County-District-School (CDS) Code	57726940131706

Last updated: 1/30/2019

School Description and Mission Statement (School Year 2018—19)

Lighthouse Charter School is located in West Sacramento, California. Our enrollment in grades k-6 is 342 students. Our school is one of two schools in the River Charter Schools Management Organization.

The Mission Statement of Lighthouse Charter School, 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 school which;

*Promote belonging for all members of our collaborative school communities

*Transform teacher, 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 business people to empower students and teacher through partnerships and positive relationships

*Rely upon responsible fiscal planning

The Core Values of Lighthouse Charter School are:

Positive Attitude: At LCS, we exemplify empathy and compassion. We assume positive intent and pride ourselves on having a positive outlook and perspective daily.

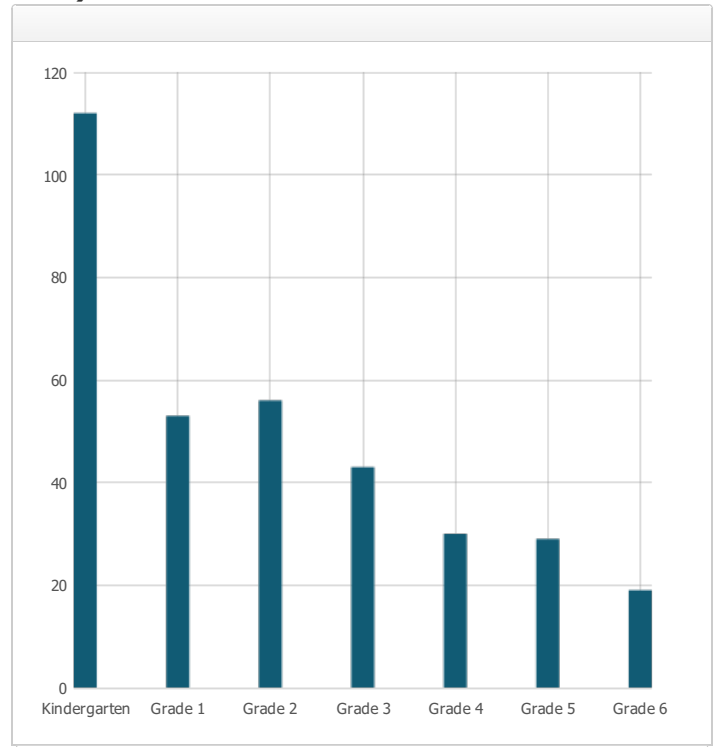
Self-Reflection: At LCS, we strive for continuous improvement through practicing humility, listening actively, having a willingness to change, and speaking our truth.

Collaboration: At LCS, we work as a team to communicate with all stakeholders, build trusting relationships, and engage in courageous conversations. We are valued contributors who work together to develop and achieve common goals.

Last updated: 1/30/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	112
Grade 1	53
Grade 2	56
Grade 3	43
Grade 4	30
Grade 5	29
Grade 6	19
Total Enrollment	342



Last updated: 1/30/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	4.0 %
American Indian or Alaska Native	0.6 %
Asian	2.3 %
Filipino	0.6 %
Hispanic or Latino	32.2 %
Native Hawaiian or Pacific Islander	1.1 %
White	48.9 %
Two or More Races	10.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	21.8 %
English Learners	3.4 %
Students with Disabilities	3.4 %
Foster Youth	%

A. Conditions of Learning

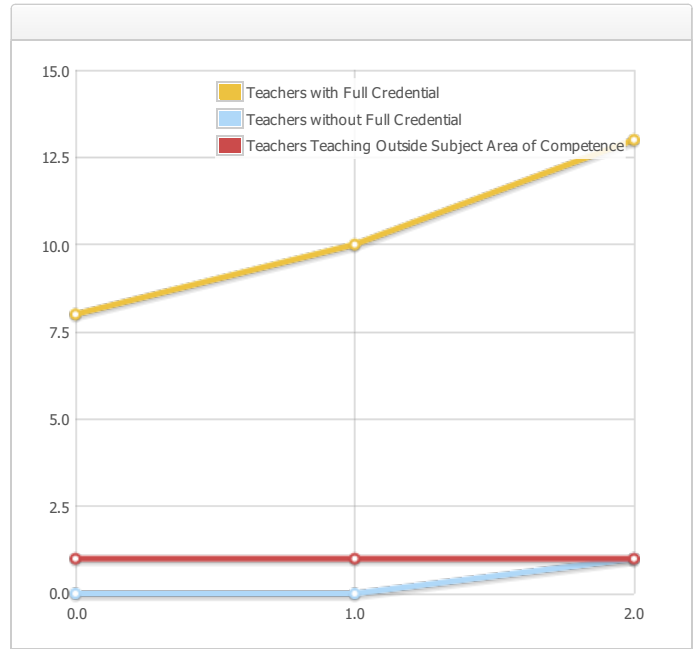
State Priority: Basic

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

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

Teacher Credentials

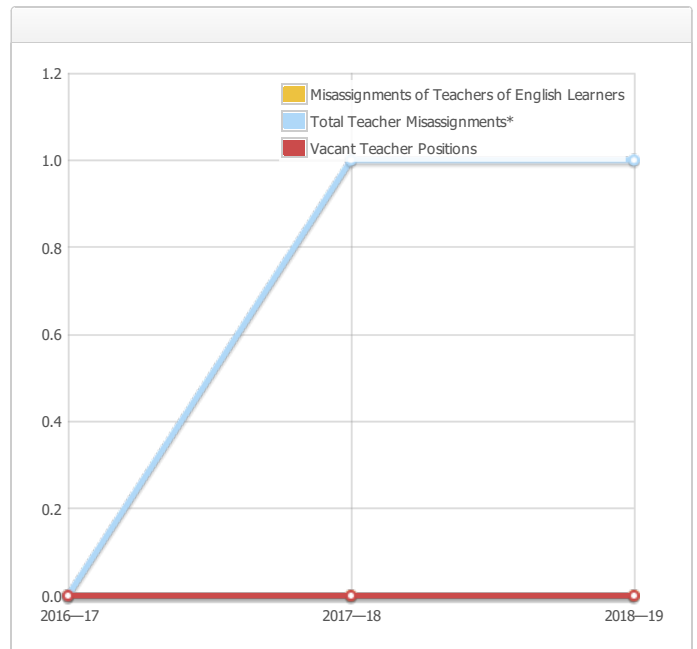
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	8	10	13	
Without Full Credential	0	0	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	



Last updated: 1/30/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	1
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: June 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - Reading Wonders	No	0.0 %
Mathematics	McGraw Hill- My Math	No	0.0 %
Science	GLAD- Guided Language Acquisition by Design	Yes	0.0 %
History-Social Science	GLAD- Guided Language Acquisition by Design	Yes	0.0 %
Foreign Language			0.0 %
Health	Lessons created using the state standards	Yes	0.0 %
Visual and Performing Arts	Sparkle- Art Measure of Success - Music	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2019

School Facility Conditions and Planned Improvements

Lighthouse Charter School rents their space. The landlord takes care of all needed repairs and upgrades.

Construction of new school ended on August 12, 2018. All school facilities are brand new.

Last updated: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None. School is brand new
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating Exemplary

Last updated: 1/30/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

The student testing population was too small to obtain accurate results.

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts / Literacy (grades 3-8 and 11)	32.0%	46.0%	43.0%	45.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	56.0%	30.0%	32.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/30/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	39	100.00%	46.15%
Male	19	19	100.00%	52.63%
Female	20	20	100.00%	40.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	16	16	100.00%	37.50%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	36.36%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	19	19	100.00%	36.84%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/30/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	39	100.00%	56.41%
Male	19	19	100.00%	68.42%
Female	20	20	100.00%	45.00%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	16	16	100.00%	50.00%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	54.55%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	19	19	100.00%	47.37%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/30/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/30/2019

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Lighthouse Charter School encourages all parents to become involved in our school community. Our Parent Teacher Club is incredibly strong and conducts fundraising efforts that allow us to have a full time music and art program, a focus on technology, and Project Based Learning. It is our families that make the real difference at LCS. Parent volunteers are needed in our classrooms, at our outdoor learning garden, and in our music and art studios. All parents wanting to assist in or out of the classroom should contact the front office at 916-744-1212. Our PTC can be contacted through our website at www.lighthousecharterschool.org.

State Priority: Pupil Engagement

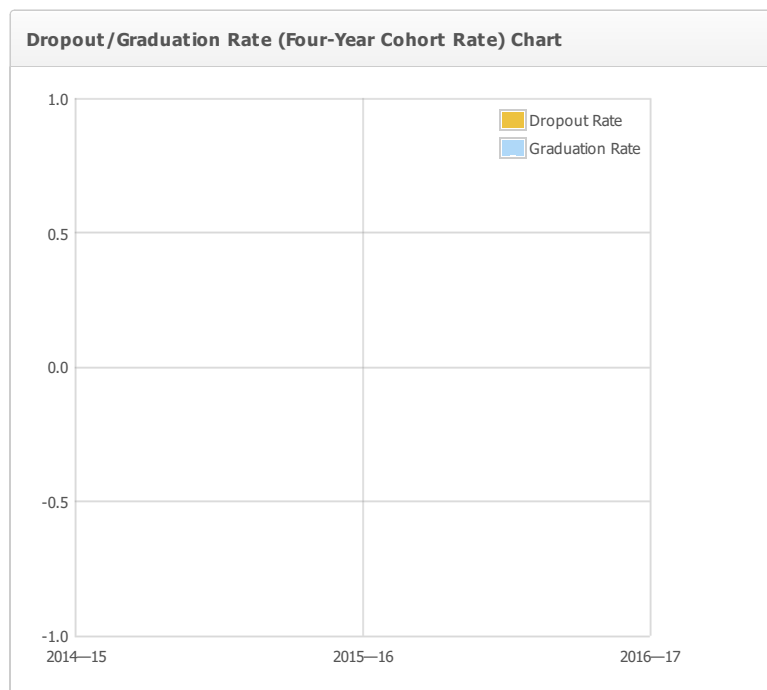
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	8.0%	8.4%	10.7%	9.7%
Graduation Rate	--	--	89.3%	89.9%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	7.7%	9.1%
Graduation Rate	--	87.0%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/30/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

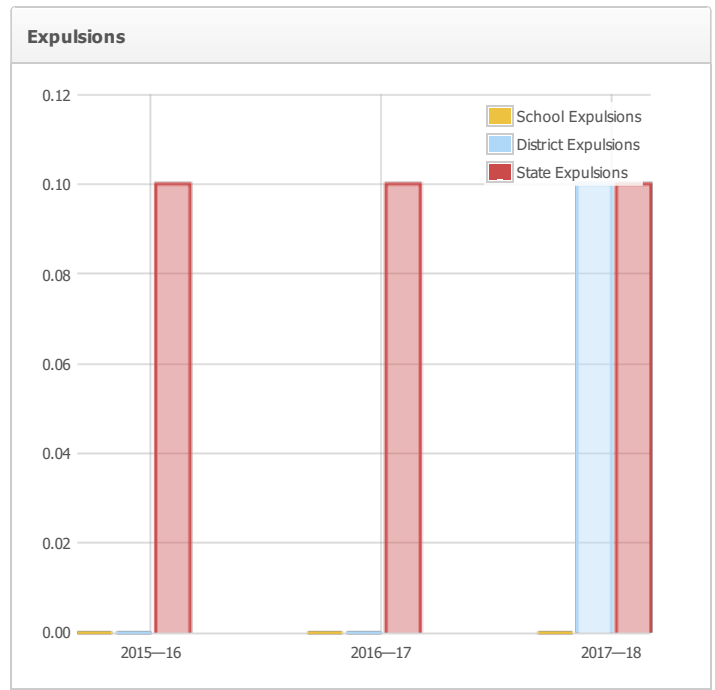
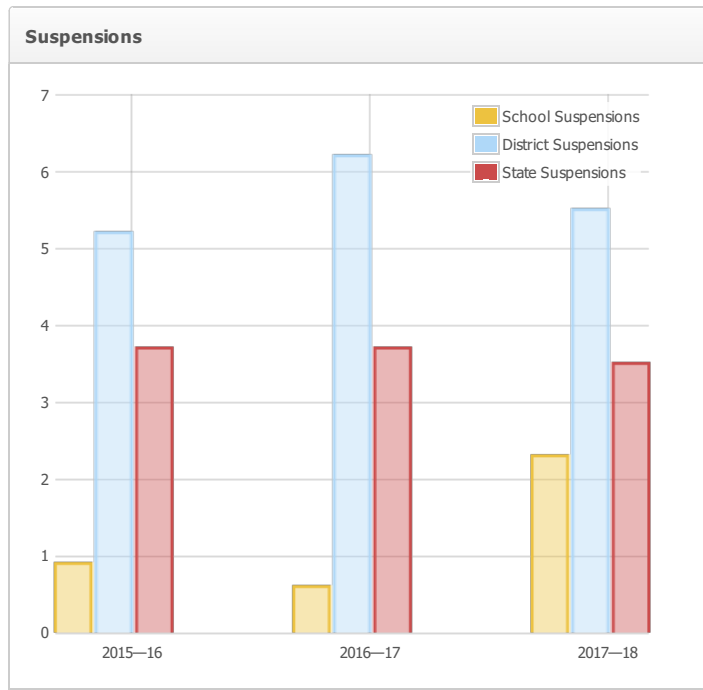
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.9%	0.6%	2.3%	5.2%	6.2%	5.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/30/2019

School Safety Plan (School Year 2018—19)

Lighthouse Charter School
 1500 Park Blvd.,
 1515 Delaware Ave.,
 West Sacramento, CA 98691
 COMPREHENSIVESCHOOL
 SAFETY PLAN
 Jeff Freeland, Principal
 Approved by School Site Council on 2/23/16
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 River Charter Schools
 BOARD OF EDUCATION
 2017-2018
 Board of Education
 Matt Best – President
 Dominic DiMare - Vice President
 Jim Lockhart - Chief Financial Officer
 Don Clark – member
 Phil Ogilvie- member
 Jody Bogle VanDePol - member
 Andy Wallace – member
 James Darin Hall-Member
 Megan Bennett-Member
 Monica Avila - Member
 Administration
 Mr. Stephen Lewis
 Superintendent
 Jeff Freeland

Principal

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INTRODUCTION – SCHOOL PROFILE

Lighthouse Charter School (LCS) is located in the city of West Sacramento, California. Our current enrollment includes 190 students from transitional kindergarten through 4th grade. We will add a grade each year until we reach 8

th grade. Our school is one of two schools in the River Charter Schools organization.

At Lighthouse Charter School, we pride ourselves on maintaining a safe school. This section of the Comprehensive School Safety Plan will describe programs in place at our school which support our efforts to provide a safe, positive, orderly, school environment conducive to learning.

School Crime Status and Reporting

The Principal, teachers, and support staff supervise the school campus throughout the day and at all school extra curricular activities during afterschool hours. The school works closely with the West Sacramento Police Department to assist with safety issues, as needed. We are committed to creating the safest possible environment for students, staff, and families. Generally, serious discipline issues at Lighthouse are few in number. Staff members handle minor classroom discipline issues within their classroom management plan and make contact with parents, when necessary. All major discipline is dealt with by administration.

Personal Characteristics of Pupils

Lighthouse has an enrollment of 190 pupils. We have 34% of our student population enrolled in the free and reduced lunch program, and this key indicator is used to determine low socioeconomic status of our pupils. 2% of our students are English Language Learners. The ethnic makeup of the pupil population is 75% Caucasian, 9% Black/African American, 9% Asian/Pacific Islander, 4% American Indian, and 2% Latino.

Curriculum and Educational Activities

Our population is, overall, very stable and predictable. In addition to students from our local West Sacramento community, our school does attract students from Sacramento and Natomas who are looking for a smaller, more intimate educational experience.

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The Schools' Location and Physical Environment

Lighthouse Charter School is located in the city of West Sacramento. The immediate area surrounding the school includes single-family homes. Our school is currently split on two church campuses, located two blocks away from each other.

Description of School Grounds

Lighthouse is an open campus with unlocked entry points. The buildings all have external doors. The doors that exit to the outside parking lot are kept locked during the school day. There is removable play equipment for the school on both campuses. The campus located at the First Baptist Church, 1515 Delaware Ave., also has a permanent play structure that our students are allowed to play on. There is space outdoors for the students to play, as well as picnic tables and benches for student to eat outside when weather permits.

During the school day, staff members provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

Maintenance of School Buildings/Classrooms

The school's physical facility is maintained and well kept. School personnel, the churches' building and grounds team, church staff, and consulting contractors periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. We have not had any graffiti or vandalism to date.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils are encouraged to take pride in the appearance of the school.

Internal Security Procedures

All Lighthouse classrooms maintain and post emergency procedure folders and flip charts for reference. A copy of the school's sexual harassment policy is available in the main office and is available upon request. This Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement

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regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, must register in the main office prior to entering further into any school building or grounds when school is in session. District employees, not assigned to Lighthouse or River Charter Schools must wear appropriate identification badges while on campus conducting business.

Discipline procedures shall focus on finding the cause of problems and using the Restorative Justice model for reflection and forgiveness. The school's discipline plan begins at the classroom level. Teachers use a classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior. At Lighthouse we also use a positive discipline approach to assist in desired behavior.

The site administrator contributes to a positive school climate, promotes positive pupil behavior, and helps reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Lighthouse employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Inventory System – Engraved ID, Security Storage

All school-site equipment has our school name written on it, including technology. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

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Lighthouse Safety Strategies

2017-2018

Introduction

Safe Schools are positive, orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Lighthouse promotes educationally and psychologically healthy environments for all students and youth. We recognize there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Safe school practices make major contributions to academic success and school improvement efforts.

The following strategies incorporate an expansive range of strategies and programs to support our safe and secure school environment:

SCHOOL SAFETY STRATEGY #1:

Positive pupil interpersonal relations are fostered by teaching socialpersonal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to, problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues of prevention and intervention. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.

Preventing and Intervening: Pupil Aggressive Behavior

Creating a safe school requires having in place many preventive measures for student's mental and emotional problems. Schools can reduce the risk of violence by teaching students appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

At-risk pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to

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office, (b) observed and documented aggressive behavior, (c) teacher observation and (d) Student Success Team meeting

Mental Health Programs

Lighthouse identifies students in need and brings forth the student and the family to the school's student success team. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted.

Counseling services have been made available to students upon referral through Yolo County Family Services. Lighthouse also has a variety of social and emotional curriculum that aides in self-confidence and dealing with emotions.

Professional Development

Lighthouse Charter School provides professional development for teachers, parents, and community members. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self control, to develop personal and social responsibility, and to enhance academic success.

SCHOOL SAFETY STRATEGY #2:

Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each pupil to safely report and, be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.

Nondiscrimination and Fair Treatment of Pupils

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools

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communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including students, parents, staff and community members:

? Shall be treated with dignity, respect and fairness;

? Shall encourage and maintain high expectations;

? Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and

? Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the Parent Student Handbook is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The River Charter School's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Discipline Policy and Code

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching of social problem solving and social decision-making is now a standard feature of effective bully, and violence prevention programs.

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Lighthouse uses a school-wide discipline matrix that clearly communicates the behavioral expectations and consequences for pupils. Our school has also developed plans to promote positive behaviors in the classrooms, lunchroom, hallways, and assembly areas.

SCHOOL SAFETY STRATEGY #3:

Plan(s) and method(s) are available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.

Parent/Guardian Involvement

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Lighthouse:

? Effectively uses the School Site Council.

? Notifies parents about, and encourages participation in parenting programs.

? Has established a school visitation procedure.

? Uses the School Accountability Report Card as a procedure to communicate to parents.

? Holds parent town-hall meetings to conduct schools needs assessment.

? Provides opportunities for Teacher-Parent conferences.

? Utilizes an "all call" system to communicate via phone messages with all parents on a weekly basis.

? Uses the school blog and social media to communicate with parents about upcoming events or activities that have happened at Lighthouse.

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Problem Solving Teams

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. Building collaborative problem-solving teams are essential to successful prevention and intervention with aggressive behavior. Lighthouse utilizes a Student Success Team to help address issues of problem behavior as well as academic concerns. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns.

Community Linkages

When working with parents and students with specific issues, the staff will provide information to the families regarding available community resources. The staff shall work closely with recognized local city, county and state agencies.

SCHOOL SAFETY STRATEGY #4:

Specific employees use unique strategies to promote school safety.

Administrative Positions

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

Lighthouse has a dedicated staff whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal has developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal makes herself available

for a pupil and/or parent to safely report troubling behaviors that may lead to dangerous situations. Effective and trusting relationships between the administration, teachers, and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important

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knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes

We recognize that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. If an emergency were to occur, the situation would be assessed by administration and staff would be informed in a timely manner of the procedure they should follow. When incidents occur on Washington Unified School District campuses, Lighthouse will notify families as information becomes available.

Visitors and Disruptions to Educational Process

Access to school grounds is limited and supervised on a regular basis by school administration, teachers, and staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately before entering further into any school building or grounds when school is in session.

Furthermore, the principal or designee may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. Law enforcement is immediately contacted for individuals engaging in threatening conduct including disturbing the peace.

SCHOOL SAFETY STRATEGY #5:

Effective procedures will be followed to maintain a safe physical school site.

Enhancing Physical Safety Practices

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Lighthouse enhances the physical safety of our campus by having adults visibly present throughout the school, especially during recess and lunch. The Principal also maintains a vigilant presence throughout the day including recesses and lunch.

The following practices enhance the physical safety of our campus:

- ? Lighthouse is a closed campus, where pupils must have permission to leave the campus during school hours.
- ? Keeping buildings clean and well maintained.
- ? Maintenance of a complete list of staff members who have keys to building(s).
- ? Classroom phones maintain two-way communication between the front office and each classroom.
- ? All staff members carry two-way radios for immediate communication and assistance.

Accidents and Injuries

? In case of minor falls, cuts, scrapes, bruises, etc., student will be sent to the office for triage.

? For broken bones or more severe injuries, school staff will call

Last updated: 1/30/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	2	1	
1	17.0	1		
2	12.0	2		
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.0	3	2	
1	18.0	1	1	
2	17.0	1		
3	17.0	1		
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	28.0		2	
1	26.0		1	
2	26.0		1	
3	22.0		1	
4	30.0			
5	29.0			
6	19.0			
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/30/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/2019

Types of Services Funded (Fiscal Year 2017–18)

Curriculum and Special Emphasis

The Schools' curriculum focuses on reading and math, with enrichment through the arts, music and technology with special emphasis on Project Based Learning. The Schools also provide a character development program through which the Schools seek to incorporate character development into everyday instruction. The Schools involve parents and staff in decision-making through the use of meetings and staff and parent surveys. The Schools seek to enable their students to receive educational experiences that will prepare them for high school, college, leadership, and life. The Schools strive to graduate students with the skills and attributes that are critical for all 21st Century Learners. The Corporation defines a 21st Century Learner as one who:

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

The Corporation believes that attributes of an educated person in the 21st century include:

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

Each class at the Schools uses technology in their classrooms. The Schools use online programs such as Kahoot and Code.org as well as various literacy and math applications. The Schools also emphasize GLAD ("Guided Language Acquisition Design") in their curriculum. All certified staff are fully trained in GLAD. The emphasis of GLAD is to provide additional support for English language development and is implemented primarily through the presentation of science and social studies standards (although strategies can be used throughout all subject matter). Teachers are expected to teach one full GLAD unit per year (6-8-week instruction cycle) while implementing other GLAD strategies throughout instruction.

The Schools also provide a learning center, which focuses on services for students enrolled in special education and reading intervention for students in grades 1-6. In the reading intervention program students at every grade level are grouped based on need in language arts.

At LCS the Corporation has implemented a full time art and music program. All students in K-5 participate in art classes with 6th graders having the elective option to take an advanced art course. In addition, all students in grades K-5 participate in general music/choir, 3rd graders have additional classes in recorder playing, 4th and 5th graders participate in additional band classes, and 6th graders have the elective options of band or music technology

Extracurricular Activities

The Schools offer various extracurricular activities for its students, ranging from athletics to fine arts. Lighthouse offers an enrichment program for the students through an agreement with KCE Champions LLC (the "Enrichment Program"). The Enrichment Program provides the students with after-school supervised activities in their curriculum focus across six developmental domains: (a) character development; (b) community; (c) creative expression; (d) executive functions; (e) inquiry based learning; and (f) literacy.

Project Based Learning

Project Based Learning ("PBL") is a key component of the education philosophy of the Corporation. The Corporation believes that the PBL approach is proven to be an effective and enjoyable way to learn, and assist students in developing deeper learning competencies required for success in college, career and civic life. The Corporation believes that many educators across the United States and around the world are interested in this approach to instruction due to the following combination of reasons and recent developments:

- PBL makes school more engaging for students. Today's students, more than ever, often find school to be boring and meaningless. In PBL, students are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.
- PBL improves learning. After completing a project, students understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can do to new situations.
- PBL builds success skills for college, career, and life. In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.
- PBL helps address standards. The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.
- PBL provides opportunities for students to use technology. Students are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, teachers and students can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.
- PBL makes teaching more enjoyable and rewarding. Projects allow teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students.
- PBL connects students and schools with communities and the real world. Projects enable students to solve problems and address issues important to them, their communities, and the world. Students learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents and community members can be involved in projects.

- PBL promotes educational equity. All students deserve PBL, since a great project can have a powerful effect and help them reach their potential, and even be transformative for young people. A project that makes a real- world impact can give students a sense of agency and purpose; they see that they can make a difference in their community and the world beyond it.

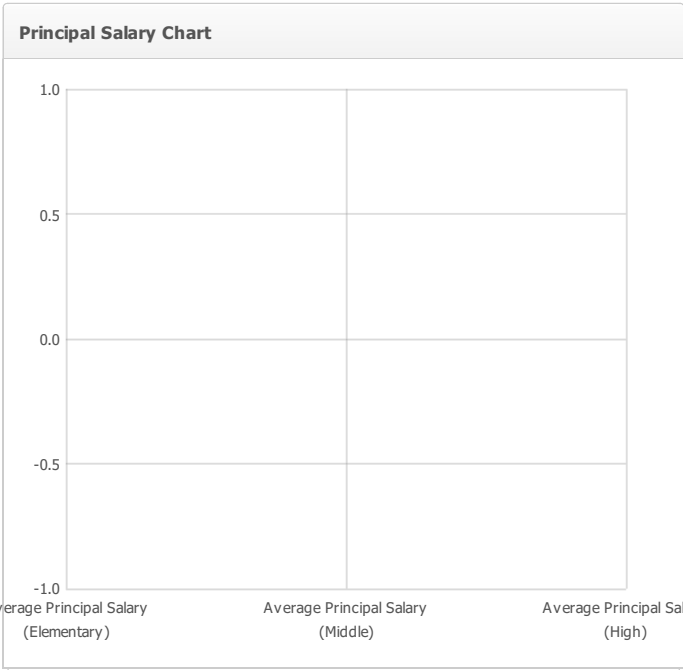
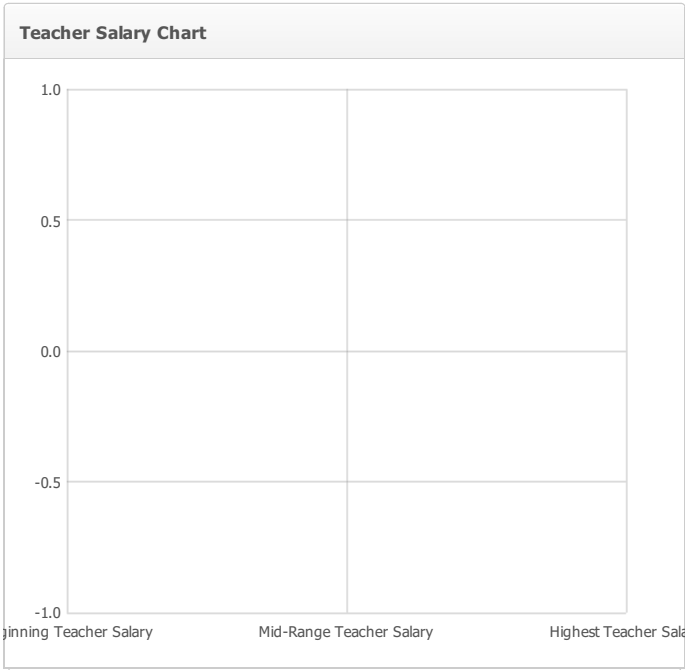
Last updated: 1/30/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Teacher Salaries taken from Certificated Salaries & Benefits J-90 2014-2015

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$47,547
Mid-Range Teacher Salary	--	\$74,775
Highest Teacher Salary	--	\$93,651
Average Principal Salary (Elementary)	--	\$116,377
Average Principal Salary (Middle)	--	\$122,978
Average Principal Salary (High)	--	\$135,565
Superintendent Salary	--	\$222,853
Percent of Budget for Teacher Salaries	35.0%	35.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .



Last updated: 1/30/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/30/2019

Professional Development

The Professional Development calendar is created each year with the school's Principal and Leadership Team.

Student data, work samples, and in class observations determine our PD Plan. All teachers receive an individualized plan geared to the areas they identify with the site administrator. On site peer coaches, an instructional coach, and the Principal provide demonstration lessons and observations on a weekly basis as well as whole staff professional development when needed.

Wednesday afternoons are designated as our staff collaboration days and are focused on utilizing student data to inform our teaching practices. The teacher support plans that are developed by the Principal are individualized to guide our coaching and provide targeted assistance where needed. DECS supports all staff members to guarantee success that translates to effective teaching practices that engage students in their learning. Professional development in the Common Core Mathematics Framework has been a priority for all teachers at DECS this school year.

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