



**Board Members**

Roland Skumawitz, President  
 Ingrid Flores  
 Elizabeth Halikis  
 Daniel Leavitt, Secretary/Treasurer

Ronald Reagan Charter School Alliance

**Regular Board Meeting Agenda**

23151 Palomar Street  
 Wildomar, CA 92595  
 Phone: (951) 678-5217

**February 23, 2016 @6:00 p.m.**

**1.0 CALL TO ORDER**

Introduction of Guests

The meeting was called to order by the Board Chair at \_\_\_\_\_.

**2.0 OPEN GENERAL SESSION**

Establishment of a Quorum

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____

*Other guests present:*

Hansberger and Klein, LLC

**3.0 PLEDGE OF ALLEGIANCE**

**4.0 APPROVAL OF THE AGENDA**

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

**5.0 INVITATION TO ADDRESS THE BOARD, OPEN SESSION ITEMS:**

Comments should be limited to 3 minutes. Unless an item has been placed on the published agenda in accordance with the Brown Act, there shall be no action taken, nor should there be comments on, responses to, or discussion of a topic not on the agenda. The Board members may: (1) acknowledge receipt of information/report; (2) refer to staff with no direction as to action or priority; or (3) refer the matter to the next agenda.

**6.0 INFORMATION SESSION:**

**6.1 Director's Report (Attachment 6.1)**

Presentation regarding school administration including our material revision, WASC mid cycle progress report and update on current legislation that may impact the school.

*Presented by: Barbara Hale, Executive Director/Principal*

**7.0 OPEN BOARD SEAT APPLICANT PRESENTATIONS**

- Matthew Roberson

**8.0 ACTION ITEMS:**

**8.1 Bylaws (Attachment 8.1)**

The board will review and consider the Bylaws.

Staff recommendation: The board approve the Bylaws. Staff recommends approval.  
*Presented by: Barbara Hale, Director/Principal*

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

<b>ROLL CALL</b>	<b>Aye</b>	<b>Nay</b>
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____

**8.2 Appoint New Board member for open board seat**

The board appoints \_\_\_\_\_ to the board.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

<b>ROLL CALL</b>	<b>Aye</b>	<b>Nay</b>
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____

**9.0 CONSENT CALENDAR**

Consent Calendar Items are considered routine and may be enacted by a single motion.

**9.1 Approval of the Minutes: February 8, 2016 (Attachment 9.1)**

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

<b>ROLL CALL</b>	<b>Aye</b>	<b>Nay</b>
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____

**10.0 BOARD COMMENTS:**

**11.0 ADJOURNMENT**

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

<b>ROLL CALL</b>	<b>Present</b>	<b>Absent</b>
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____

The meeting was adjourned at \_\_\_\_\_.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

SPECIAL PRESENTATIONS MAY BE MADE

Notice is hereby given that, consistent with the requirements of the Bagley-Keene Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

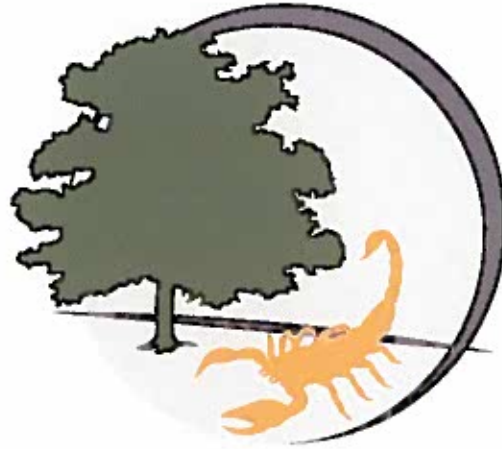
Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Sycamore Academy of Science and Cultural Arts

Telephone, (951) 678-5217;

FOR MORE INFORMATION

For more information concerning this agenda, please contact Sycamore Academy of Science and Cultural Arts

Telephone (951) 678-5217.



# SYCAMORE ACADEMY

of Science and Cultural Arts

## Mid-cycle Progress Report



23151 Palomar Street  
Wildomar, CA 92595  
Authorized by Lake Elsinore Unified School District

Date of Visit: March 18, 2016

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# **I: Student/Community Profile Data**

## **General Information**

Sycamore Academy of Science and Cultural Arts (SASCA) is an independent K-8th grade site-based charter school located in the City of Wildomar, CA. The school is located within the boundaries of its authorizing district, Lake Elsinore Unified. The City of Wildomar was incorporated in 2008 and has grown an average of 4% per year since incorporating. Wildomar is home to a diverse population, primarily lower-middle class.

The mission of the Sycamore Academy of Science and Cultural Arts is to prepare a diverse K-8 student population for secondary education, college, careers and global citizenship by providing each child with knowledge, critical skills, and fundamental dispositions to become a self-motivated, competent, lifelong learner.

The vision of our learning community is to provide a setting for learning based on constructivist principles. Students, teachers, staff, community members and parents are active participants in a community of learners working in a collaborative and democratic manner. To accomplish this we focus on:

- how students learn best
- how teachers guide and challenge students to think and construct meaning from their studies
- how students develop memory and connect information, knowledge and understanding in such a way that they will demonstrate and defend their understandings
- connecting and expanding student learning through school and community based projects.

The staff of Sycamore Academy of Science and Cultural Arts models life-long learning by promoting and encouraging a dynamic environment where all members of the staff demonstrate the knowledge, critical skills and fundamental dispositions that are the core of our educational and organizational values. We push the boundaries of learning beyond the classroom and into the School and local community. Through robust service-learning, we make real world connections that add value to our community.

## **The Education Program**

There are six interrelated aspects of the educational program which are unique and serve as the foundation for our program.

1. Focus on how children learn best (constructivist teaching and learning)
2. Multiple means of assessment
3. Standards-based integrated thematic units with emphasis in science and the arts.
4. Vertical coordination of themes for multiage opportunities
5. Connections between areas of study and real world application.
6. Real-world, student selected, homework.

### Demographic Information

#### Total Enrollment

2013-2014	2014-2015	2015-2016
324	394	498

#### Current Student Racial and Ethnic Balance Data

American Indian	Asian	Pacific Islander	Filipino	African American	Hispanic	White	Two or more races
<1%	1%	<1%	<1%	4%	43%	40%	10%

#### Student Subgroup Data

Group	2013-2014	2014-2015	2015-2016
Socioeconomically Disadvantaged	34%	32%	34%
English Language Learners	5%	5%	7%
Students with Disabilities	7.7%	9.6%	11.8%

#### Faculty Demographic Data

American Indian	Asian	Pacific Islander	Filipino	African American	Hispanic	White	Two or more races	Decline to state
<1%	0	0	0	<1%	25%	58%	8%	8%

### Assessment Data

Prior to the implementation of the California Common Core State Standards (CCSS) and administration of the Smarter Balanced Assessment, California did not administer

state-wide standardized assessments in English language arts or mathematics since 2013. API has not been calculated since 2013. It is anticipated that API will be calculated beginning in 2016, based on the growth from the 2015 baseline SBAC results to the 2016 SBAC results. In lieu of new API calculations during the interim, the state issued the three year average API scores. SASCA's non-weighted API is 804.

### Smarter Balanced Baseline Assessment Data

Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
13%	24%	25%	17%	24%	12%	48%	26%	29%	11%
% of students meeting and exceeding standards (caaspp.cde.ca.gov)									

Because this was the first administration of the SBAC assessments, this data will be used as the baseline information. SASCA faculty and administration discussed environmental issues that had a negative impact on the assessment results and have worked diligently to mitigate most of those issues. We also analyzed processes and strategies that need to be addressed in order to obtain results that better indicate the progress of our students toward mastery of the Common Core State Standards as assessed by CAASPP.

### Physical Fitness Test

2013	2014	2015 (5th grade)	2015 (7th grade)
84.6%	76.8%	80%	75%
% of students achieve HVZ in 5 out of 6 (Dataquest 2015)			

## II: Significant Changes and Developments

The charter school was authorized by Lake Elsinore Unified School District in June of 2009 as a K-6 school and opened to students in a retail center in September of 2009. The school was granted a five year renewal in 2013 and was authorized to expand to 8th grade. Seventh grade was added in 2014-15 and eighth grade was added this school year, 2015-16.

Last year, SASCA faculty worked to develop extensions to our curriculum for the middle school grade standards. We implemented several new elements to engage the older group and keep them active and involved in productive behavior. This year, it has become more apparent that we need to revisit procedures, expectations, responsibilities and opportunities for independence



for this age group. The addition of the eighth graders has had a significant impact on the culture and we continue to reflect and develop new strategies and elements to address some of the social concerns.

Presently the administration and authorizing agency are working on a material revision of the charter due to the facility change. Because the renewal was approved prior to the implementation of LCFF, LCAP and SBAC, the two organizations agreed to edit the charter to reflect these changes as well. The authorizing agency requested that SASCA implement a Transitional Kindergarten program in the 2016-2017 school year and SASCA has agreed. SASCA requested authorization to implement an Independent Study component in the 2016-2017 school year and the District agreed. We expect an approval of the material revision at LEUSD's regular board meeting on March 10, 2016.

The school recently acquired \$9.4 million dollars in Revenue Bonds, purchased 7.2 acres of land and built a new facility. The new site opened for students in September of 2015, just five months after construction began. The administration building was released for occupancy in October of 2015. Most of the infrastructure came on line in November and December however, several elements are still being fully installed or integrated and staff is still receiving training on the use of several new devices.

The biggest issue with our prior site was the lack of outdoor play space. That problem has been solved with our huge blacktop area, play structure, basketball courts and an enormous field that is surrounded by a .2 mile walking track. We hired a full time credentialed PE teacher and she has been instrumental in establishing expectations and norms, teaching students appropriate use of play equipment and new games and developing a team of staff that work collaboratively to supervise with consistency to our mission and vision.

The new site is located on Palomar Street in Wildomar and includes 4 classroom buildings, an administration building and a multi-use Student Center. With the move to the new site, we were able to reduce our class size while increasing the number of students we are able to serve. These changes required a significant number of new hires in faculty and staff.

A new problem that has arisen from the new site is the lack of parking. The original agreement for purchase of the property included a joint use agreement with the neighboring church. During the course of the transfer, the lead negotiator for the church was tragically killed in an airplane crash. The new negotiator rescinded all cooperative elements of the purchase agreement and because we could not afford to be tied up in litigation for years, we worked 'around' those issues. We are currently preparing a proposal for additional funding in order to build a parking lot on the back end of our property in order to solve this problem.

Since the original authorization, SASCA had been an arm of the District for the purpose of Special Education. The relationship between the District and SASCA had consistently improved with regard to solving issues that arose because of this relationship, such as personnel and

pedagogical inconsistencies. In 2014 SASCA submitted notice of its intent to become an LEA for Special Education. SASCA was admitted to the El Dorado County Charter SELPA effective July 1, 2015 and currently operates its own Special Education.

Since becoming an LEA for Special Education, the SASCA SpED team has consistently refined practices and developed procedures that were not in place previously. The team meets weekly on Fridays to reflect on the previous week's successes and concerns and to look ahead for planning, preparing and scheduling. While we presently do not have assessment data to demonstrate the significant impact for our students, we can attest to the observational data from teachers and parents, both returning and new to Sycamore. Students that were previously very dependent on adult support have been increasingly less dependent in many areas. Significant behavioral issues have notably decreased. Most noteworthy is the increase in the number of students on IEP attending Sycamore. This increase is not due to initial identification at Sycamore but rather the number of students transferring into our school. Previously, we averaged approximately 7% special needs population and this year we have about 12%.

### **III: Ongoing School Improvement**

The first step in engagement of our parents in review of student achievement is getting them on our Parent Portal, an online resource that allows parents to access grades and attendance from the internet or phone app. Teachers update assignments and scores regularly and we have taken every opportunity to get our parents checking their students' grades via the Parent Portal. Teachers include comments on any score lower than grade level so that the student and parent understand what element was missing and what to work on to achieve grade level for that concept.

We also invite our parents to several evening events throughout the year. Showcases focus on History, Science and Art and are opportunities for families to view work from all the grade levels. In addition to showcases, there are Parent Information Events (PIE) throughout the school year that aim to educate our parents on various topics of interest as determined by the previous year's Annual Parent Survey. This year we have had PIE for LCAP, SBAC, Common Core, SB277 and High School Transition. We still expect to hold at least one more PIE on SBAC, Common Core and LCAP as well as at least one event to educate parents on the Charter Schools Act of 1992.

The School Site Council and Board of Trustees are two groups that receive, review and make recommendations related to ongoing improvement of the program. These two groups both have parent and community representation and hold public, Brown Act compliant meetings.

The mid-cycle report was prepared by the entire staff and faculty. While this report was not presented to the parents separately, information from the annual parent surveys was used in the

analysis of our program and consistently used to make decisions regarding changes to our program or operations. The leadership team reviewed all the information submitted by faculty and staff and developed the final report for submission.

## **IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

The following is a breakdown of the Critical Areas for Follow-up as indicated in the last WASC CT Report:

1. Expand the use of the data collection system to better understand student progress toward the expected learning outcomes.

Sycamore utilizes EADMS to collect and organize data. EADMS is used to create quizlettes to monitor student growth toward meeting grade level expectation of CCSS and in preparation for SBAC assessments. Teachers and administrators review the data for more purposeful grouping, re-teaching and participating in interventions, such as tutoring.

Sycamore teachers also utilize online programs to track student progress such as Mobymax, Khan Academy and Raz-kids. This data assists the teacher in targeting specific skills that are hindering the student's progress and provides for an additional means for the student to practice and develop those skills.

Teachers use assessment binders and Powerschool to track a variety of measurements including reading levels according to Fountas and Pinnell, progress in Singapore mathematics, progress on Words their Way spelling inventory, scores on writing rubrics. Sycamore also participates in Smarter Balanced Assessment Consortium with several surrounding schools which share standards-based questions that align to SBAC and range in rigor and format. All assessments are done multiple times per year and multiple assessments are used to determine each student's actual achievement level.

2. Continue to develop the integration of the Sycamore constructivist curriculum with the CCSS to meet the school-wide learner outcomes articulated in the charter

Sycamore teachers foster a constructivist approach to learning. Classroom learning communities are developed through teacher created unit plans that are largely the result of multi age and grade level team collaboration. Each unit plan builds upon skills and dispositions which are highlighted in a variety of ways throughout each trimester. Every unit plan is created with the S.P.E.C. learning model in mind (Student Centered, Problem Based, Experiential and Collaboration). Teachers collaboratively plan every unit plan based on Common Core State

Standards, student needs as demonstrated by the data, and students interests as presented in student surveys or background knowledge.

This year, Sycamore experienced such significant growth in both student population and faculty, we implemented a "strand" concept to allow teachers to focus on quality integration within a select arrangement of content. We anticipate returning to a full-integration program next year but in the meantime, each teaching partnership includes one teacher focused on a Humanities integration (ELA, Social Studies, Arts) and another focused on STEAM integration (Science, Technology, Engineering Technical Arts and Math).

3. Focus on professional development in designing rigorous vertically integrated challenges and in facilitating quality student-generated rubrics aligned with the school's expected learner outcomes focused on developing student ownership of learning.

All faculty participated in a week long workshop prior to the start of school that focused on designing multi-age challenges. Each trimester, the faculty meets and participates in a session of Critical Friends in order to identify multi-age lesson opportunities and ensure overlapping themes through the grade levels. Because approximately 50% of our faculty are new this year, we have returned to utilizing created rubrics and anticipate beginning the process of student-generated rubrics in the next school year.

4. Continued professional development for all staff in the use of the new data collection and analysis system to provide staff with the tools to monitor student achievement across grade levels and vertically

Teachers have been trained in PowerSchool and EADMS, the two systems we use to house student data. Every week, teachers access this information during various meetings and use the information to inform decisions regarding teaching and learning. These meetings include those between partner teachers, teams, and strands, as well as vertically. While our use of these resources has improved, we are still in a novice stage and will continue to reflect and refine our practice.

5. Professional development in designing quality rubrics that are aligned with the curriculum, instruction and assessment goals.

Sycamore teachers attended training for Step Up to Writing which is used throughout the school to build strong writers at any grade level. The teachers that attended the training have been training and supporting the other teachers as we develop a stronger writing program and align the schoolwide writing rubrics to the requirements of CCSS and SBAC.

Sycamore teachers have also began to develop inter-rater reliability practices using SBAC rubrics provided by California Department of Education. Sycamore participates in Eduneering training to aid in the alignment of designing rubrics.

6. Investigate a way to collect student perception data concerning support services and co-curricular activities.

The leadership team collaborated with various schools and collected information on their process for gaining perception data. Upon further investigation, we realized that we do receive student perception data however, we were not systematically capturing this data. We have since developed processes for capturing the information.

Student perception data is collected throughout the year in many forms. Students complete an annual student survey that has several questions regarding support services or related items, curriculum, themes, showcases, multiage clubs, electives, sports and other

Sycamore utilizes a process called PMI to collect perception data from various stakeholders, including students. PMI (Plus, Minus, Interesting) allows students to voice their opinions anonymously and still feel heard. Students are provided with Post-It notes and write each 'thought' individually. The student then places their comment on the board or poster under the appropriate label (P, M, or I). Once all the Post-It notes are placed, the group shares the comments, celebrates any "P's", discusses solutions to any "M's" and clarifies any "I's". Many times, the "M's" and "I's" reveal intervention information, things that need to be done or things that the students found helpful.

Observations of student engagement are conducted throughout the year and documented in anecdotal notes, tracked in learning records, or recorded during the student-teacher interview. All of the information and evidence collected is stored electronically or in the student's portfolio, as deemed appropriate. This information is used to tell the story of growth, what works for the student and what does not, what the student found helpful, etc.

## **V: Schoolwide Action Plan Refinements**

The Schoolwide Action Plan needed to be modified significantly since the visit because most data points were aligned to the STAR results which have been nonexistent since 2013. Additionally, the growth targets were measured according to proficiency on CSTs.

With the implementation of LCFF and the LCAP requirement, we have moved to focus our efforts on meeting our goals as outlined in our LCAP and intend to develop a more comprehensive action plan from our next LCAP update.

**Introduction:**

LEA: Sycamore Academy of Science and Cultural Arts

Contact: Barbara Hale, Director/Principal  
(951) 678-5217  
[b.hale@sycamoreacademycharter.org](mailto:b.hale@sycamoreacademycharter.org)

LCAP Year: 2015



### **Local Control and Accountability Plan and Annual Update**

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

<p><b>Involvement Process</b></p> <p>Beginning in October of 2014, Sycamore faculty and staff analyzed student beginning performance data as compared to the goals outlined in the LCAP and the charter. That information was aligned to the State Goals and a framework for stakeholder discussion was created.</p> <p>School Site Council was engaged at about mid-year. The group maintains 50% parent and 50% staff participation. Parent members are elected with emphasis in ensuring representation of special populations such as ELL, Special Education, etc. Faculty representation is elected with emphasis on diversity in grade level knowledge. SSC reviewed the information provided from faculty and staff and created surveys to garner information in areas specific to the LCAP priorities and goals and in line with the school's mission and vision. The parent, student and staff surveys are administered in the spring each year.</p> <p>The results of these surveys are disaggregated and organized by topic. Patterns and/or trends were identified and discussed. This information is used to determine needs and identify target areas for the next improvement plan.</p> <p>A Public Hearing was held by the governing board of Sycamore Academy for the purpose of allowing an additional means of contributing to the final product.</p>	<p><b>Impact on LCAP</b></p> <ul style="list-style-type: none"> <li>*Faculty and staff discussions identified and prioritized areas of focus related to the education program and the mission and vision of the charter school.</li> <li>*Collaboration amongst other stakeholders focused on the identification and prioritization of the needs related to the school climate, safety, stakeholder participation and additional support or services.</li> <li>*The use of the SSC in developing survey questions is intentional to ensure that we garner information from various stakeholders priorities and perceptions.</li> <li>*The use of survey results allows for a systematic and organized way to consolidate information and analyze effectiveness, perceptions, and greatest needs.</li> <li>*The Public Hearing garnered no feedback from the public.</li> </ul>
<p><b>Annual Update:</b></p> <p>Sycamore Academy engaged multiple groups in order to obtain feedback and collaborate with a diverse array of stakeholders within our learning community. Priority was made to meet with representatives of special populations beginning in October and continuing throughout the school year. Additionally, in the design of the annual parent survey, questions were specifically designed to solicit feedback from stakeholders on existing and future goals and targets.</p>	<p><b>Annual Update:</b></p> <p>The information gathered throughout this process was organized to identify deficiencies, common recurring themes and needs. These items were then prioritized and are included in the updates and goals.</p> <p>The top 3 priorities include:</p> <ol style="list-style-type: none"> <li>1. Increase opportunities for parents to learn more about CCSS, SBAC, and charter schools.</li> <li>2. Increase extra-curricular opportunities for students.</li> <li>3. Demonstrate student progress towards mastery of CCSS.</li> </ol>



**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

<b>GOAL:</b>		Increase parent understanding of CA education standards, accountability and charter schools.	
		Related State and/or Local Priorities: 1 ___ 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 ___ 6 <u>X</u> 7 ___ 8 <u>X</u> Local: Specify Charter specific, parent participation and collaboration ___	
<b>Identified Need :</b>		Throughout LCAP discussions and supported by data collected, parents expressed a need for more information regarding Common Core State Standards, current state assessments and related accountability, and the difference between traditional public schools and charter schools requirements and operations.	
<b>Goal Applies to:</b>		Schools: <u>Sycamore Academy of Science and Cultural Arts</u> Applicable Pupil Subgroups: <u>ALL</u>	
<b>LCAP Year 1: 2015-2016</b>			
Parent understanding of Common Core State Standards, CAASPP and charter schools will increase from baseline information provided on the 2015 survey as reported by parents.			
Expected Annual Measurable Outcomes:	Actions/Services	Scope of Service	Budgeted Expenditures
Provide information sessions for parents to learn about Common Core State Standards.	Parents and Community	Parents and Community	Not to exceed \$10,000 GP/LC
Provide information sessions for parents to learn about Smarter Balanced assessments and California Assessment of Student Performance and Progress.	Parents and Community	Parents and Community	Not to exceed \$10,000 GP/LC
Provide information sessions for parents and the community regarding the Charter Schools Act.	Parents and Community	Parents and Community	Not to exceed \$10,000 GP/LC
<b>LCAP Year 2: 2016-17</b>			
Parent understanding of Common Core State Standards, assessment and charter schools will increase from baseline information provided on the 2016 survey as reported by parents on the annual survey.			
Expected Annual Measurable Outcomes:	Actions/Services	Scope of Service	Budgeted Expenditures
Provide information sessions for parents to learn about Common Core State Standards.	Parents and Community	Parents and Community	Not to exceed \$10,000 GP/LC
Provide information sessions for parents to learn about Smarter Balanced assessments and California Assessment of Student Performance and Progress.	Parents and Community	Parents and Community	Not to exceed \$10,000 GP/LC
Provide information sessions for parents and the community regarding the Charter Schools Act.	Parents and Community	Parents and Community	Not to exceed \$20,000 GP/LC
<b>LCAP Year 3: 2017-18</b>			
Parent understanding of Common Core State Standards, assessment and charter schools will increase from baseline information provided on the 2017 survey as reported by parents on the annual survey.			
Expected Annual Measurable Outcomes:	Actions/Services	Scope of Service	Budgeted Expenditures
Provide information sessions for parents to learn about Common Core State Standards.	Parents and Community	Parents and Community	Not to exceed \$10,000 GP/LC
Provide information sessions for parents to learn about Smarter Balanced assessments and California Assessment of Student Performance and Progress.	Parents and Community	Parents and Community	Not to exceed \$10,000 GP/LC
Provide information sessions for parents and the community regarding the Charter Schools Act.	Parents and Community	Parents and Community	Not to exceed \$20,000 GP/LC

GOAL:	Increase extra-curricular opportunities for students			Related State and/or Local Priorities: 1_X 2__ 3_X 4__ 5_X 6_X 7_X 8_X Local: Specify
Identified Need :	Parent and student data collected throughout this year demonstrates the desire for more extra-curricular options for students including clubs and sports.			
Goal Applies to:	Schools: Sycamore Academy of Science and Cultural Arts	Applicable Pupil Subgroups: ALL (grades 6-8)		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	Increase the number of opportunities for students to participate in extra-curricular activities by 25% as compared to the number of opportunities in the previous year.			
Actions/Services	Develop a plan and provide resources for students in grade 6-8 to participate in competitive sports.	Scope of Service Grades 6-8	Pupils to be served within identified scope of service <u>X</u> _ALL (grades 6-8)	Budgeted Expenditures Not to exceed \$50,000
Actions/Services	Develop a plan and provide resources for students in grade 1-8 to participate in a variety of on-campus clubs before or after school at no charge to the families.	Grades 1-8	<u>X</u> _ALL (grades 1-8)	Not to exceed \$50,000
<b>LCAP Year 2: 2016-17</b>				
Expected Annual Measurable Outcomes:	Increase the number of opportunities for students to participate in extra-curricular activities by 25% as compared to the number of opportunities in the previous year.			
Actions/Services	Review and edit the athletics plan to increase options and student participation in competitive sports.	Scope of Service Grades 6-8	Pupils to be served within identified scope of service <u>X</u> _ALL (grades 6-8)	Budgeted Expenditures Not to exceed \$50,000
Actions/Services	Review and edit the club plan to increase the number and variety of on-campus clubs before or after school at no charge to the families.	Grades 1-8	<u>X</u> _ALL (grades 1-8)	Not to exceed \$50,000
<b>LCAP Year 3: 2017-18</b>				
Expected Annual Measurable Outcomes:	Increase the number of opportunities for students to participate in extra-curricular activities by 25% as compared to the number of opportunities in the previous year.			
Actions/Services	Review and edit the athletics plan to increase options and student participation in competitive sports.	Scope of Service Grades 6-8	Pupils to be served within identified scope of service <u>X</u> _ALL (grades 6-8)	Budgeted Expenditures Not to exceed \$50,000
Actions/Services	Review and edit the club plan to increase the number and variety of on-campus clubs before or after school at no charge to the families.	Grades 1-8	<u>X</u> _ALL (grades 6-8)	Not to exceed \$50,000

GOAL:	Student data will demonstrate progress toward achieving Common Core State Standards		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> Local: Specify Charter goals	
Identified Need:	Absent state data, teachers require progress data in order to meet the needs of all students in progressing toward mastery of Common Core State Standards.			
Goal Applies to:	Schools:	Sycamore Academy of Science and Cultural Arts		
	Applicable Pupil Subgroups:	ALL		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	All students will demonstrate progress toward mastery of Common Core State Standards as evidenced by local assessment data.			
Provide teachers with time to align the multiple local assessments to four point scoring systems	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire physical education teacher to provide release time for classroom teacher to have release time for data entry and analysis		Teachers	<u>X</u> ALL	Not to exceed \$60,000 GP/LC
Utilize EADMS to track student assessment data, generate reports and monitor progress.		ALL	<u>X</u> ALL	Not to exceed \$60,000 GP/LC
Provide after school tutoring by certificated teachers for students in need of additional academic support.		Teachers	<u>X</u> ALL	Not to exceed \$75,000 GP/LC
		ALL	<u>X</u> ALL (grades 1 – 8)	Not to exceed \$50,000 GP/LC
<b>LCAP Year 2: 2016-17</b>				
Expected Annual Measurable Outcomes:	All students will demonstrate progress toward mastery of Common Core State Standards as evidenced by local assessment data.			
Provide teachers time to analyze and adjust, if needed, the multiple local assessments and scoring system used in 15/16.	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development for certificated personnel on CAASPP and related assessment information		ALL	<u>X</u> ALL	Not to exceed \$60,000 GP/LC
Reflect on and make adjust to the PE program to increase/improve the positive impact on student progress		Teachers	<u>X</u> ALL	Not to exceed \$75,000 GP/LC
Utilize EADMS to track student assessment data, generate reports and monitor progress.		ALL	<u>X</u> ALL	Not to exceed \$60,000 GP/LC
Evaluate the after school tutoring program and make adjustments as needed		Teachers	<u>X</u> ALL	Not to exceed \$75,000 GP/LC
		ALL	<u>X</u> ALL	Not to exceed \$50,000 GP/LC
<b>LCAP Year 3: 2017-18</b>				
Expected Annual Measurable Outcomes:	All students will demonstrate progress toward mastery of Common Core State Standards as evidenced by local assessment data.			
Provide professional release time to continue to develop and increase alignment of local assessments and scoring system with CAASPP model.	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase professional competency and use of EADMS to track students and identify trends in needs/strengths.		ALL	<u>X</u> ALL	Not to exceed \$75,000
		ALL	<u>X</u> ALL	Not to exceed \$50,000

## Annual Update

<b>Original GOAL from prior year LCAP:</b>	<p>1. Ensure that the school is welcoming and inclusive for all students and their families, so that the mission and vision of the charter is apparent throughout the school and a truly student-centered environment is achieved.</p> <p>a. Improve student attendance while decreasing Independent Study.</p>	<p>Related State and/or Local Priorities:  <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u>                      Local : Specify Charter Petition</p>
<b>Goal Applies to:</b>	Schools: <u>Sycamore Academy of Science and Cultural Arts</u> Applicable Pupil Subgroups: <u>All students</u>	
<b>Expected Annual Measurable Outcomes:</b>	Achieve 97.5% ADA with 3.5% or less coming from Independent study resulting in a minimum of 94% site based ADA	Actual Annual Measurable Outcomes: After 165 days in school, we achieved 97.27% ADA with 1.86% coming from Independent Study resulting in 95.41% site based.
<b>LCAP Year: 2014-15</b>		
<b>Planned Actions/Services</b>		
	Budgeted Expenditures	Estimated/Actual Annual Expenditures
Ongoing communication and education for parents on the importance of school attendance and explanation of the school attendance policy.	Not to exceed \$60,000 GP/LC	<ul style="list-style-type: none"> <li>• Contracted system for automatic phone calls for absenteelism.</li> <li>• Letters regarding poor attendance sent monthly</li> <li>• Pre-SARB meetings with parents</li> <li>• Edited Parent-Student Handbook language on attendance policy</li> <li>• Additional outreach to students in subgroups to connect to additional resources.</li> </ul> \$47,000
Scope of service: <u>X</u> ALL	Scope of service: ALL	Scope of service: ALL
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? Continued use of automated calling system to notify parents of each absence. Continued monthly review of individual attendance trends. Addition of clerical time devoted to attendance review.		
<b>Original GOAL from prior year LCAP:</b>	1b. Ensure that all stakeholders are aware and adhere to policies and procedures related to safety and school culture.	Related State and/or Local Priorities: <u>1</u> <u>X</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>X</u> <u>7</u> <u>8</u> Local : Specify Charter Petition
<b>Goal Applies to:</b>	Schools: <u>Sycamore Academy of Science and Cultural Arts</u> Applicable Pupil Subgroups: <u>All students</u>	
<b>Expected Annual Measurable Outcomes:</b>	According to survey results, 87% of stakeholders will positively rate the school on ensuring student safety and 91% will positively rate the school climate.	Actual Annual Measurable Outcomes: According to survey results, 87.46% positively rate safety and
<b>LCAP Year: 2014-15</b>		
<b>Planned Actions/Services</b>		
	Budgeted Expenditures	Estimated/Actual Annual Expenditures
Ongoing Parent Information Exchanges	\$25,000	\$11,000
	9 P.I.E. nights were held	

Scope of service: <u>X</u> ALL	ALL	Scope of service: <u>X</u> ALL	ALL
Publication of school policies on school website	\$10,000	All board approved policies were posted on website	\$9,500
Scope of service: <u>X</u> ALL	ALL	Scope of service: <u>X</u> ALL	ALL
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>Increase publicity of P.I.E. nights</li> <li>Develop a plan to assist students in independently resolving conflicts with peers</li> </ul>		
Original GOAL from prior year LCAP:	1c. Parent participation will increase each year.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ Local : Specify Charter Petition	
Goal Applies to:	Schools: Sycamore Academy of Science and Cultural Arts Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	65% of families will have at least one parent volunteer	Actual Annual Measurable Outcomes: 80% of families have at least one parent volunteer with cleared status on file.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Provide additional means of participation relevant to parent strengths and resources-Implementation of new programs	Budgeted Expenditures Not to exceed \$14,000	Initiation of the Parent Action Council	Estimated/Actual Annual Expenditures \$13,000
Scope of service: <u>X</u> ALL	ALL	Scope of service: <u>X</u> ALL	ALL
Provide training for parents	Not to exceed \$18,000	Additional Information events for CCSS, homework, facilities, additional training for chaperoning school trips and additional tours of the school	\$18,000
Scope of service: <u>X</u> ALL	ALL	Scope of service: <u>X</u> ALL	ALL
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		*Additional marketing of participation opportunities for parents needs to occur. *Align training to parent response on 14/15 parent survey results *Provide child care at trainings *Provide no cost assistance for TB clearance for unduplicated pupils	

<p><b>Original GOAL from prior year LCAP:</b></p>	<p>2. Maintain consistent, relevant communication between school and home to increase student support and promote student academic success. a. Provide parents with relevant information regarding academic expectations and student performance</p>	<p>Related State and/or Local Priorities: 1X 2__ 3__ 4X 5__ 6__ 7__ 8X Local : Specify <u>Charter Mission</u></p>
<p>Goal Applies to:</p>	<p>Schools: <u>Sycamore Academy of Science and Cultural Arts</u> Applicable Pupil Subgroups: <u>All students</u></p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>65% of students' scores below proficiency will receive teacher comments on how to improve and 55% of parents will receive weekly PS reports.</p>	<p>Actual Annual Measurable Outcomes: 57% of student's scores below proficiency received teacher comments on how to improve, only 39.6% of parents signed up to receive weekly PS reports.</p>
<p>LCAP Year: 2014-15</p>		
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>
<p>Use of PowerSchool to report student grades</p>	<p>Budgeted Expenditures Not to exceed \$20,000</p>	<p>Estimated Actual Annual Expenditures \$20,000 GP/LC</p>
<p>Scope of service: X ALL</p>	<p>ALL</p>	<p>PowerSchool was used to report student grades along with printed reports 3 times Scope of service: ALL</p>
<p>PowerSchool training for teachers</p>	<p>Budgeted Expenditures Not to exceed \$15,000</p>	<p>Estimated Actual Annual Expenditures \$15,000 GP/LC</p>
<p>Scope of service: X ALL</p>	<p>ALL</p>	<p>In house training and support for new teachers on PowerSchool Scope of service: ALL</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>*Establish written requirements for all teachers regarding PowerSchool data entry *Provide mandatory training on grade entry for all teachers *Provide parent information night on how to access the PowerSchool Parent Portal</p>	
<p><b>Original GOAL from prior year LCAP:</b></p>	<p>2b. Provide parents with information relevant to student mastery of CCSS</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6__ 7__ 8__ Local : Specify <u>Charter</u></p>
<p>Goal Applies to:</p>	<p>Schools: <u>Sycamore Academy of Science and Cultural Arts</u> Applicable Pupil Subgroups: <u>All students</u></p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>85% of parents will receive information regarding academic expectations</p>	<p>Actual Annual Measurable Outcomes: According to survey, 91.52% of parents feel they've received relevant information regarding academic expectations</p>
<p>LCAP Year: 2014-15</p>		
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>
<p>Professional development provided to teachers in order to articulate CCSS expectations to parents.</p>	<p>Budgeted Expenditures Not to exceed \$25,000 GP/LC</p>	<p>Estimated Actual Annual Expenditures \$23,500. GP/LC</p>
<p>Scope of service: X ALL</p>	<p>ALL</p>	<p>Eduneeing was contracted to train teachers in the range of rigor and format regarding CCSS and CAASPP Scope of service: ALL</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>*Provide more opportunities for parents to learn more about CCSS and CAASPP *Create printed materials regarding CCSS and CAASPP for parent consumption *Edit website to include greater depth of information regarding CCSS and CAASPP</p>	

Original GOAL from prior year LCAP:		2c. Post school event information at least 10 days in advance		Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6X 7__ 8__ Local: Specify	
Goal Applies to:		Schools: Sycamore Academy of Science and Cultural Arts Applicable Pupil Subgroups: All students			
Expected Annual Measurable Outcomes:		70% of events will be published at least 10 days in advance.		Actual Annual Measurable Outcomes: 88.7% of parents report that they receive information in a timely manner according to the parent survey	
LCAP Year: 2014-15					
Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services	
Post all school events at least 10 days in advance		Not to exceed \$10,000 GP/LC		By the first half of the year, we had only noticed about 50% of events with 10 or more days of notice so we employed School Messenger to compensate.	
Scope of service: ALL				Scope of service: ALL	
X ALL				X ALL	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		*Monthly meeting with Leadership Team – review calendar and prepare to post appropriately. *Continue the use of School Messenger *Employ the text message service of School Messenger			
Original GOAL from prior year LCAP:		3. Provide high quality instruction of the Common Core State Standards in a student-centered, problem-based, experiential and collaborative environment. a. Provide standards based instruction in literacy aligned to SBAC range of rigor and format. b. Provide standards based instruction in literacy aligned to SBAC range of rigor and format. c. Provide problem based, integrated units of study that promote college and career readiness		Related State and/or Local Priorities: 1__ 2X 3__ 4X 5__ 6__ 7X 8__ Local: Specify Charter goal	
Goal Applies to:		Schools: Sycamore Academy of Science and Cultural Arts Applicable Pupil Subgroups: All students			
Expected Annual Measurable Outcomes:		Establish baseline student performance in ELA and Math as measured by CAASPP		Actual Annual Measurable Outcomes: Established estimated baseline student performance in ELA & Math as measured by local assessments aligned to CAASP	
LCAP Year: 2014-15					
Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services	
Establish baseline performance data as measured by CAASPP		\$45,000 GP/LC		Utilized multiple local metrics as a means for measuring student performance due to the delay in release of SBAC practice tests	
				Estimated Actual Annual Expenditures \$52,000 GP/LC	

Scope of service: <u>X</u> _ALL		Scope of service: <u>X</u> _ALL	
Develop measurement tool and establish baseline for measurement of skills and dispositions	\$10,000 GP/LC	Developed some rubrics with baseline information for some skills and dispositions aligned to career and college readiness skills.	\$8,700 GP/LC
Scope of service: <u>X</u> _ALL		Scope of service: <u>X</u> _ALL	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to develop Performance Tasks that align to current information regarding the range of rigor and format of CAASPP. Utilize CAASPP assessment tools when available.		

### Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 129,558
Sycamore Academy utilized funding to support academic progress, student engagement and additional support services and resources directly to the students and their families. The support staff that worked directly with identified students, received additional training and support that was specifically focused on needs of these pupils.	



B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.84	%
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Based on California's Fiscal Crisis & Management (FCMAT) LCFF calculator, Sycamore Academy's services for unduplicated pupils are estimated to increase by 3.84%, the Minimum Proportionality Percentage (MPP) for the 2015-2016 school year. Sycamore Academy will meet its MPP for the 2015-2016 school year by providing the following services for Low Income, English Learners, and foster youth: RtI Interventions including assistive technology and/or other resources for individualized needs, after school tutoring provided by certificated teachers, and support staff for translation needs and acquiring family resources as needed.

# BYLAWS OF RONALD REAGAN CHARTER SCHOOL ALLIANCE

## ARTICLE I

### Purposes

The corporation is organized for the public and educational purposes as specified in its Articles of Incorporation.

## ARTICLE II

### Offices

#### Section 1. Principal Office

The corporation's principal office shall be located at 23151 Palomar Street, Wildomar, CA. 92595, County of Riverside, State of California. The Board of Trustees ("Board") is granted full power and authority to change the principal office from one location to another within California.

#### Section 2. Other Offices

The board at any place or places where the corporation is qualified to do business may at any time establish branch or subordinate offices.

## ARTICLE III

### Membership

#### Section 1. No Members

Unless and until these Bylaws are amended to provide otherwise, this corporation shall have no statutory members, as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. Any action, which would otherwise by law require approval by a majority of all members, shall require only approval of the Board. All rights, which would otherwise by law be vested in the members shall best in the Board.

#### Section 2. Associates

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such

reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Trustees/directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

#### ARTICLE IV

##### Board of Trustees

##### Section 1. Powers

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and the Bylaws, and such local public agency laws as may be applicable to the corporation, the activities and affairs of the corporation shall be conducted and all corporate powers shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board., No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time. Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law and not inconsistent with the corporation's Articles of Incorporation or these Bylaws of the corporation's approved charter(s):

- To select and remove all of the officers, agents and employees of the corporation;
- To prescribe powers and duties;
- To fix their compensation;
- To require security from them for faithful service;
- To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations;
- To adopt, make and use a corporate seal and to alter the form of the seal from time to time;
- To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;

- To carry on a business and apply any revenues in excess of expenses that result from the business activity to any activity in which it may lawfully engage;
- To act as Trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trusts;
- To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and
- To carry out such other duties as are described in the Charter school(s) as approved by the chartering authority and the Charter Schools Act of 1992 (Education Code Section 47600 et seq).

### Section 2. Number and Qualifications of Trustees

The number of Trustees of the corporation shall not be less than five (5) and not more than nine (9).

No more than two (2) members of the Board may be parents or guardians of children who attend Sycamore Academy of Science and Cultural Arts or any other charter school that the Corporation operates.

The qualifications for Trustees are:

- The ability to attend board meetings;
- A willingness to actively support and promote the mission and vision of the charter school(s);
- Knowledgeable of Constructivist theory and practices;
- Knowledgeable of the charter petition (s); and
- Knowledgeable about roles and responsibilities of being a governing board member.

### Section 3. Appointments and Term of Office

The initial Trustees and Officers shall be appointed by the incorporator and shall serve staggered terms as determined by the Board at its first Board meeting. After initial terms, Trustees shall hold office for a term of two (2) years or until a successor has been selected. Thereafter, the Board shall, by a majority vote, select each Trustee from a slate of qualified candidates developed by the School Site Committee of the charters school(s) or absent such a slate, through a process of the Board's design.

The Lake Elsinore Unified School District Governing Board (the "District") reserves its right pursuant to Education Code Section 47604(b) to have a single voting representative on the RRCSA Board of Trustees, and if the District chooses to exercise this right, the representative shall be solely of the District's choosing. Any District representative appointed pursuant to Education Code Section 47604(b) shall serve solely at the District's or its designee's discretion and may serve an unlimited number of consecutive terms. No restrictions on the appointment,

qualifications, service or terms for removal of other members of the Board of Trustees shall apply to any District appointee pursuant to Education Code Section 47604(b) and such appointee shall serve at the pleasure of and be removed only by the action of the District or its designee.

#### Section 4. Resignation and Removal

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, and Trustee may resign by giving written notice to the president, the secretary, or the Board, unless the written notice specifies a later effective date. If the resignation is effective at a future date, a successor may be selected before such time, so as to take office when the resignation becomes effective.

#### Section 5. Vacancies

A Board vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, or is removed, or if the authorized number of Trustees is increased. The Board may also declare vacant the office of any Trustee who has been convicted of a felony, or has been found to breach any duty arising under Article 3 Chapter 2 of the California Nonprofit Public Benefit Corporation Law of deemed to be of unsound mind by any court of competent jurisdiction. A vacancy on the Board shall be filled only by resolution of the Board. Each Trustee so elected, appointed, or designated shall hold office until the expiration of the term of the replaced Trustee and continue to hold office until a qualified successor has been elected, appointed, or designated. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee prior to the expiration of the Trustee's term of office.

#### Section 6. Place of Meeting

Meetings of the Board shall meet for the purpose of organization, appointment of officers and transaction of such other business as may properly be brought before the Meeting. This meeting shall be held at a time, date and place as may be specified and noticed by resolution of the Board.

#### Section 7. Meetings: Annual Meeting

Annually the Board shall be held at the principal office of the corporation or at any other place within the State of California or outside the State of California when authorized by the Ralph M Brown Act (Gov. Code 54950 et seq., the "Brown Act") which has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board.

#### Section 8. Regular Meetings

Regular meetings of the Board, including annual meetings, amounting to at least nine (9) meetings per year, shall be held at such times and places as may from time to time be fixed by the Board.

#### Section 9. Special Meetings

Special meetings of the Board for any purpose may be called at any time by the President, the Secretary or any combination of two Trustees. The party calling such special meeting shall determine the place, date and time thereof.

#### Section 10. Notice of Special Meetings

Special meetings of the Board may be held only after each Trustee has received four (4) days' prior notice by first-class mail or twenty-four (24) hours' notice given personally or by telephone (including a voice messaging system or other system or technology designed to record and communicate messages), telegraph, facsimile, electronic mail or other electronic means of communication. A twenty-four-hour notice will be provided to media outlets including a brief general description of matters to be considered or discussed. Any such notice shall be addressed or delivered to each Trustee at the Trustee's address (or telephone or facsimile number, or electronic mail address, as applicable) as it is shown on the records of the corporation or as may have been given to the corporation by the Trustee for purposes of notice or, if an address (or telephone or facsimile number, or electronic mail address, as applicable) is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the Trustees are regularly held. 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 shall be deemed received at the time it is personally delivered to the recipient to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

#### Section 11. Quorum

A majority of the Trustees then in office shall constitute a quorum. Every act of decision done or made by a majority of the Trustees at a meeting duly held at which a quorum is present is an act of the Board. Trustees may not vote by proxy.

#### Section 12. Telephonic and Electronic Video Meetings

Members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment pursuant to the requirements of the Brown Act.

#### Section 13. Adjournment

A majority of the Trustees present, whether or not a quorum is present, may adjourn any Trustees 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 Trustees who were not present at the time of adjournment.

#### Section 14. Rights of Inspection

Board members reserve the rights to review, inspect and/or copy at any reasonable time books, records, and documents of every kind maintained by the corporation, including confidential

student and employee records in those limited situations in which they are pertinent to a matter before the Board, as well as inspect the physical properties of the corporation. Such review is subject to any and all limitations of federal and state law and/or regulation in effect at the time such an inspection is requested.

#### Section 15. Board Committees

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more Trustees to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

- The filling of vacancies on the Board or on any committee which has the authority of the Board;
- The fixing of compensations of the Trustees for serving on the Board or on any committee;
- The amendment or repeal of Bylaws or the adoption of new Bylaws;
- The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repeal able;
- The appointment of other committees having the authority of the Board;
- The expenditure of corporate funds to support a nominee for Trustee after there are more people nominated for Trustee than can be elected; or
- The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Section 24 of this Article.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Trustees then in office, and any such committee may be designated as an executive committee or by such other name as the Board shall specify.

The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board, such committee, or these Bylaws otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article IV herein applicable to meetings and actions of the Board. Minutes shall be kept of each meeting of each committee

Committees so appointed shall be subject to Section 22 of these Bylaws.

#### Section 16. Other Committees

The President, subject to the limitations imposed by the Boar, or the Board, may create other committees, either standing or special, so serve the Board which do not have the powers of the Board. The President, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chair. If a Trustee is on a committee, he or she

shall be the chair. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee. The President, the chair of the committee or a majority of the committee's voting members may call meetings of a committee. Each committee shall meet as often as is necessary to perform its duties. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote. Any member of a committee may resign at any time by giving written notice to the President. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later date if specified in the notice. The President may, with prior approval of the Board, remove any appointed member of a committee. The President, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

Committees so appointed shall be subject to Section 22 of these Bylaws.

#### Section 17. Fees and Compensation

Trustees and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a Trustee's actual and necessary expenses incurred in the conduct of the corporation's business, such as food, lodging and mileage.

#### Section 18. Non-liability of Trustees

No Trustee shall be personally liable for the debts, liabilities or other obligations of this corporation.

#### Section 19. Interested Persons

Not more than forty-nine percent (49%) of the Trustees serving on the Board may be the "interested persons." An "interested person" is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee, and (ii) 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 any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation. Notwithstanding this provision, the corporation and Board shall at all times be subject to and comply with Government Code Section 1090 et seq. and the Political Reform Act of 1974 (Government Code 81000 et seq.), and the most restrictive provisions of those laws or this Section 20 shall control. This provision shall not be interpreted to permit any action or involvement by an interested person that would not be permitted pursuant to Government Code 1090 et seq. and the Political Reform Act of 1974.

#### Section 20. Standard of Care



A trustee shall perform the duties of a Trustee, including duties as a member of any committee of the Board upon which the Trustee may serve, in good faith, in a manner such Trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- One or more officers or employees of the corporation whom the trustee believes to be reliable and competent in the matters presented;
- Counsel, independent accountants or other persons as to matters which the Trustee believes to be within such person's professional or expert competence; or
- A committee of the Board upon which the Trustee does not serve as to matters within its designated authority, provided the Trustee believes merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

#### Section 21. Compliance with the Brown Act, Governance Code Section 1090 et seq. and the Political Reform Act of 1974

The corporation and the Board of Trustees shall comply with the Ralph M. Brown Act, Government Code Section 1090 et seq., and the Political Reform Act of 1974 (Government Code Section 81000 et seq.), including all attendant regulations applicable to any such laws, as the same may be amended from time to time.

#### Section 22. Conflict with Charter Requirements

In the case of a conflict between the requirements of the corporation's then approved charter petition and the provisions of the Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles/Bylaws which conflicts with or is inconsistent with the requirements of the corporation's then approved charter petition shall be deemed a violation of the corporation's then approved charter petition, and in the case of such a conflict, the RRCSA Board of Trustees shall take prompt action to revise the Bylaws to make the Bylaws consistent with the requirements of the corporation's then approved petition or seek a material revision to the corporation's then approved charter petition to make the Bylaws and charter petition consistent. Should the provisions of the corporation's then approved charter petition conflict with the policies, practices, or terms of any collective bargaining agreement or other agreement of the corporation or its school, the provisions of the corporation's then approved charter petition shall prevail.

#### Section 23. Effecting Changes to Bylaws

RRCSA shall provide written notice to the Lake Elsinore Unified School District Superintendent or designee of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the RRCSA Board of Trustees. Should the District Superintendent or designee indicate that the District considers the

proposed revisions to be a material revision to SASCA/RRCSA's charter petition, RRCSA may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code Section 47607 for material revisions to the Charter. Should RRCSA adopt revision(s) to its Articles and/or Bylaws (in accordance with the requirements set forth in this paragraph) it shall provide a final copy of the revised document to the District within three (3) business days of the adoption of such revision(s).

#### Section 24. Persons Liable and Extent of Liability

If a self-dealing transaction has not been approved as required by law, the interested Trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested Trustee(s) acted in good faith and with the intent to further the best interests of the corporation.

#### Section 25. Corporate Loans and Advances

The corporation shall not make any loan of money or property to or guarantee the obligation of any Trustee or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a Trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Trustee, if, in the absence of such advance, such Trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

#### Section 26. Annual Report

Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the chief financial officer shall cause an annual report to be prepared and sent to each Trustee not later than one hundred and twenty (120) days after the close of the fiscal year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

#### Section 27. Annual Statement of Certain Transactions and Indemnifications

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the Trustees setting forth any transactions or indemnifications of a kind described in Cal. Corporations Code section 6322(d) or (e).

#### Section 28. Property Rights

No Trustee shall have any right or interest in any of the corporation's property or assets.

### ARTICLE V

#### Officers

##### Section 1. Officers

The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer or treasurer. The corporation may also have, at the discretion 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 elected or appointed by the Board. The same person may hold any number of officers, except that neither the Secretary nor the Treasurer may serve concurrently as President.

#### Section 2. Appointment of Officers

Except as otherwise specified in Sections 3 and 10 of this Article, the officers of the corporation shall be chosen annually by the Board and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

#### Section 3. Subordinate Officers

The Board may appoint and may empower the President to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the Bylaws or as the Board may from time to time determine.

#### Section 4. President

The President is the Chief Executive Office of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and affairs of the corporation. The President has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and the Board may prescribe from time to time. The President shall be an ex officio voting member of each Board committee.

#### Section 5. Vice President

In the absence or disability of the President, Vice President (of if more than (1) Vice President is appointed, in order of their rank as fixed by the Board or if not ranked, the Vice President designated by the Board) shall perform all the duties of the President and when so acting shall hall all the powers of, and be subject to all of the restrictions upon, the President. The Vice Presidents shall have such other powers and perform such other duties as the Board may prescribe from time to time.

#### Section 6. Secretary

The Secretary shall keep or cause to be kept, at the principal office of the corporation the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Trustees and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix or cause to be affixed the same on such papers an instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The Secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of

those present and absent; and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

#### Section 7. Chief Financial Officer (or Treasurer)

The Chief Financial Officer or Treasurer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Trustee. The Chief Financial Officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The Chief Financial Officer shall disburse or cause to be disbursed the funds of the corporation as shall be ordered by the Board, shall render or cause to be rendered to the President and the Trustees, upon request, an account of all transactions as Chief Financial Officer. The Chief Financial Officer shall present or cause to be presented an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The Chief Financial Officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

#### Section 8. Removal and Resignation

The Board at any time may remove any officer, either with or without cause. In the case of an officer appointed by the President, the President shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

#### Section 9. Vacancies

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

### ARTICLE VI

#### Indemnification

##### Section 1. Definitions

For the purposes of this Article, "agent" means any person who is or was a Trustee, officer, or employee of this corporation, or is or was serving at the request of the corporation as a director,

Trustee, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a director, Trustee, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and “proceeding” means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and “expenses” includes, without limitation, attorneys’ fees and any expenses of establishing a right to indemnification under Sections 4 or 5b of this Article.

### Section 2. Indemnification in Actions by Third Parties

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relater status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in the connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person’s conduct was unlawful.

### Section 3. Indemnification in Actions by or in the Right of the Corporation

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted regulator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

- In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person’s duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the

case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

- Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
- Of expenses incurred in defending a threatened or pending action, which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

#### Section 4. Indemnification Against Expenses

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

#### Section 5. Required Determinations

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:

- A majority vote of quorum consisting of Trustees who are not parties to such proceeding; or
- The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

#### Section 6. Advance of Expenses

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article. The provisions of Section 8 of this Article do not apply to advances made pursuant to this Section.

#### Section 7. Other Indemnification

No provision made by this corporation to indemnify its or its subsidiary's directors, Trustees or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of members or Trustees/directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which: (i) persons other than such Trustees/directors and officers may be entitled by contract or under the provisions of the California Tort Claims Act; (ii) such Trustees/directors may be entitled under the provisions of the California Tort Claims Act; or (iii) either may otherwise be entitled. Nothing in this Article or these Bylaws shall limit or affect the

corporation's obligation and agreement to carry out its defense, hold harmless, and indemnity obligations as described in any approved charter or other agreement with the corporation's charter authorizing entity or entities.

#### Section 8. Forms of Indemnification Not Permitted

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5b, in any circumstances where it appears;

- That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or
- That it would be inconsistent with any condition expressly imposed by a court in approving a settlement

#### Section 9. Insurance

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

#### Section 10. Non-applicability to Fiduciaries of Employee Benefit Plans

The Article does not apply to any proceeding against any Trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such Trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California 207 of the California General Corporation Law.

#### Section 11. Indemnification and the California Tort Claims Act

Notwithstanding any other provision of this Article VI, the corporation shall have the right and obligation to insure, defend, and indemnify the corporation's employees, officers, and directors for all claims brought pursuant to the California Tort Claims Act (Government Code Section 810, et seq.) to the fullest extent allowed under said Act.

### ARTICLE VII

#### Miscellaneous

##### Section 1. Fiscal Year

The fiscal year of the corporation shall be a fiscal year ending June 30.

## Section 2. Inspection of Corporate Records

The books of account and minutes or the proceedings of members and Trustees, and of any executive committee or other committees of the Trustees, shall be open to inspection at any reasonable time upon the written demand of any member. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

## Section 3. Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the president.

## Section 4. Endorsement of Execution of Documents and Contracts

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the chair of the Board, the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board or the president. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose of amount.

## Section 5. Dissolution and Distribution of SASCA Assets

The property of this corporation is irrevocably dedicated to charitable 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 person. Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to a political subdivision of the state organized for educational purposes at the discretion of the corporation's governing board. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501 (c) (3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

## ARTICLE VIII



Effective Date and Amendments

Section 1. Effective Date

These Bylaws shall become effective immediately upon their adoption. Amendments to these Bylaws shall become effective immediately upon their adoption unless the Board directs otherwise.

Section 2. Amendments

These Bylaws may be amended or repealed and new Bylaws adopted only by the vote of a majority of Trustees then in office.

Date: \_\_\_\_\_

Roland Skumawitz, President

Date: \_\_\_\_\_

Dan Leavitt, Secretary

[END]



Ronald Reagan Charter School Alliance

**Regular Board Meeting Minutes**

23151 Palomar Street

Wildomar, CA 92595

Phone: (951) 678-5217

**February 8, 2016 @6:00 p.m.**

<u>Board Members</u>
Roland Skumawitz, President
Ingrid Flores
Elizabeth Halikis
Daniel Leavitt, Secretary/Treasurer

**1.0 CALL TO ORDER**

Introduction of Guests

The meeting was called to order by the Board Chair at 6:03 p.m.

**2.0 OPEN GENERAL SESSION**

Establishment of a Quorum

<b>ROLL CALL</b>	<b>Present</b>	<b>Absent</b>
Mr. Roland Skumawitz	<u>  X  </u>	<u>      </u>
Dr. Ingrid Flores	<u>  X  </u>	<u>      </u>
Mrs. Elizabeth Halikis	<u>  X  </u>	<u>      </u>
Mr. Daniel Leavitt	<u>  X  </u>	<u>      </u>

*Other guests present:*

SavantCo Education Services, John Arndt

Community Bank, Matthew Roberson and Mayra Ozaeta

**3.0 PLEDGE OF ALLEGIANCE**

**4.0 APPROVAL OF THE AGENDA**

Motion: Dr. Flores Second: Mrs. Halikis Vote: 4 - 0

**5.0 INVITATION TO ADDRESS THE BOARD, OPEN SESSION ITEMS:**

No comments.

**6.0 INFORMATION SESSION:**

**6.1 Teacher's Report**

Report on classroom activities and events.

*Presented by: Jenny Ferguson, Sycamore Academy Teacher*

**6.2 Financial Report (Attachment 6.2)**

Presentation of the status of Sycamore Academy finances.

*Presented by: John Arndt, SavantCo Education*

**6.3 Special Education Report**

Report on Sycamore Academy's Special Education Program including current data, services and needs.

*Presented by: Tanya Meeks, Education Specialist, Jennifer Smith, Education Specialist and Tess Brown, Student Support Services Coordinator*

- 6.4 **Director's Report**  
Presentation regarding school administration including our material revision and update on current legislation that may impact the school.  
*Presented by: Barbara Hale, Executive Director/Principal*
- 6.5 **LCAP (Attachment 6.5)**  
Presentation and review of LCAP  
*Presented by: Barbara Hale, Executive Director/Principal*
- 6.6 **School Report**  
Update on Sycamore's education program, assessments, SBAC, WASC and professional development.  
*Presented by: Jeff Morabito, Assistant Principal*
- 6.7 **Operations Report**  
Presentation on enrollment and attendance data. Operations status report.  
*Presented by: Laura Girard, Operations Coordinator*

**7.0 ACTION ITEMS:**

- 7.1 **2<sup>nd</sup> Interim Report (Attachment 7.1)**  
The board will review and consider the 2<sup>nd</sup> Interim Report.  
  
Staff recommendation: The board approve the 2<sup>nd</sup> Interim Report. Staff recommends approval.  
*Presented by: Barbara Hale, Director/Principal*

Motion: Mrs. Halikis Second: Dr. Flores Vote: 4 - 0

<b>ROLL CALL</b>	<b>Aye</b>	<b>Nay</b>
Mr. Roland Skumawitz	<u>  X  </u>	<u>      </u>
Dr. Ingrid Flores	<u>  X  </u>	<u>      </u>
Mrs. Elizabeth Halikis	<u>  X  </u>	<u>      </u>
Mr. Daniel Leavitt	<u>  X  </u>	<u>      </u>

**8.0 CONSENT CALENDAR**

Consent Calendar Items are considered routine and may be enacted by a single motion.

- 8.1 **Approval of the Minutes: January 11, 2016 (Attachment 8.1)**
- 8.2 **Approval of the Check Register for January 2016 (Attachment 8.2)**

Motion: Mrs. Halikis Second: Mr. Leavitt Vote: 4 - 0

<b>ROLL CALL</b>	<b>Aye</b>	<b>Nay</b>
Mr. Roland Skumawitz	<u>  X  </u>	<u>      </u>
Dr. Ingrid Flores	<u>  X  </u>	<u>      </u>
Mrs. Elizabeth Halikis	<u>  X  </u>	<u>      </u>
Mr. Daniel Leavitt	<u>  X  </u>	<u>      </u>

**9.0 BOARD COMMENTS:**

No comments.

**10.0 ADJOURNMENT**

Motion: Dr. Flores Second: Mr. Leavitt Vote: 4 - 0

<b>ROLL CALL</b>	<b>Present</b>	<b>Absent</b>
Mr. Roland Skumawitz	<u>  X  </u>	<u>      </u>
Dr. Ingrid Flores	<u>  X  </u>	<u>      </u>
Mrs. Elizabeth Halikis	<u>  X  </u>	<u>      </u>
Mr. Daniel Leavitt	<u>  X  </u>	<u>      </u>

The meeting was adjourned at 7:03 p.m.