



MATH

Grade Four

Revised 21 November 2021

Referencing Common Core Standards

National Governors Association Center for Best Practices, & Council of Chief State School Officers.
(2010).

Common Core State Standards for mathematics: Grade Four - Retrieved from

<http://www.corestandards.org/Math/Content/4/OA/> <http://www.corestandards.org/Math/Content/4/NBT/>
<http://www.corestandards.org/Math/Content/4/NF/> <http://www.corestandards.org/Math/Content/4/MD/>
<http://www.corestandards.org/Math/Content/4/G/>

FS - Foundation Skills

GM - General Math

GO - Geometry

4.GM.FS Anchor Skill - Foundations

The Student applies and extends math concepts presented and practiced in previous grades and now reviewed and practiced in grade 4.

References

Lab Sheet Annotations and Mathematics for the Primary Teacher (Miquon Math Lab Materials); Lore Rasmussen, Robert Hightower, Peter Rasmussen
Teaching Waldorf Mathematics in Grades 1 - 8; Ron Jarman
Saxon Math (1990 series) if you can find it in used book stores or online.

Definitions and Domain Specific Language

When teaching concepts the teacher uses domain specific language modeling the vocabulary the students will learn through imitation and practice when asking/answering questions or finding a solution.

Addition language - add, sum, addend, plus, together, combined, increased by, total

Subtraction Language - minuend, subtrahend, remainder, minus, less than, difference, give away, decrease

Multiplication Language - multiplicand, multiplier, product, by, per, double, triple, twice, times (factor - gr 4)

Division Language - divisor, dividend, quotient, sharing, parts, fraction, each group has, divide, (gr 5 - per cent, gr 6 - ratio of)

Equal - the same as, two quantities having the same value,

Value - A numerical number or quantity resulting from a calculation

Variable - A letter representing an unknown number

Frame - A shape representation of an unknown number \square

Number - A quantity.

Numeral - A symbol that represents a number.

Numerical word - A number written as a word

Natural Numbers - The normal whole numbers used for counting and ordering.

Whole Number - A number that is not a fractional number.

Integers - The positive and negative whole numbers (i.e. ..., -3, -1, 0, 1, 2, 3, ...).

Prime Number - A number with only two factors, 1 and itself. The factors of 2 are 1 & 2 so 2 is a Prime Number. One is not a prime number as it has only one factor and that is itself (1).

Composite Number - A number with more factors than one and itself. The factors of 6 are 1, 2, 3, 6 so 6 is a Composite Number.

Cardinal Number - A natural number used for counting or for describing a finite number of objects in a set.

Set - A collection of “things” (elements) that are alike (that have common properties).

Ordinal Number - A natural number used for ordering (e.g., 1st, 2nd, 3rd, ...).

Standard algorithm - A step-by-step way to solve a problem.

Formula - A fact or rule written with mathematical symbols connecting two or more quantities with an equal sign.

Estimation - An educated guess, Appraise or evaluate a result before using precise computation

Estimation Language - about, almost, between, approximately, a little more than, a little less than, close to and near

4.GM.FS.1 Scaffolding Skill - Math Culture

Number Sense

1. Demonstrates the capacities involved in “number sense” involved in thinking about math. Reference the Addendum *Rubric for Number Sense and Learning Habits*.

Conceptual Capacity

The student in fourth grade has been incrementally through the grades developing a capacity for taking hold of mathematical concepts of number and proportion through play and exploration, the arts, story, and movement. An imaginative capacity to inwardly picture mathematical processes or to acquire a mathematical “sense” is given a strong footing in the Waldorf educational ideal. An earth+based phenomenology of form, design, and pattern has been nurtured by observing the natural world in the manifest forms found in mineral, plant, and animal forms. Besides the “hands on” approach to learning, the student is developing basic calculation skills requiring practice and memorization. The lawful application of mathematical rules and processes becomes a sense for truth and objectivity. These last applications of mathematical thinking are the foundation of math from grade four through eight.

4.GM.FS.2 Scaffolding Skill - Previous Learning

Calculations from Grade 3

1. Applies knowledge of the four operations to everyday problems and equations.
 - a. Proficient in the use of the four processes with multi-digit whole numbers using standard algorithms.
 - b. Adds and subtracts within the range of 1000.
 - c. Fluently multiplies and divides within the range of 144.
 - d. Knows the properties of all four operations.
 - e. Has developed mental math strategies in all four processes
2. Understands basic math concepts such as:
 - a. Compares numbers to show greater than, less than, equal to, up to 1,000,000.
 - b. Identifies even and odd integers, number patterns, and groups of numbers belonging in categories.
 - c. Recognizes prime and composite numbers.
 - d. Gains and applies information from arrays and graphs
 - e. Writes, reads, and evaluates expressions in which letters or frames stand for unknown numbers.
 - f. Assesses the reasonableness of answers using mental computation and estimation strategies including rounding.
3. Applies and extends knowledge of all units of measure to equations, word problems, and everyday situations.
 - a. Knows and uses relative sizes of measurement units within one system of units.
 - b. Uses the four operations to solve word problems involving distances, intervals of time, liquid measure, weight, masses of objects, and money including simple fractions, and decimals dealing with money.
 - c. Reads time on an analog clock.
 - d. Finds area and perimeter of polygons and rectangles.
 - e. Applies the area and perimeter formulas for rectangles in real world and mathematical problems (e.g., find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

4.GM.FS.3 Scaffolding Skill - Mental Math

Note to Teacher

Mental Math

Please read the paper “Guidelines for Mental Math” in the addendum.

Resources:

Mental Math - Grade 3 Teacher’s Guide; Department of Education, Prince Edward Island, Canada

http://www.gov.pe.ca/photos/original/eecd_gr4math.pdf

Secrets of Mental Math: The Mathemagician’s Guide to Lightning Calculation and Amazing Math Tricks by Arthur Benjamin and Michael Shermer with a foreword by Bill Nye.

4.GM.1 Anchor Skill - Four Operations and Algebraic Thinking

The student consistently and accurately uses the four processes (+ - x ÷ =) in both calculation and word problems and continues to develop algebraic thinking in finding solutions to mathematical problems.

Note to Teacher

Review of All Learning Grades 1 - 3

It is suggested that the first math block in grade four be a review of all concepts taught and practiced from first through third grades. In this block, domain specific language will be emphasized if it hasn’t been practiced sufficiently so as to assure its use in everyday classroom vocabulary. Students will be prepared for fractions and more difficult concepts based on an understanding of how much they have already learned. This knowledge builds confidence. The properties of operations are taught explicitly during this review.

Algebraic Thinking

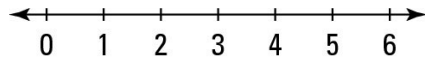
Please read the “Algebraic Thinking” paper in the Addendum.

4.GM.1.1 Scaffolding Skills - Counting and Writing Numerals (not applicable after grades 1-3)

4.GM.1.2 Scaffolding Skills - General Skills Arithmetic Skills

Number Line

1. Understands the layout, labeling and placement of values on a number line.

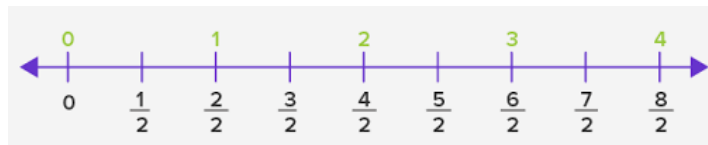


Draw the number *line* without negative numbers and with no endpoints in either direction. This demonstrates a number line rather than a ray which begins at 0 and extends only in the direction of positive numbers.

- a. Uses a number line to compare and order positive whole numbers and fractions, to determine the relative magnitude of numbers, and to solve or explain an equation.
- b. Constructs a number line to demonstrate relationships of fractions to fractions, and fractions to whole numbers.

Examples of questions to answer.

- How do you know if a fraction is $\frac{1}{2}$?
- How do you know if a fraction is 1 whole?
- How do you know if a fraction is close to zero, close to $\frac{1}{2}$ or close to 1?



Patterns

2. Recognizes and generates patterns in shapes and number.

a. Letters

Find the missing letters

ab, ba, abc, cba, abcd, (answer: dcba)

b. In a row of patterned whole numbers with places that are unknown, the student recognizes the pattern and fills in the missing numbers.

For example:

Arithmetic Sequence (adding numbers)

1, 6, 11, 16, ____, 26 (+5)

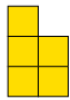
Geometric Sequence (multiples)

1, 3, 9, 27, ___ 243 (x3)

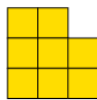
Pattern Sequence

3, 1, 6, 4, 9, 7, 12, 10, ___, 13 (-2, +5)

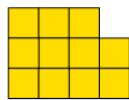
- c. Given a row of designs or shapes in a pattern with spaces for unknowns, the student recognizes the pattern or sequence and fills in the blank by drawing the correct design or shape that is missing. Explains the pattern rule.



$$3 \times 1 + 2$$



$$3 \times 2 + 2$$



$$3 \times 3 + 2$$

what comes next



Figure 1



Figure 2

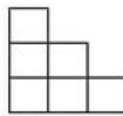


Figure 3

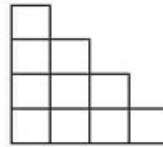


Figure 4

- d. Generates patterns following a given rule. Identifies apparent features of the pattern that were not explicit in the rule itself.

CCSS.MATH.CONTENT.4.0A.C.5

Examples

1 4 7 10 13 (+3)

1 4 7 10 13 (odd / even)

5 8 11 14 (position number $\times 3 + 2$)

$$\text{position } 1 \times 3 + 2 = 5$$

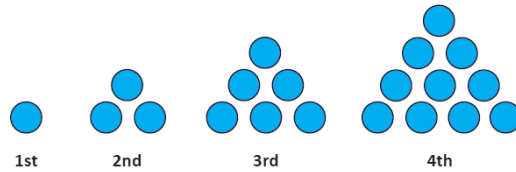
$$\text{position } 2 \times 3 + 2 = 8$$

- e. Well known patterns

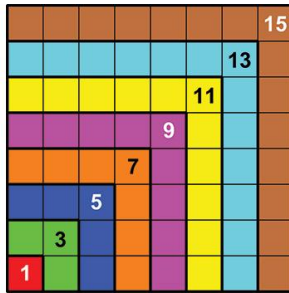
The summation of the successive integers equals the *triangle numbers*.

Golden Steps

0	/	1	2									
1	=	1	/	3								
2	1	=	3	/	4							
3	2	1	=	6	/	5						
4	3	2	1	=	10	/	6					
5	4	3	2	1	=	15	/	7				
6	5	4	3	2	1	=	21	/	8			
7	6	5	4	3	2	1	=	28	/	9		
8	7	6	5	4	3	2	1	=	36	/	10	
9	8	7	6	5	4	3	2	1	=	45	/	10
10	9	8	7	6	5	4	3	2	1	=	55	



The summation of the successive odd numbers equals the *square numbers*.



$$\begin{aligned}
 1 \times 8 + 1 &= 9 \\
 12 \times 8 + 2 &= 98 \\
 123 \times 8 + 3 &= 987 \\
 1234 \times 8 + 4 &= 9876 \\
 12345 \times 8 + 5 &= 98765 \\
 123456 \times 8 + 6 &= 987654 \\
 1234567 \times 8 + 7 &= 9876543 \\
 12345678 \times 8 + 8 &= 98765432 \\
 123456789 \times 8 + 9 &= 987654321
 \end{aligned}$$

Another pattern!

Set

3. Understands a set to be a collection of distinct elements that have something in common. Has incorporated the use of the term into daily terminology. and, in mathematical terms, are shown enclosed in curved brackets.

For Example: (1, 3, 5, 7, 9 ...) The set of uneven numbers

Multi-step Word Problems (written and mental math)

4. Finds solutions to multi-step word problems involving the use of the four operations with whole numbers with whole number solutions, fractions, and mixed numbers.

The teacher will give students word problems daily or weekly that are relatable either because they have to do with practical experiences in daily life, because they are humorous, or because they are ridiculous. Make math fun. Include math puzzles. Problems may be oral or written. Oral word problems will be solved one of two ways: mentally or with the use of equations. Both experiences are necessary to develop problem solving skills, critical thinking, and to think about math in a creative way. way. The word problems will include all math skills reviewed and instructed during the year.

CCSS.MATH.CONTENT.4.OA.A.3

Equal

5. Understands the meaning of equality..

- a. Knows equality to be a relationship between two elements or values and not an operation.
- b. Illustrates how different combinations of numbers in equations can be equal and arrive at the same point on a number line (e.g., $6 + 3 = 9$ and $3 + 3 + 3 = 9$; $7 - 2 = 5$ and $2 + 3 = 5$).
- c. Working individually, in pairs or groups, determines if equations involving any of the four operations are true or false.
- d. Understands that the values on one side of the equal sign must be the same on the opposite side of the equal sign for the statement to be true.
- e. Uses the signs $=$ to show equality and \neq to show inequality.
- f. When two expressions are not equal, the student is also able to determine greater than or lesser than and use signs to signify the relationship. Is clear that the sign points to the smaller value and opens toward the larger value (e.g., $6 > 3$ and $3 < 6$).

6. Odd and Even (reference grade 3)

7. Estimation (reference grade 3)

8. Solves for Unknowns (reference grade 3)

9. Prime Number (reference grade 2)

10. Compares Numbers within 1,000,000.

4.GM.1.3 Scaffolding Skills - Place Value (reference Grades 2 and 3)

Place Value

1. Applies and extends knowledge of place value up to 1,000,000.
 - a. When given a multi digit whole number, the student recognizes that the place value of a number represents 10 times more than the value of the place to the right and 1/10 of the place to its left.
CCSS.MATH.CONTENT.4.NBT.A.1
 - b. Reads and writes multi-digit whole numbers using base-ten numerals, number names, and expanded form.
 - c. Compares two-digit numbers based on meanings of the digits in each place, using $>$, $=$, $<$ symbols to record the results of comparisons.
CCSS.MATH.CONTENT.4.NBT.A.2 (b and c fulfill this standard)
 - d. Does not use the word “and” to signify tens and ones (e.g., 123 is spoken as *one hundred twenty three* **not** one hundred “and” twenty three).
 - e. Uses place value understanding to round multi-digit whole numbers to any place.
CCSS.MATH.CONTENT.4.NBT.A.3.
 - f. Uses understanding of place value in addition and subtraction problems using the standard algorithm.
CCSS.MATH.CONTENT.4.NBT.B.4
 - g. Using strategies based on place value and the properties of operations, multiplies up to four digits by one and two digits using the standard algorithm, rectangular arrays and/or area models to illustrate.
CCSS.MATH.CONTENT.4.NBT.B.5
 - h. Finds whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrates and explains the calculations by using equations, rectangular arrays, and/or area models.
CCSS.MATH.CONTENT.4.NBT.B.6

4.GM.1.4 Scaffolding Skills - Addition and Subtraction (reference grades 1 - 3)

Note to Teacher

Properties of Addition

Any two whole numbers can be added to produce another whole number.

Commutative Property: according to this property, when two numbers or integers are added, the sum remains the same even if we change the order of numbers/integers. This property is also applicable in the case of multiplication. It can be represented as;

$$A + B = B + A$$

Associative Property: As per this property or law, when we add three numbers, the association of numbers in a different pattern does not change the result. It means that when the addition of three or more numbers, the total/sum will be the same, even when the grouping of addends are changed. We can represent this property as;

$$A+(B+C) = (A+B)+C$$

Distributive Property: This property is completely different from the Commutative and Associative property. In this case, the sum of two numbers multiplied by the third number is equal to the sum when each of the two numbers is multiplied to the third number.

$$A \times (B + C) = A \times B + A \times C$$

Identity Element: This property states, for every number, there is a unique real number, which when added to the number gives the number itself. Zero is the unique real number, which is added to the number to generate the number itself. Hence, zero is called here the identity element of addition.

$$A + 0 = A \text{ or } 0 + A = A$$

Properties of Subtraction

Any two whole numbers are not always able to produce another whole number when subtracted.

The Commutative property does not work in subtraction. You cannot reverse the numbers and find the same solution.

The Associative property does not work in subtraction because changing the order will change the difference.

Identity Property states that the difference when 0 is subtracted from any number will always be the same minuend you began with.

A number subtracted from itself is always equal to zero.

Addition and Subtraction

1. Applies and extends knowledge of addition and subtraction from grades 1 - 3.
2. Adds and subtracts fractions.

4.GM.1.5 Scaffolding Skills - Multiplication (reference grade 3) and Division

Note to Teacher

Properties of Multiplication

Commutative property: When two numbers are multiplied together, the product is the same regardless of the order of the multiplicands. For example $4 \times 2 = 2 \times 4$.

Associative Property: When three or more numbers are multiplied, the product is the same regardless of the grouping of the factors. For example $(2 \times 3) \times 4 = 2(3 \times 4)$.

Multiplicative Identity Property: The product of any number and one is that number (for example $5 \times 1 = 5$).

Distributive property: The sum of two numbers times a third number is equal to the sum of each addend times the third number. For example $4(6 + 3) = 4 \times 6 + 4 \times 3$.

Multiplication

1. Demonstrates grade level skills in multiplication.
 - A. Applies and extends knowledge of multiplication grades 1 - 3.
 - B. Multiplication tables 2 - 12 are memorized in and out of sequence and applied to finding solutions to everyday problems and mathematical equations.
 - C. Knows and uses multiple notations to express multiplication problems.
(e.g., $3 \cdot 3 = 9$, $3(3) = 9$, $3 \times 3 = 9$)
 - D. Multiplicative Comparison
 1. Interprets a multiplication equation as a comparison and represents verbal statements of multiplicative comparisons as multiplication equations.
CCSS.MATH.CONTENT.4.OA.A.1

2. Multiplies or divides to solve word problems involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison).
CCSS.MATH.CONTENT.4.OA.A.2

Additive Comparison:

John has 4 apples. Jimmy has 3 more apples. ($4 + 3$)

Multiplicative Comparison:

John has 4 apples. Jimmy has 3 times more than John. (3×4)

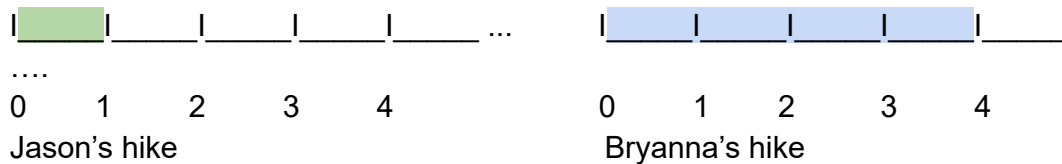
Example for D.1

There are 24 arrows in a sheave for target practise. They are stored in boxes of 12. The sheaves have 2 x the number of arrows in a box.

$$\begin{aligned} 24 &= 2 \text{ boxes of } 12 \\ 24 &\text{ is } 2 \times \text{ more than } 12 \\ 24 &= 2 \times 12 \end{aligned}$$

Example one for D.2

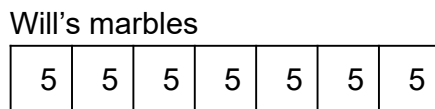
Jason hiked 1 mile on the S Fork trail. Bryanna hiked 4 x more than Jason. How many miles did she hike?



$$\begin{aligned} \text{Bryanna (n)} &= 4 \times 1 \text{ miles} \\ n &= 4 \text{ miles} \\ \text{Bryanna walked } &4 \text{ miles as compared to Jason's } 1 \text{ mile.} \end{aligned}$$

Example two for D.2

Will has 35 marbles. That is 7 x more than Grace. How many marbles does Grace have?



Will (35) = 7 x Grace (n)
35 = 7 x n a missing factor requires division
 $35 \div 7 = 5$
n = 5
35 = 7 x 5
Grace has 5 marbles.
Grace's marbles

5

Note to Teacher

Properties of Division

Division by 1 Property - when a number is divided by 1 the quotient is the number itself. For example $362 \div 1 = 362$

Division by Itself Property - When a number is divided by the number itself, the quotient is 1. For example $36 \div 36 = 1$

Division by 0 Property - Division of number by 0 is meaningless. 0 has no value other than as a placeholder.

Division of 0 by any Number Property - 0 divided by a number gives 0 as the quotient. For example $0 \div 25 = 0$.

Long Division

The teaching of long division is gone into at some length to stress the importance of detail, sequence, and repetition in instruction and practice.

$$\begin{array}{r} x \\ 3 \overline{)1260} \end{array}$$

We are in fact finding out how many 3's are in 1260. We can work this out by saying that there are 400 3's in 1200 with 60 left over. There are 20 3's in 60. We have now taken out $400 + 20$ giving us the answer 420. This method of dividing gets more and more complex as divisors move into 10's and 100's. But students need to understand this idea and see that long division is an easier method of finding the solution. Once this is understood, using "scripted" explanations for working through a problem will help memorizing the steps toward the solution. A script helps establish good form, a clear sequence, and confidence. Students who

come to the board to explain their work learn to speak with conviction and a script makes it easier for students to help one another in teams and groups.

Remember to listen when students discover different ways to solve a problem but, until understanding of the process is fully established, return to the script. At some point it will no longer be necessary, however, it will continue to be supportive to any student struggling with remembering the steps to long division.

In the introductory lessons the teacher models working a simple long division problem while speaking the script. The students will sense that to find the solution they will need to be methodical.

$$\begin{array}{r} \times 4 \\ 3 \overline{)1260} \\ \underline{-12} \downarrow \\ 06 \end{array}$$

Here is a sample script.

The expression 1,260 divided by 3 is asking us to solve for the unknown quotient.

What multiple of 3 will answer the question (understanding that we are looking for how many times 3 will be taken “out of” 1260).

We divide. We cannot divide 1 by 3 so we divide 12 by 3. The answer is 4.

We multiply. 4×3 . The product is 12.

We bring down the 12.

We subtract 12 from the 12.

We check to make sure the difference is less than or equal to the dividend and, in this case, it is because the answer is 0.

We bring down the next number which is 6 and now this is the new dividend. Repeat the process.

Now, it's a student's turn to solve a problem at the board using the “script.” If student's weren't paying attention before they will be now. This is the real teaching moment. As the student works through the process to the solution, the teacher will guide the “script” so that everyone is learning alongside the student who is demonstrating. Student's are eager to watch one another working at the board and the best way to teach is to give a student a challenge that intrigues the whole class. The students are thinking, “How will s/he solve the equation? Can I do what s/he is doing? I can do better at that or, I better watch and listen!

The teacher will remind students at the beginning of instruction that everything she says to one student, she is saying to all the students. Usually if one student is courageous enough to make a mistake at the board or to raise a hand to ask a question, most of the class has the same doubts and questions. With everyone paying attention, learning for everyone happens faster. Anyone distracted or distracting others might be asked to come to the board to work on a problem while the teacher continues to guide the original student.

A graph or model to guide the student through the process is also helpful. The graph shown below is an example of a design the student can make or one that can be copied to hand out during lessons. It gives form to the process of dividing, sequencing and checking the work. The student follows the key and, each step of the way, checks off when s/he has completed a step.

<p>A. Division</p> $\begin{array}{r} 61 \\ 2 \overline{)122} \\ \underline{-12} \\ 02 \\ \underline{-2} \\ 0 \end{array}$	<p>A. Division</p>																								
<p>B. Multiplication Proof</p> $\begin{array}{r} 61 \\ \times 2 \\ \hline 122 \end{array}$	<p>B. Multiplication Proof</p>																								
<table border="1"> <tr><td>Divide</td><td>✓</td></tr> <tr><td>Multiply</td><td>✓</td></tr> <tr><td>Bring Down</td><td>✓</td></tr> <tr><td>Subtract</td><td>✓</td></tr> <tr><td>Check</td><td>✓</td></tr> <tr><td>Bring down next number</td><td>✓</td></tr> </table>	Divide	✓	Multiply	✓	Bring Down	✓	Subtract	✓	Check	✓	Bring down next number	✓	<table border="1"> <tr><td>Divide</td><td></td></tr> <tr><td>Multiply</td><td></td></tr> <tr><td>Bring Down</td><td></td></tr> <tr><td>Subtract</td><td></td></tr> <tr><td>Check</td><td></td></tr> <tr><td>Bring down next number</td><td></td></tr> </table>	Divide		Multiply		Bring Down		Subtract		Check		Bring down next number	
Divide	✓																								
Multiply	✓																								
Bring Down	✓																								
Subtract	✓																								
Check	✓																								
Bring down next number	✓																								
Divide																									
Multiply																									
Bring Down																									
Subtract																									
Check																									
Bring down next number																									

Things to call attention to in long division:

- The inverse property of multiplication and division.
- A question of why long division is worked from right to left instead of left to right as in multiplication, addition, and subtraction leads to a few fun experiments.

Strategies for Division	
The number is divisible by	if the following conditions are met.
2	The last digit is even.
3	The sum of its digits is divisible by 3.
4	The number represented by its last two digits is divisible by 4.
5	The last digit is 0 or 5.
6	The number is divisible by 2 and 3.
7	You remove the last digit, double it, subtract it from the leftover number. The result is divisible by 7.
8	The number represented by its last three digits is divisible by 8.
9	The sum of its digits is divisible by 9.
10	The last digit is 0.

Division	
2. Demonstrates grade level skills in division.	
A. Applies and extends division skills from grades 2 and 3.	
B. Knows and uses multiple notations to express division problems. (e.g., $4 \div 2 = 2$, $4/2 = 2$, $2\overline{)4} = 2$).	
C. Finds whole number quotients and remainders with up to four-digit dividends and two-digit divisors.	
D. Solves division problems using horizontal and vertical (long division) equations.	

4.GM.1.6 Scaffolding Skills - Factoring

Prime or Composite	
Prime Number - A whole number that is greater than one and unable to be divided evenly by any number but itself and one, is a prime number.	

Composite Number - A whole number that has more than two factors. They are not prime because they are divisible by more than two numbers.

Factor Trees

1. Finds all the factor pairs of a given whole number within the range 144.

CCSS.MATH.CONTENT.4.OA.B.4 (a - c)

Composite Factors		Prime Factors	Prime Factors
1	24	$ \begin{array}{c} 24 \\ \swarrow \quad \searrow \\ 2 \quad 12 \\ \quad \swarrow \quad \searrow \\ \quad 2 \quad 6 \\ \quad \quad \swarrow \quad \searrow \\ \quad \quad 2 \quad 3 \\ \\ \quad \quad 2 \cdot 2 \cdot 2 \cdot 3 \\ \\ \quad \quad 2^3 \cdot 3 \end{array} $	$ \begin{array}{c} 24 \\ 2 \cdot 12 \\ 2 \cdot 2 \cdot 6 \\ 2 \cdot 2 \cdot 2 \cdot 3 \\ \\ 2^3 \cdot 3 \end{array} $

- Knows that a whole number is a multiple of each of its factors.
- Determines whether a given whole number in the range of 1 - 100 is a multiple of a given one-digit number.
- Determines whether a given whole number in the range 1 - 144 is prime or composite
- Uses tables (see grade 3 and below) to illustrate factoring.

Perfect, Abundant, and Deficient Numbers

2. Demonstrates understanding of perfect, abundant, and deficient numbers through practice and the creation of a page illustrating these numbers in the morning lesson book (note: these are sometimes taught using images of nobles, and kings/queens and peasants when taught in grade 4).

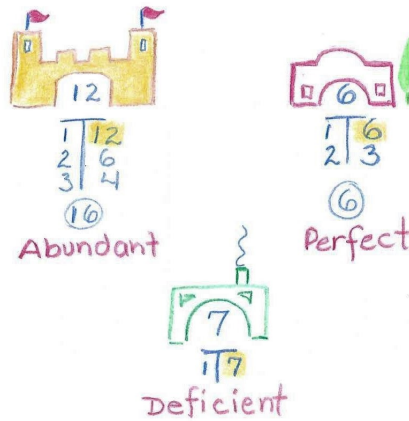
The categorizations of perfect, abundant or deficient relate to whole numbers. In order to assign a category to a given whole number (beginning with 2) we first list all of the number's factors, except for the number itself. Then we sum up the numbers in that list. If the sum is equal to the factor itself, then we say the number is perfect. If the sum is less than the number itself, then we say that the number is deficient. If the sum is greater than the number itself, then we say that the number is abundant.

Example

Factors of 6 are 1, 2, 3 and add up to 6. This makes 6 a *perfect* number.

Factors of 12 are 1, 2, 3, 4, 6, adding up to 16 which is 4 more than 12. This makes 12 an *abundant* number.

The first two perfect numbers are 6 and 28. The next one is above 100. The students will learn about perfect numbers in grade 7 when they calculate these numbers using algebra.



Reference *The Waldorf Approach to Arithmetic*; Hermann von Baravalle; 42

4.GM.1.7 Scaffolding Skills - Fractions

Note to Teacher

Fractions

The fourth grader comes to school having just had the experience of the 9-year-old-change and is now ready for introduction to division and separation from the conceptual perspective of fractions. The movement between whole and parts becomes an inner capacity for flexibility and resilience. When fractions of seemingly different values are equal or can be made equal, the fourth grader feels a sense of harmony in the sometimes chaos of life. The curriculum mirrors the unfolding awareness and individuation of each student.

Fractions is a focus for grade four and the teacher will lead the students in creating morning lesson portfolio pages illustrating what has been learned in this block.

Calculations continue to proceed from whole to parts. How many divisions can you find in the fraction farm? Can you make more?



Basic Fraction Facts

1. Applies the concept of a fraction to everyday situations and can say that a fraction simply tells us how many equal parts are in a given whole.

a. Interprets a fraction as a division of the numerator by the denominator

$$\left(\frac{a}{b} = a \div b\right).$$

CCSS.MATH.CONTENT.5.NF.B.3

b. Correctly writes the fraction expression using the fraction bar.

- Knows the fraction bar expresses division (to partition a whole into parts is to divide them equally).
- The number below the bar (denominator) represents the number of parts or units belonging to a given whole.
- The number above the fraction bar (numerator) represents parts of the given whole. (e.g., $\frac{3}{4}$ is made up of $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$).

c. Uses domain specific terms when explaining or expressing information regarding fractions: numerator, denominator, fraction bar, divide.

d. Understands that the size of a fractional part is relative to the size of the whole and that the larger the denominator, the smaller the fractional part.

- e. Understands that a unit fraction always has a numerator of one and a non-zero denominator. (e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$).
- f. Partitions circles, rectangles, and squares into two, three, or four equal shares, describes the shares using the words halves, thirds, half of, a third of, etc. and describes the whole as two halves, three thirds, four fourths. Recognizes that equal shares of identical wholes need not have the same shape

2. Compares fractions.

- a. Recognizes that comparisons are only valid when the two fractions relate to the same whole
- b. Compares fractions by reasoning about their size.
- c. Compares two fractions with different numerators and/or denominators.
- d. Finds common denominators or numerators.
- e. Compares other fractions to a benchmark fraction such as $\frac{1}{2}$.
- f. Records results of comparisons with symbols $>$, $=$, $<$, and justifies the conclusions by using a visual fraction model.
- g. Applies knowledge of fractions to measure, number lines, and bar graphs.
- h. Explain why a fraction a/b is equivalent to a fraction by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

CCSS.MATH.CONTENT.4.NF.A.1

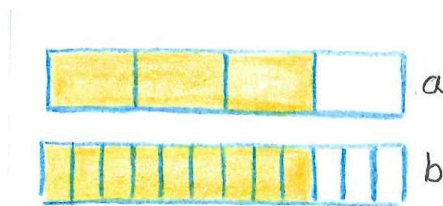


Figure a is a model representing $\frac{3}{4}$

Figure b is a model representing $\frac{9}{12}$

$$\frac{9}{12} = \frac{3 \times 3}{4 \times 3} = \frac{3}{4}$$

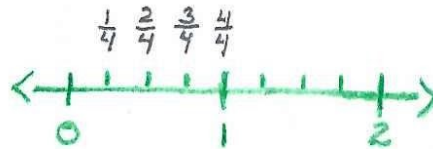
Other examples:

$$\frac{1}{2} = \frac{5}{10}, \quad \frac{1}{3} = \frac{2}{6}$$

- i. Understands that when the numerator and denominator are of equal value, the fraction is read as one whole

$$\frac{1}{1} = 1, \quad \frac{4}{4} = 1, \quad \frac{12}{12} = 1$$

- j. Recognizes when two fractions meet at the same point on a number line, they are equal. Understands $\frac{4}{4}$ and 1 can be found at the same point on a number line.



- k. Expresses a fraction with a denominator of 10 as equivalent to a fraction with a denominator of 100 (e.g., $\frac{30}{100} = \frac{3}{10}$). Uses this understanding to add two fractions with respective denominators of 10 and 100

$$\text{(e.g., } \frac{3}{10} + \frac{4}{100} = \frac{34}{100}\text{)}.$$

Note: This is simply working with base 10 in fractions and is a preview to finding their decimal equivalents in grade 5.

CCSS.MATH.CONTENT.4.NF.C.5

Fraction Models

2. Uses visual fraction models to represent the process of solving an equation.

- a. Uses area models to illustrate fractions and equations.
- tangrams, geoboards, pattern blocks, etc.
 - rectangular or circular fraction sets.(student generated)
 - Folding paper

- b. Uses linear models to illustrate fractions and equations.
 - Number line
 - Cuisenaire rods
 - Fraction strips
- c. Uses set models to illustrate fractions and equations.
In a set model, the whole is considered to be one set (e.g., a class is a set of students and when 15 out of 30 are gone, half the class is missing).
- d. Creates equations using fraction dice or dominoes (double nine set = 55 dominoes).
- e. Uses practical fraction models in equations (recipes, cutting cakes to serve equally among the students, etc.)
- f. Illustrates morning lesson books with fractional models.

Word Problems

- 3. Solves word problems involving fractions.
 - a. Solves word problems involving the use of addition and subtraction with fractions which refer to the same whole and having like denominators. Uses visual fraction models and equations to represent the problem.
CCSS.MATH.CONTENT.4.NF.B.3.D
 - b. Solves word problems involving multiplication of a fraction by a whole number (e.g., by using visual fraction models and equations to represent the problem).
CCSS.MATH.CONTENT.4.NF.B.4.C

Example

If each person at a party will eat $\frac{1}{3}$ of a squash and there will be 5 people at the party, how many squash will be needed? Between what two whole numbers does your answer lie?



Example: $\frac{5}{1} \times \frac{1}{3} = \frac{5}{3}$ or $1\frac{2}{3}$ squash

- c. Solves word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.

CCSS.MATH.CONTENT.5.NF.B.3

Example: With 3 pies and 12 people, what size portion will each person be

served? $\frac{3}{12} = \frac{1}{4}$

Addition and Subtraction of Fractions

4. Applies and extends previous understandings of addition and subtraction of whole numbers to addition and subtraction of fractions.

- a. Understands addition and subtraction of fractions as joining and separating parts referring to the same whole.

CCSS.MATH.CONTENT.4.NF.B.3.A

- b. Understands that a fraction with a numerator greater than one can be written as the sum of unit fractions, for example $\frac{5}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

CCSS.MATH.CONTENT.4.NF.B.3

- c. Decomposes a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, for example, by using a visual fraction model.

Examples

$$\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8} \text{ or } \frac{3}{8} = \frac{1}{8} + \frac{2}{8}$$

$$2\frac{1}{8} = 1 + 1 + \frac{1}{8} \text{ or } \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$$

CCSS.MATH.CONTENT.4.NF.B.3.B

- d. Makes a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$), solves problems involving addition and subtraction of fractions by using information presented in line plots.

For example:

From a line plot, find and interpret the difference in length between the longest and shortest run of two boats in a creek within a given time. A class in Northern California did this during the snow run-off, and they discovered the variables were: how fast the creek was flowing on any one day, or the turbidity (mud and debris) of the water. As all boats were exactly the same, and the line plots represented fractional differences in each boat's run, they concluded that the variables were affecting the boats. This is a transdisciplinary blending of math and science and fun in the woods!

CCSS.MATH.CONTENT.4.MD.B.4

- e. Adds and subtracts fractions with unlike denominators (including mixed numbers) replacing given fractions with equivalent fractions represented with common denominators. Uses benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of an answer.

CCSS.MATH.CONTENT.5.NF.A.1

Example of subtraction of unlike denominators:

$$\frac{3}{4} - \frac{1}{2} = \frac{3}{4} - \frac{2}{4} = \frac{1}{4}$$

Example of estimating:

When using visual fraction models or equations to represent a problem, the student estimates or compares the fractions used and identifies a mistake by logically deducing the solution to be erroneous. The student uses benchmark estimations (understanding whether a fraction is closer to 0, $\frac{1}{2}$, or a whole) to mentally assess the reasonableness of answers. For example, a student will recognize an incorrect sum in this problem:

$$\frac{2}{5} + \frac{1}{2} = \frac{3}{7} \text{ because } \frac{3}{7} < \frac{1}{2}$$

CCSS.MATH.CONTENT.5.NF.A.2

Proper and Improper Fractions / Mixed Numbers

5. Understands a **proper** fraction to be a fraction with a numerator less than the denominator, an **improper** fraction to be a fraction with a numerator that is greater than the denominator, and a **mixed number** to be a whole number and a fraction.

- a. Understands how to convert mixed numbers to improper fractions and the reverse.
- b. Applies the four operations to proper and improper fractions.
- c. Adds and subtracts mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

CCSS.MATH.CONTENT.4.NF.B.3.C

$$3\frac{3}{8} + 2\frac{5}{8} = \frac{27}{8} + \frac{21}{8} = \frac{48}{8} = 6$$

- d. Applies the four operations to equations involving mixed and whole numbers.

$$1\frac{3}{4} \times 2\frac{1}{2}$$

$$1\frac{3}{4} = \frac{4 \times 1 + 3}{4} = \frac{7}{4}$$

$$2\frac{1}{2} = \frac{2 \times 2 + 1}{2} = \frac{5}{2}$$

$$\frac{7}{4} \times \frac{5}{2} = \frac{35}{8} = 6\frac{3}{8}$$

Multiplication of Fractions

6. Applies and extends previous knowledge of multiplication of whole numbers to multiplication of fractions by fractions or whole numbers by a fraction. Solves real world problems involving multiplication of fractions and mixed numbers by using visual models (area model, number lines, pattern blocks, measurement tools) or equations to represent the problems.

CCSS.MATH.CONTENT.4.NF.B.4; CCSS.MATH.CONTENT.5.NF.B.4, 6

CCSS.MATH.CONTENT.4.NF.B.4.A, B; CCSS.MATH.CONTENT.5.NF.B.4.A

Example: a student recognizes a fraction as multiples of $1/b$. This example is using an improper fraction.

$$\frac{5}{3} = \frac{1}{3} \times 5 \text{ or } \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$$

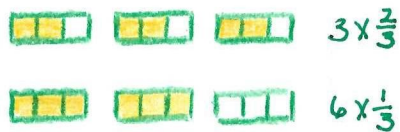
Example: a student understands that to multiply a fraction by a whole number in general follows the formula $n \times \left(\frac{a}{b}\right) = \left(\frac{n \times a}{b}\right)$.

To multiply $3 \times \frac{2}{3}$ students recognize this expression is the same as 3 groups of $\frac{2}{3}$ or 6 groups of $\frac{1}{3}$.

$$\frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{6}{3} \text{ or } 2$$

Or this can be shown as $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$ or

$$\frac{6}{1} \times \frac{1}{3} = \frac{6}{3} = 2$$



CCSS.MATH.CONTENT.4.NF.B.4.B

- a. Multiplies a fraction by a fraction.

Example:

$$\frac{2}{5} \times \frac{6}{7} = \frac{2 \times 6}{5 \times 7} = \frac{12}{35}$$

$$\frac{1}{4} \times \frac{2}{3} = \frac{1 \times 2}{4 \times 3} = \frac{2}{12} \text{ reduces to } \frac{1}{6}$$

- b. Creates story contexts for problems involving multiplication of fractions and whole numbers or multiplication of two fractions.
- c. Estimates the product of two fractions in order to determine the reasonableness of an answer.

Division of Fractions

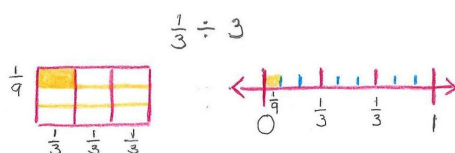
7. Applies and extends previous knowledge of division to division of fractions. Solves real world problems involving division of fractions and mixed numbers by using visual models (area model, number lines, pattern blocks, measurement tools), equations, and stories to represent the problems

CCSS.MATH.CONTENT.5.NF.B.7.C; CCSS.MATH.CONTENT.5.NF.B.7

- a. Solves real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?

- b. Divides a unit fraction by non-zero whole numbers.

CCSS.MATH.CONTENT.5.NF.B.7.A



$$a. \frac{1}{3} \div 3 = \frac{1}{3} \div \frac{3}{1} = \frac{1}{3} \left(\frac{1}{1} \right) \div \frac{3}{1} \left(\frac{3}{3} \right) = \frac{1}{3} \div \frac{9}{3} = \frac{1 \div 9}{1} = \frac{1}{9}$$

$$b. \frac{1}{3} \div 3 = \frac{1}{3} \div \frac{3}{1} = \frac{1}{3} \times \frac{1}{3} = \frac{1}{9}$$

In example “a” the student is using the concept of “one” to find the common denominator.

Once a student understands how a fraction is divided by finding a common denominator and, using models and number lines, s/he is ready to convert the division to a multiplication as shown in b. Doing this means the student is multiplying by multiplicative inverse (reciprocal) of a second fraction.

Examples: Below are more examples

Using “one” to find the common denominator

$$\frac{3}{4} \div \frac{1}{2} = \frac{3}{4} \left(\frac{2}{2} \right) \div \frac{1}{4} \left(\frac{4}{4} \right) = \frac{6}{8} \div \frac{4}{8} = \frac{6 \div 4}{1} = 1 \frac{1}{2}$$

Converting only one fraction.

$$\frac{3}{4} \div \frac{1}{2} = \frac{3}{4} \div \frac{2}{4} = \frac{3 \div 2}{1} = 1 \frac{1}{2}$$

Inverting the fraction

$$\frac{2}{3} \div \frac{1}{3} = \frac{2}{3} \times \frac{3}{1} = \frac{6}{3} = 2$$

After inverting the fraction, check to see if it can be cross-cancelled with the first fraction. In this case 2 and 4 can be cross cancelled by dividing by 2 to get $\frac{1}{5}$ and $\frac{3}{2}$. Always check to see that the LCM has been found.

$$\frac{2}{5} \div \frac{4}{3} = \frac{2}{5} \times \frac{3}{4}$$

flip

cross-cancel

$$\frac{1}{5} \times \frac{3}{2} = \frac{1}{5} \times \frac{3}{2} = \frac{3}{10}$$

- c. Divides a non-zero whole number by a single unit fraction (numerator is one), and computes such quotients.

CCSS.MATH.CONTENT.5.NF.B.7.B

$$3 \div \frac{1}{3}$$



$$3 \div \frac{1}{3} = \frac{3(3)}{1(3)} \div \frac{1(1)}{3(1)} = \frac{9}{3} \div \frac{1}{3} = \frac{9}{1} = 9 \text{ parts}$$

$$3 \div \frac{1}{3} = \frac{3}{1} \times \frac{3}{1} = \frac{9}{1} = 9 \text{ parts}$$

4.GM.1.8 Scaffolding Skills - Decimals (reference grade 5)

Decimals are introduced simply in grade three with the study of money and its written form. Word problems involving money reinforce previously taught decimal concepts. Example: 5 ¢ = \$.05 and 150 cents = \$1.50).

4.GM.1.9 Scaffolding Skills - Data (reference grade 3)

Continues to collect, create and interpret data using graphs, line plots, etc.

4.GM.2 - Anchor Skill - Weight and Measure

Applies and extends knowledge of various scales of weight and forms of US Customary measure.

CCSS.MATH.CONTENT.4.MD.A.1

The following two Common Core Standards are met in this section of the frameworks from 4.GM.2.1-4 and 6-9.

Knows relative sizes of measurement units within one system of units (metric units will be introduced in grade 5). Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

CCSS.MATH.CONTENT.4.MD.A.1

Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions (decimals are introduced in grade 5) and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale (practical examples are thermometers, rulers).

CCSS.MATH.CONTENT.4.MD.A.2

4.GM.2.1 Scaffolding Skills - Length (reference grade 3)

US Customary

1. Applies and extends knowledge of US Customary units of measure (e.g., mile, yard, foot, inch).

- a. Solves word problems using standard units of measure.
- b. Knows relative sizes of measurement units within one system of units.
- c. Compares and converts standard units of measure from a smaller amount to a larger amount and the reverse.
- d. Uses the four operations to solve word problems, including problems involving simple fractions. that require expressing measurements given in a larger unit in

- terms of a smaller unit.
- e. Represents measurement quantities using diagrams such as number lines that feature a measurement scale.
 - f. Records measurement equivalents in a two-column table (e.g., knows that 1' = 12 ")

4.GM.2.2 Scaffolding Skills - Weight (reference grade 3)

US Customary

1. Applies and extends knowledge of US Customary standard units of weight US (ton, pound, ounce).
 - a. Solves word problems using standard units of weight
 - b. Knows relative sizes of measurement units within one system of units.
 - c. Compares and converts standard units of weight from a smaller amount to a larger amount and the reverse.
 - d. Uses the four operations to solve word problems, including problems involving simple fractions. that require expressing measurements given in a larger unit in terms of a smaller unit.
 - e. Represents measurement quantities using diagrams such as number lines that feature a measurement scale.
 - f. Records measurement equivalents in a two-column table (e.g., knows that 1 lb = 16 oz)

4.GM.2.3 Scaffolding Skills - Volume (reference grade 3)

US Customary

1. Applies and extends knowledge of standard US measure of volume (e.g., 1 gal = 4 qts, 8 pts., etc.).
 - a. Knows relative sizes of measurement units within one system of units.
 - b. Solves word problems using standard units of volume.
 - c. Compares and converts standard units of weight from a smaller amount to a larger amount and the reverse.
 - d. Uses the four operations to solve word problems, including problems involving simple fractions. that require expressing measurements given in a larger unit in terms of a smaller unit.
 - e. Represents measurement quantities using diagrams such as number lines that

- feature a measurement scale.
- f. Records measurement equivalents in a two-column table.

4.GM.2.4 Scaffolding Skills - Area and Perimeter (reference grade 3)

Algebraic Thinking

Applies and extends algebraic thinking from grade three in finding the area and perimeter formulas for regular polygons in real world and mathematical problems. Solves for an unknown. Further practical experience and practice is important.

CCSS.MATH.CONTENT.4.MD.A.3

4.GM.2.5 Scaffolding Skills - Time (reference grade 3)

Continued from Grade Three

Applies and extends knowledge of the measure of time.

- a. Continues to read the correct time on an analog clock.
- b. Adds and subtracts mixed time units (e.g., We began the project at exactly 4:20 p.m. and it is now 6:00 p.m., how long have we been working?)
- c. Elapsed time (e.g., 45 minutes from now, 3:30, we start dinner.)
- d. Converts mixed time units (e.g., 1 day, 4 hrs = 28 hrs).
- e. Converts fractions of a time unit (e.g., a quarter of an hour equals 15 minutes).
- f. Represents measurement quantities using diagrams such as number lines that feature a measurement scale.
- g. Uses the four operations to solve word problems, including problems involving simple fractions. that require expressing measurements given in a larger unit in terms of a smaller unit.
- h. Records measurement equivalents in a two-column table.

4.GM.2.6 Scaffolding Skills - Currency (reference grade 3)

1. Applies and extends concepts of currency (counting, making change, as exchange) taught in grade . Further practice is important.
2. Represents measurement quantities using diagrams such as number lines that feature a measurement scale.

4.GM.2.7 Scaffolding Skills - Temperature

Note to Teacher

Biography of Gabriel Daniel Fahrenheit

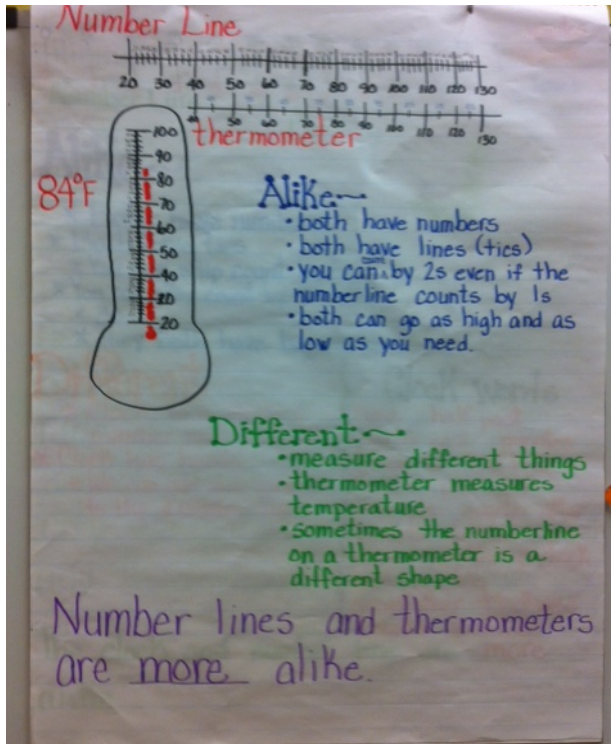
A brief introduction to the life of Gabriel Daniel Fahrenheit is appropriate for the fourth grade student. Gabriel's life was dramatic and wild but he never wavered from his interest in creating a standard measure for temperature. Here are a few of the main points to draw on when telling his story.

Gabriel Daniel Fahrenheit was born in Poland in 1686. When he was 15 his parents both died on the same day from eating poisonous mushrooms. The city appointed guardians for him and his four other siblings and they decided Gabriel should follow in his father's footsteps and become a shopkeeper and keep the family's business going. Against his will he was sent to Amsterdam to apprentice with a prominent merchant who taught him bookkeeping and the mercantile business. This is where he first encountered a thermometer. In those days the measure was not calibrated so every thermometer registered a different temperature depending on the person who made it. Eventually Gabriel learned to blow glass so that he could make his own capillaries which were filled with wine spirits. Eventually Gabriel learned that mercury was more accurate and could expand and contract in larger ranges so he used that in his new thermometer which is very much the same now as it was then. He died in 1736 from a fever.

More about his life and experiments would be appropriate in middle school science.

1. Applies and extends knowledge of the measure of fahrenheit temperature.
 - a. Reads a mercury thermometer (outdoor/indoor) to the nearest fraction.
 - b. Knows common temperatures such as:
 - i. 32° fahrenheit - freezing
 - ii. 98.6° fahrenheit - body temperature
 - c. Knows the thermometer to be a tool gauged to show temperatures represented on a number line. The number line has both positive and negative numbers showing opposite values - those above 0 are warmer than those below. In this context, the student understands that a temperature of -7 is colder than one of -2 based on its position farthest away from the 0..

- d. Uses the four operations to solve word problems, including problems involving simple fractions. that require expressing measurements given in a larger unit in terms of a smaller unit.



The temperature is _____



TwistyNoodle.com

<http://2ndgradeponderings.blogspot.com/>

4.GM.2.8 Scaffolding Skills - General Measurement (reference grade 3)

4.GO Anchor Skill - Dynamic Drawing and Geometry

The student demonstrates knowledge of geometric forms and their divisions as shown in class activities, individual activities, and written work.

Note to Teachers

References

Creative Form Drawing with children aged 10 - 12 years, Workbook 2; Angela Lord Form Drawing Grades 1 - 4; Ernst Schubert

Geometry and Dynamic Drawing

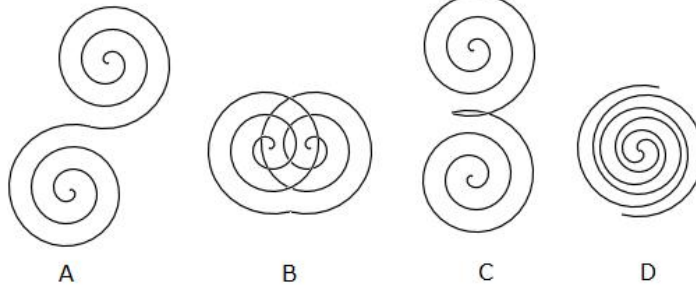
Dynamic drawing leads to an imaginative sense of geometric properties and proportions. In the construction of geometric forms, the student develops a hands-on, artistic, and practical experience of the concept of something whole being divided into parts or fractions. The Student's relationship to space in movement and drawing is developed through the intertwining ornamentation of celtic drawing. All forms are drawn without instrumentation, free-hand. The instrument as an extension of what the hand can do is saved for grade 6 when students have already developed a close relationship to how the inner movement of thinking and imagination translates directly to the medium - geometric form - through the hand. In this way, the student is in control of him or herself rather than an instrument. The joy of recognition in one's own capacity for control of design and form (balance, symmetry, etc.) is the resultant lesson. These drawings are taught alongside other arts in a separate lesson each week. The forms are included as border drawings, cover pages, and illustrations for morning lesson books. On the same note, students do not need graph or dotted paper to execute beautiful forms. The effort required to create form based on an inner pictorial relationship to line and symmetry builds forces of will which are the forces that build capacities such as initiative, creating healthy boundaries, and perseverance. Dynamic drawing activates these forces within the student all the more if unhindered by instruments and artificial guides.

4.GO.1 Scaffolding Skills - Dynamic Drawing

1. Understands and applies the term "symmetry" to dynamic drawing of forms. Demonstrates an ability to reproduce freehand symmetrical forms based on a fourfold model combining horizontal, vertical, and diametrical symmetries
CCSS.MATH.CONTENT.4.GA.3

Symmetry

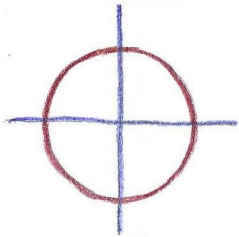
- Line symmetry - a figure divided by a line whose images on either side of the line mirror one another.
- Point symmetry - every part has a matching part the same distance from the central point but in the opposite direction.



Figures A and D have point symmetry. Figure B has a vertical line symmetry and figure C has a horizontal line symmetry.

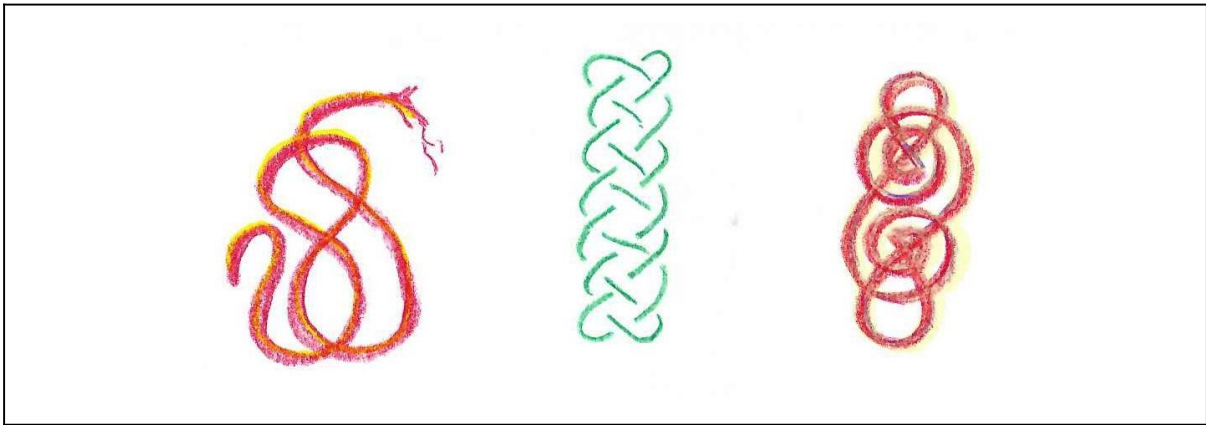
Symmetry is introduced in grade one with dynamic drawing. The student copies and creates symmetries in the vertical and horizontal planes on a two dimensional drawing. Folding paper to use for math or writing practice also begins in grade one. Many times a page will be divided in half, half again, and continuing until there are an even number of spaces in which to write letters or numbers. The students understand this as fractions of a page. Symmetry is reviewed each year in different ways but most especially in the form of celtic knots. These designs are most often scaffolded on symmetries of halves, thirds and fourths.

Attention is given to balance, maintaining a line parallel with the edges of the paper, finding the center, etc.



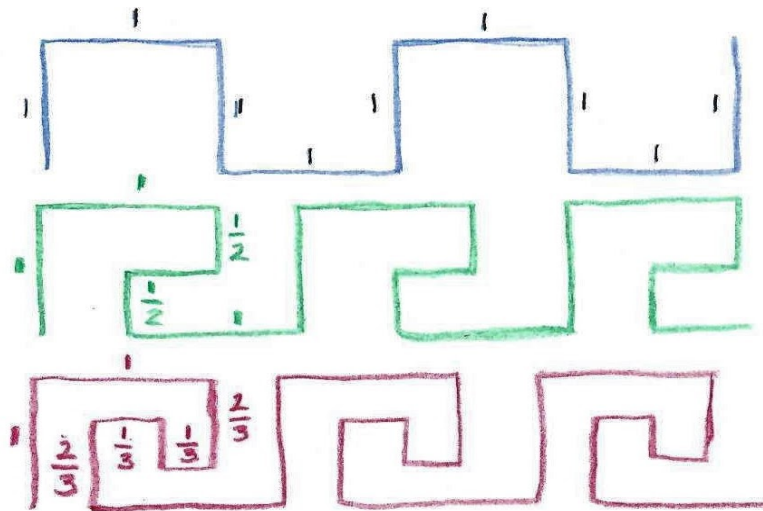
Celtic Design

2. Creates Celtic designs using basic geometric forms as the foundation for braided, knotted, and animalistic forms.



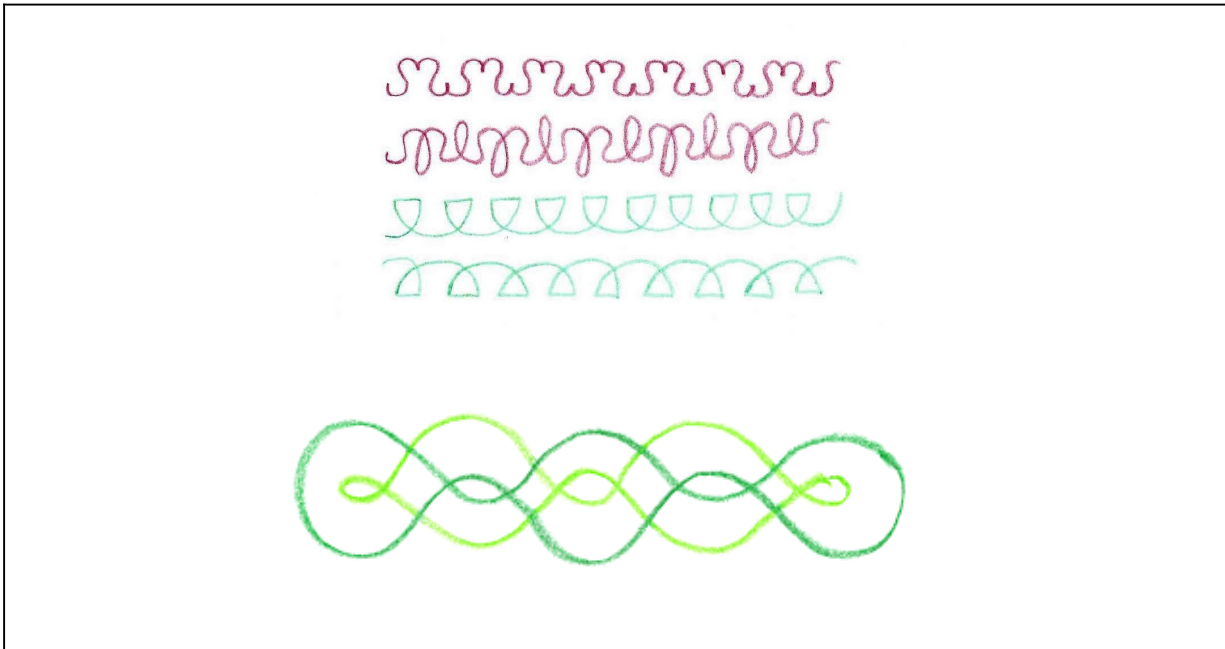
Greek Keys

3. Creates forms such as the Greek keys to illustrate a practical application of fraction concepts.



Running Forms

4. Creates complex running forms in both the vertical and horizontal. These are sometimes used in borders of Morning Lesson Books.

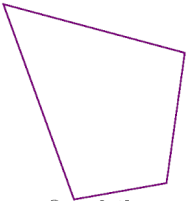

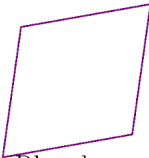
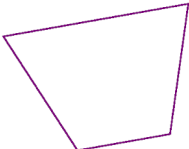
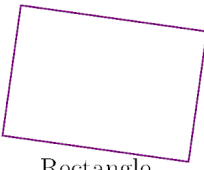



4.GO.2 Scaffolding Skills - Geometric Concepts

Classification of Figures

1. Classifies two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.

CCSS.MATH.CONTENT.4.G.A.2

 Quadrilateral	 Parallelogram	 Rhombus
 Trapezoid	 Rectangle	 Square

Standards Met in Other Grades

CCSS.MATH.CONTENT.4.NF.C.6 “Use decimal notations for fractions with denominators 10 or 100. Standard met in grade five.

CCSS.MATH.CONTENT.4.NF.C.7 “Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.” Standard met in grade five.

CCSS.MATH.CONTENT.4.MD.A.2 “Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or *decimals*, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams that feature a measurement scale.” This standard is met fully in grade five with the study of decimals.

CCSS.MATH.CONTENT.4.MD.C.7 “Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. “ While the students have been measuring angles with their own protractor, handmade, they are still working mainly out of an artistic experience. The work of measuring angles and working out mathematical problems using these measure will come in grade 6. This standard is met in grade six.

GRADE 4 MATH MATRIX©
Common Core State Standards to Waldorf Curriculum Frameworks
 revised 21 November 2021

CCSS Operations & Algebraic Thinking	Grade 4 Frameworks				
	FS - Foundation Skills		GM - General Math	GO - Geometry	
OA	2	3	4	5	6
A.1		3.GM.1.5	4.GM.1.5.1		
A.2			4.GM.1.5.1		
A.3			4.GM.1.2.4		
B.4			4.GM.1.7.1		
C.5			4.GM.1.2.2		

CCSS Number & Operations base ten	Grade 4 Frameworks				
	FS - Foundation Skills		GM - General Math	GO - Geometry	
NBT	2	3	4	5	6
A.1	2.GM.1.3		4.GM.1.3.1		
A.2		3.GM.1.1	4.GM.1.3.1		
A.3		3.GM.1.3.1	4.GM.1.3.1		
B.4		3.GM.1.4.1	4.GM.1.3.1		
B.5		3.GM.1.5.1	4.GM.1.3.1		
B.6			4.GM.1.3.1 4.GM.1.6.2		

CCSS Number & Operations Fractions	Grade 4 Frameworks				
	FS - Foundation Skills		GM - General Math	GO - Geometry	
NF	2	3	4	5	6
A.1			4.GM.1.7.1		
A.2			4.GM.1.7.3		

B.3			4.GM.1.7.5		
A			4.GM.1.7.5		
B			4.GM.1.7.1		
C			4.GM.1.7.5-6		
D			4.GM.1.7.4		
B.4			4.GM.1.7.7		
A			4.GM.1.7.7		
B			4.GM.1.7.7		
C			4.GM.1.7.4		
C.5			4.GM.1.7.1		
C.6				5.GM.1.8.2	
C.7				5.GM.1.8.4	

CCSS Measurement & Data	Grade 4 Frameworks				
	FS - Foundation Skills		GM - General Math	GO - Geometry	
MD	2	3	4	5	6
A.1			4.GM.2.1-9		
A.2		3.GM.2	4.GM.2.1-4, 6-9 4.GM.1.7	5.GM.1.8	
A.3		3.GM.2.5	4.GM.2.4		
B.4			4.GM.1.7.5		
C.5					6.GO
A					6.GO
B					6.GO
C.6					6.GO
C.7					6.GO

CCSS Geometry	Grade 4 Frameworks				
	FS - Foundation Skills		GM - General Math	GO - Geometry	
G	2	3	4	5	6
A.1					6.GO
A.2			4.GO.2.3		
A.3			4.GO.2.4		

Fall - Red
 Winter – Blue
 Spring – Green
 FI= future instruction

Math –Number Sense	below grade	At grade	Above grade	Notes
Sustains working mathematical applications in verbal and written word problems. E.g. Works through confusion and getting incorrect answers, asks clarifying questions				
Shows analytical and systematic thinking in working through word problems and math applications				
Given basic data, makes logical and accurate predictions				
Constructs viable and respectful arguments critiquing reasoning in solving application math problems				
Given a word problem, can identify operational steps using domain specific language				
With little prompting uses cohesive and domain specific language when reviewing and explaining conceptual information				
Identifies odd and even integers, number patterns and categories				
Math – Calculation 4.GM.1				
Accurately solves multiple digit addition, subtraction, multiplication, division (uses re-grouping)				
Solves multi-digit multiplication using area models, rectangular arrays.				
Identifies value using place-value specific language				
Mentally adds and subtracts using rounding and estimation skills				
Accurately reads and writes multi-digit (6-9 numbers) from expanded form or verbal dictation				
Extends number values to mentally establish multiples of a number such as two twelves=24 or three thirties=90				
Given a multiple operation <u>mental</u> arithmetic problem, accurately calculates and volunteers the solution.				
Uses multiples of 10 in estimation and application demonstrating understanding of base ten				
Knows identification steps for composite and prime numbers (rules of division and multiplication)				
Math – Fractions 4.GM.1				
Uses factors in arriving a multiple within any table				
Knows definition of and use of fractions for establishing parts of a whole				
Knows domain specific language for fractional parts				
Demonstrates knowledge of fractional parts Eg. The larger denominator the smaller the aggregate pieces to make a whole				
Understands fractions as division problems				
Expands and reduces fractions using knowledge of multiples				

Math – Fractions	4.GM.1			
Uses visual fractional models to represent a fraction and can solve equation processes < or > etc.				
Uses number line to identify fractional value				
Multiplies and divides fractions				
Adds and subtracts with like denominators				
Solves for LCD and GCF				
Adds and Subtracts Fractions with unlike denominators				
Converts mixed numbers to improper fractions and the reverse				
Adds and subtracts mixed numbers				
Math –Measurement	4.GM.1			
Adds, Subtracts, divides, multiplies using values of money				
Understands and uses increments of linear measurement				
Uses linear measurement in solving area				
Understands, uses, and applies increments of measurement of volume (liquid and solid) in calculations				
Can chart measurements and show equivalencies such as 1ft.=12in.				
Calculates time and when given data, can predict time-based activities				
Computes money and change in word problems up to \$100				
Math –Geometry	4.GM.1			
Classifies geometric figures based on properties using domain specific language (parallel, perpendicular, symmetry)				
Knows an angle as a space created when two lines intersect and knows the angle is measured in degrees.				
Freehand draws geometric shapes (rectangle, triangle, circle square, pentagon without using a visual model.				
Domain Specific Language.	4.GM.1			
Understands and uses the following terminology: equation, equal, terms for numerical positions in operations, place value terms, positions in fractions, expanded notation, denominations of money and measurement				

Riversage Draft 2023-2024 Academic Calendar

Month	Mon	Tue	Wed	Thu	Fri	Holidays	Events
July	3	4	5	6	7		
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
August	31	1	2	3	4		
	7	8	9	10	11		
	14 S	15 S	16 S	17 S	18 S		
	21 S	22 S	23 S	24 S	25 S		
	28	29	30	31	1		8/29-9/1 Professional Development
September	4 (H)	5	6	7	8	9/4: Labor Day (No School)	9/5 First Day of School
	11	12	13	14	15		
	18	19	20	21	22		
	25	26	27	28	29		
October	2	3	4	5	6		
	9 (H)	10	11	12	13	10/9 Indigenous People's Day	
	16	17	18	19	20 (H)	10/20-23 Autumn Break	
	23 (H)	24	25	26	27		
	30	31	1	2	3		
November	6	7	8	9	10 (H)	11/10 Veterans' Day Observed	
	13	14	15	16	17		
	20	21	22 (H)	23 (H)	24 (H)		11/20 & 21 Min Day Parent Teacher Conferences
	27 (H)	28	29	30	1	11/22-27 Thanksgiving Break	
December	4	5	6	7	8		
	11	12	13	14	15		
	18	19	20	21	22 H	12/22-1/5 Winter Break	
	25 H	26 H	27 H	28 H	29 H		
January	1 H	2 H	3	4	5		
	8	9	10	11	12		
	15 (H)	16	17	18	19	1/15: Martin Luther King Day	
	22	23	24	25	26		
February	29	30	31	1	2		
	5	6	7	8	9		
	12	13	14	15	16		
	19 (H)	20 (H)	21 (H)	22 (H)	23 (H)	2/19: President's Day (No School) 2/20-23 Ski Skate Week	2/26 & 2/27 Min Day Parent Teacher Conferences
March	26	27	28	29	1		
	4	5	6	7	8		
	11	12	13	14	15		
	18	19	20	21	22		
April	26	27	28	29	30		
	1 (H)	2 (H)	3 (H)	4 (H)	5 (H)	4/1-4/5 Spring Break	
	8	9	10	11	12		
	15	16	17	18	19		
May	22	23	24	25	26		
	29	30	1	2	3		
	6	7	8	9	10		
	13	14	15	16	17		
	20	21	22	23	24 (H)		
June	27 (H)	28	29	30	31	5/27: Memorial Day (No School)	
	3	4	5	6	7		
	10	11	12	13	14		June 14 Last Day of School
	17 H	18 H	19 H	20 H	21 H	TTL	
Instructional Days	31	37	37	37	33	175	
Min Days	2	2					Min. Days count as instructional days.

Riversage Draft Bell Schedule 2023-24

Regular Day				Early Dismssal			
Grades 1-8				Grades 1-8			
Monday through Thursday				Friday			
Per 0	8:15	8:30	0:15	Per 0	8:15	8:30	0:15
Per 1	8:30	10:15	1:45	Outdoor Ed	8:30	12:45	4:15
Per 2	10:15	10:30	0:15				
Recess	10:30	11:00	0:30				
Per 3	11:00	12:30	1:30			minutes	285
Lunch/Recess	12:30	1:00	0:30			non-instructional	15
Per 4	1:00	1:45	0:45			instructional	270
Per 5	1:45	2:30	0:45				
Per 6	2:30	3:15	0:45				
		minutes	420				
		non-instructional	75				
		instructional	345				
TK / Kindergarten				TK / Kindergarten			
Monday through Thursday				Friday			
Per 0	8:15	8:30	0:15	Per 0	8:15	8:30	0:15
Per 1	8:30	10:15	1:45	Outdoor Ed	8:30	12:45	4:15
Per 2	10:15	10:30	0:15				
Recess	10:30	11:00	0:30				
Per 3	11:00	12:30	1:30			minutes	285
Lunch/Recess	12:30	1:00	0:30			non-instructional	15
Per 4	1:00	1:45	0:45			instructional	270
Per 5	1:45	2:30	0:45				
		minutes	375				
		non-instructional	75				
		instructional	300				
Minimum Day							
All Grades							
Per 0	8:15	8:30	0:15				
Per 1	8:30	10:15	1:45				
Per 2	10:15	10:30	0:15				
Recess	10:30	11:00	0:30				
Per 3	11:00	12:30	1:30				
		minutes	210				
		non-instructional	45				
		instructional	165				

Riversage Draft Instructional Minutes Calculation					
Grades 1-8	Monday	Tuesday	Wednesday	Thurs	Friday
Start	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM
End	3:15 PM	3:15 PM	3:15 PM	3:15 PM	12:45 PM
Number of Hours	7.25	7.25	7.25	7.25	4.5
Instructional Minutes per Full Day	345	345	345	345	270
Total Number of Days	31	37	37	37	33
Number of Minimum Days	2	2			
Instructional Minutes per minimum day	165	165	165	165	165
Number of Full Days	29	35	37	37	33
Annual Minutes per (full) day	10,005	12,075	12,765	12,765	8,910
Annual Minutes from full Days	56,520				
Annual Minutes from Min Days	660				
Total Annual Minutes	57,180				
Required Number of Minutes Grades 4-8	54,000				
4-8 (Under) Over	3,180				
Required Number of Minutes Grades 1-3	36,000				
1-3 (Under) Over	21,180				
TK/K	Monday	Tuesday	Wednesday	Thurs	Friday
Start	8:30 AM	8:30 AM	8:30 AM	8:30 AM	8:30 AM
End	2:30 PM	2:30 PM	2:30 PM	2:30 PM	12:45 PM
Number of Hours	6.5	6.5	6.5	6.5	4.5
Instructional Minutes per full day Kindergarten	300	300	300	300	270
Total Number of Days	31	37	37	37	33
Number of Minimum Days	2	2			
Instructional Minutes per minimum day	165	165	165	165	165
Annual Minutes per Full Day	8,700	10,500	11,100	11,100	8,910
Annual Minutes from full Days	50,310				
Annual Minutes from Min Days	660				
Total Annual Minutes	50,970				
Required Number of Minutes Grades K-3	36,000				
TK/K (Under) Over	14,970				

Note re: Articles of Incorporation, Bylaws

Sierra Sage (the expected DBA for Little Gems of the Sierra Preschool, Inc.) was founded as a preschool operator. However, the organization now wishes to establish a K-8 public school due to demand for local public Waldorf education.

Sierra Sage is working to update its stated purpose and Bylaws to reflect the transition to operating a charter school in addition to the established preschool program. Sierra Sage has prepared the attached Draft Bylaws to reflect some expected changes due to operating a charter school. However, given that the charter petition has not yet been approved, we have not initiated legal review of the Bylaws. Sierra Sage will do so as soon as its status as a charter school operator is secured.

Once the petition is approved, Sierra Sage will have the draft Bylaws reviewed by attorneys and consider them for Board approval. Sierra Sage also will approve and process revised Articles of Incorporation in order to update the stated purpose of the organization.

4211980

ARTICLES OF INCORPORATION

OF

Little Gems of the Sierra Preschool Inc.

FILED *gm*
Secretary of State
State of California

NOV 08 2018



I.

The name of the corporation shall be Little Gems of the Sierra Preschool Inc.

II.

The place in this state where the principal office of the Corporation is to be located is 11349 BROCKWAY RD , Truckee, California 96161.

III.

Said corporation is organized exclusively for charitable purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

This corporation is a nonprofit PUBLIC BENEFIT CORPORATION and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

The specific purpose of this corporation is to operate early childhood programs emphasizing a curriculum inspired by Waldorf Education, with the additional goal of increasing accessibility to these educational opportunities.

IV.

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

Jamie Simon
10259 Kylan Creek Court, Truckee, California 96161

V.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation except from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of future federal tax code, or (b) by a corporation,(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

VI.

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation on the date below.

Date: 11/7/2018

LegalZoom.com, Inc., Incorporator



By: Cheyenne Moseley, Assistant Secretary

Draft Bylaws of

Little Gems of the Sierra Preschool Inc.

A California Nonprofit Public Benefit Corporation

Drafted on 08/02/22

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1. NAME

1.1. Corporate Name

The name of this corporation is **Little Gems of the Sierra Preschool Inc.** (the “Corporation”) DBA Little Gems of the Sierra or “Sierra Sage” .

2. OFFICES

2.1. Principal Office

The principal office for the transaction of the business of the Corporation shall be in the Town of Truckee, California, or at such other place or places as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

3. PURPOSES

3.1. General Purpose

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Corporation Law of California (“California Nonprofit Corporation Law”) for charitable and public purposes.

3.2. Specific Purpose

The Corporation’s specific purpose includes (but is not limited to) operating educational programs that emphasize a curriculum inspired by Waldorf Education.

4. LIMITATIONS

4.1. Political Activities

The Corporation has been formed under the California Nonprofit Corporation Law for the charitable purposes described in Section 3, and it shall be nonprofit and nonpartisan. No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

4.2. Prohibited Activities

The Corporation shall not, except in any insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes described in Section 3. The Corporation may not carry on any activity for the profit of its Officers (as defined in Section 9 below), Directors (as defined in Section 9 below) or other private persons or distribute any gains, profits or dividends to its Officers, Directors or other persons as such. Furthermore, nothing in Section 3 shall be construed as allowing the Corporation to engage in any activity not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

4.3 Notice of Nondiscriminatory Policy as To Students

The Corporation admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It doesn't discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

5. DEDICATION OF ASSETS

5.1. Property Dedicated to Nonprofit Purposes

The property of the Corporation is irrevocably dedicated to charitable and public purposes. No part of the net income or assets of the Corporation shall ever inure to the benefit of any of its Directors or Officers, or to the benefit of any private person, except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 3 hereof.

5.2. Distribution of Assets Upon Dissolution

Upon the dissolution or winding up of the Corporation, the assets remaining after payment (or provision for payment) of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable and public purposes and which has established its tax exempt status under Section 501(c)(3) of the Code.

6. NO MEMBERSHIPS

6.1. No Members

The Corporation shall have no members within the meaning of section 5056 of the California Nonprofit Corporation Law.

7. DIRECTORS

7.1. Number

The authorized number of directors of the Corporation ("Directors") shall be a minimum of five (5) and a maximum of fifteen (15); the exact authorized number to be fixed, within these limits, by resolution of the Board as enacted from time to time. No reduction of the authorized number of Directors shall have the effect of shortening the term of the incumbent Director.

7.2. Corporate Powers Exercised by Board

The board of Directors (the "Board") shall conduct or direct the business and affairs of the Corporation, and exercise all corporate powers, subject to the provisions of the Articles of Incorporation of the Corporation (the "Articles of Incorporation"), California Nonprofit Corporation Law and any other applicable laws. The Board may delegate the management of the activities of the Corporation to others, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate jurisdiction of the Board.

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Directors.
2. To select and remove officers, agents and employees of the corporation; to prescribe powers and duties for them; and to fix their compensation.
3. To conduct, manage and control the affairs and activities of the corporation, and to make rules and regulations.
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the corporation.
5. To act as Director under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.
6. To acquire real or personal property, 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 such property.
7. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.
8. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured.
9. To indemnify and maintain insurance on behalf of any of its Directors, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the California Nonprofit Public Benefit Law and the limitations noted in these Bylaws.

7.3. Terms; Election of Directors

- I. Election: A majority of the Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, shall elect the remaining Directors. Notwithstanding the foregoing, the school district or other agency that has approved a charter authorizing the corporation to operate and manage a charter school, may, but shall not be required to, designate a Director.
- II. Eligibility: The Board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively. In addition to any other eligible candidates, the Board will consider, but not require the following persons for board membership:
 - a. A parent of an active student enrolled at a school operated and managed by the corporation, who is designated by the Parents' Council to represent that Association ("Parent Representative").
 - b. Persons representing the state and local education industries, not including the chartering organization representatives as set forth in Section II(C)(1) ("Education Representatives")
 - c. Persons representing other nonprofit organizations ("Nonprofit Representatives").
 - d. Persons representing local corporate and business communities ("Corporate and Business Representatives").
- III. Interested Persons: No persons serving on the Board may be interested persons. For purposes of these Bylaws, an "interested person" is: (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; excluding any reasonable compensation paid to a Director as Director; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

- IV. Conflict of interest: With respect to financial interests, the corporation and Directors are subject to California's conflict of interest laws, including, without limitation, Sections 1090 and 81000 et seq. of the Government Code. With respect to non financial interests, any Director who has a personal non- financial interest that will prevent such Director from applying his or her disinterested skill and undivided loyalty to the corporation in voting on any issue before the corporation shall not vote on such issue. Notwithstanding, the foregoing, any Director not voting may be counted for purposes of determining whether a quorum is present.
- V. Terms of Office: Directors shall be elected at each annual meeting of the Board for a term of one (1) year, two (2) years, or three (3) years, as decided by the Board. Each Director, including a Director elected to fill a vacancy, shall hold office until the expiration of the term for which he or she was elected and until the election and qualification of a successor, or until that Director's earlier resignation or removal in accordance with these Bylaws and California Nonprofit Corporation Law.
- VI. Time of Elections: The Board shall elect Directors at the Annual Meeting to take office on July 1 of that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose. In the event the Board does not conduct elections, Directors shall continue to serve in such capacity until the Board holds elections at an Annual, Regular or Special Meeting.
- VII. Charter Authorizing Agency Representatives: Notwithstanding any other provision of these Bylaws, any Director who is appointed to the Board by a charter authorizing agency pursuant to Section II(C)(1) and Education Code Section 47605(b) shall hold office for a term expiring on the second 30th of June occurring after the date the Director takes office and may serve any number of additional terms as appointed by the charter authorizer at the conclusion of each term. During the Director's term, said Director will serve his/her term until the conclusion of his/her term or until he/she has resigned or been removed or replaced by the appointing charter authorizing agency and shall serve at the pleasure of and be removed only by the action of that appointing charter authorizing agency or its designee. The charter authorizing agency or designee may remove and/or replace its appointed Director at any time, in its sole discretion, with or without cause. Any qualifications or processes for appointment or service on the Board and/or causes or procedures for removal of a Director set forth elsewhere in these Bylaws shall not apply to any Director appointed by a charter authorizing agency pursuant to Education Code Section 47604(b).

7.4. Board Vacancies

7.4.1. Events Causing Vacancy

A vacancy or vacancies on the Board shall be deemed to exist on the occurrence of the following: (a) the death, resignation, or removal of any Director; (b) whenever the number of authorized Directors is increased; or (c) the failure of the Board, at any meeting at which any Director or Directors are to be elected, to elect the full authorized number of Directors.

7.4.2. Removal

The Board may, by resolution, declare vacant the office of a Director who has been declared of unsound mind by an order of court, or convicted of a felony, or found by final order or judgment of any court to have breached a duty under California Nonprofit Corporation Law. The Board may, by resolution, declare vacant the office of a Director who fails to attend three (3) consecutive Board meetings during any calendar year. Directors may be removed without cause by a majority of Directors then in office.

7.4.3. No Removal on Reduction of Number of Directors

No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires unless the reduction also provides for the removal of that specified Director in accordance with these Bylaws and California Nonprofit Corporation Law.

7.4.4. Resignations

Except as provided in this Section 7.4.4, any Director may resign by giving written notice to the President, the Secretary or the Board. Such a written resignation will be effective on the later of (a) the date it is delivered, or (b) the time specified in the written notice that the resignation is to become effective. No Director may resign if the Corporation would then be left without a duly elected Director or Directors in charge of its affairs, except upon notice to the California Attorney General (the "Attorney General").

7.4.5. Election to Fill Vacancies

If there is a vacancy on the Board, including a vacancy created by the removal of a Director, the Board may fill such vacancy by electing an additional director as soon as practicable after the vacancy occurs. If the number of Directors then in office is less than a quorum, additional directors may be elected to fill such vacancies by (a) the unanimous written consent of the Directors then in office, (b) the affirmative vote of a majority of the Directors in office at a meeting held according to notice or waivers complying with section 5211 of the California Nonprofit Corporation Law, or (c) a sole remaining Director.

7.5. Meetings of the Board

7.5.1 Public Meetings: All meetings of the Board shall be held in strict compliance with the Ralph M. Brown Act (Government Code Section 54950 et seq.) (The "Brown Act") while in session to consider business of a Charter School.

Annual Meeting:

Each year, the Board shall hold at least one (1) meeting, at a time and place fixed by the Board, for the purposes of election of Directors, appointment of Officers, review and approval of the corporate budget and transaction of other business. This meeting is sometimes referred to in these Bylaws as the "annual meeting."

Regular Meetings:

Regular meetings of the Board will be held on the fourth Thursday of the month, or may be held at such time and place as the Board may fix from time to time by resolution.

7.5.2 Special Meetings

Special meetings of the Board, for any purpose, may be called at any time by the President, Vice President, Secretary, Treasurer or any Director. A Special Meeting to consider Charter School business shall be held at any time called, noticed and held in compliance with the requirements of the Brown Act and Section 5211 of the California Nonprofit Corporation Law.

7.6. Notice of Meetings

Notices of Board Meetings shall be provided in accordance with requirements of the Brown Act. The notice must include a recitation or copy of the meeting's agenda. It must state the time and place of the meeting, and all the business to be transacted or discussed. The Board cannot consider business not in the notice or agenda except as otherwise may be excepted under the Brown Act, including, without limitation, agenda items of an emergency nature as described in Section 54956.5 of the Government Code.

7.8 Place of Board Meetings

Unless otherwise specified in a notice of meeting, Board Meetings shall be held at the corporation's principal office.

7.9 Meetings by Videoconference, Telephone or Similar Communication Equipment

Any meeting may be held by conference telephone or other communications equipment permitted by California Nonprofit Corporation Law, as long as all Directors participating in the meeting can communicate with one another and all other requirements of California Nonprofit Corporation Law and the Brown Act are satisfied.

7.10 Quorum and Action of the Board

7.10.1 Quorum

A majority of Directors then in office (but no fewer than two (2) Directors or one-fifth (1/5th) of the authorized number in Section 7.1, whichever is greater) shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 7.2.

7.10.2 Minimum Vote Requirements for Valid Board Action

Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or these Bylaws. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors from the meeting, if any action taken is approved by at least a majority of the required quorum for that meeting.

7.10.3 When a Greater Vote Is Required for Valid Board Action

The following actions shall require a vote by a majority of all Directors then in office in order to be effective:

- (a) Approval of contracts or transactions in which a Director has a direct or indirect material financial interest as described in Section 10.1 (provided that the vote of any interested Director(s) is not counted);
- (b) Creation of, and appointment to, Committees (but not advisory committees) as described in Section 8.1; and
- (c) Removal of a Director without cause as described in Section 7.4.2.

7.11 Waiver of Notice

The transactions of any meeting of the Board, however called and noticed or wherever held, shall be as valid as though taken at a meeting duly held after regular call and notice, if (a) a quorum is present, and (b) either before or after the meeting, each of the Directors who is not present at the meeting signs a written waiver of notice, a consent to holding the meeting, or an approval of the minutes. The waiver of notice or consent does not need to specify the purpose of the meeting. All waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Also, notice of a meeting is not required to be given to any Director who attends the meeting without protesting before or at its commencement about the lack of adequate notice. Directors can protest the lack of notice only by presenting a written protest to the Secretary either in person, by first-class mail addressed to the Secretary at the principal office of the Corporation as contained on the records of the Corporation as of the date of the protest, or by facsimile addressed to the facsimile number of the Corporation as contained on the records of the Corporation as of the date of the protest.

7.12 Adjournment

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place.

7.13 Notice of Adjournment

Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case personal notice of the time and place shall be given before the time of the adjourned meeting to the Directors who were not present at the time of the adjournment. Notice of the time and place of holding an adjourned meeting shall be provided in accordance with the Brown Act if applicable.

7.14 Conduct of Meetings

Meetings of the Board shall be presided over by the President or, if the President is absent, by the Vice President or, in the absence of each of these persons, by a chairperson of the meeting, chosen by a majority of the Directors present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, if the Secretary is absent, the presiding officer shall appoint another person to act as secretary of the meeting. Meetings shall be governed by rules of procedure as may be determined by the Board from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles, or with any provisions of law applicable to the Corporation.

7.15 Action Without Meeting (Written Consent)

In compliance with the Brown Act, Board members shall not engage in "any use of direct communication, personal intermediaries, or technological devices that are employed by a majority of the members of the legislative body to develop a collective concurrence as to action to be taken on an item by the members of the legislative body" when acting in consideration of the charter school

Any action required or permitted to be taken by the Board, but not in consideration of business related to the charter school, may be taken without a meeting, if all members of the Board, individually or collectively, consent in writing to the action. For the purposes of this Section 7.15 only, "all members of the Board" shall not include any "interested Director" as defined in section 5233 of the California Nonprofit Corporation Law. Such written consent shall have the

same force and effect as a unanimous vote of the Board taken at a meeting. Such written consent or consents shall be filed with the minutes of the proceedings of the Board.

Written consent may be transmitted by first-class mail, messenger, courier, facsimile, e-mail or any other reasonable method satisfactory to the President.

7.16 Fees and Compensation of Directors

The Corporation shall not pay any compensation to Directors for services rendered to the Corporation as Directors, except that Directors may be reimbursed for expenses incurred in the performance of their duties to the Corporation, in reasonable amounts as approved by the Board.

Non-Liability of Directors

The Directors shall not be personally liable for the debts, liabilities, or other obligations of the Corporation.

7.17 Emergency Bylaws

7.17.1 When Applicable

Notwithstanding anything to the contrary herein, Section 7.18 applies solely during an emergency, which is the limited period of time during which a quorum cannot be readily convened for action as a result of the following events or circumstances until the event or circumstance has subsided or ended and a quorum can be readily convened in accordance with the notice and quorum requirements in Sections 7.7 and 7.10:

- (a) A natural catastrophe, including, but not limited to, a hurricane, tornado, storm, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mudslide, snowstorm, or drought, or, regardless of cause, any fire, flood, or explosion;
- (b) An attack on this state or nation by an enemy of the United States of America, or on receipt by this state of a warning from the federal government indicating that an enemy attack is probable or imminent;
- (c) An act of terrorism or other manmade disaster that results in extraordinary levels of casualties or damage or disruption severely affecting the infrastructure, environment, economy, government function, or population, including, but not limited to, mass evacuations; or
- (d) A state of emergency proclaimed by the governor of the state in which one or more Directors are resident, or by the President of the United States.

7.18.2 Emergency Actions

In anticipation of or during an emergency, the Board may take either or both of the following actions necessary to conduct the Corporation's ordinary business operations and affairs:

- (a) Modify lines of succession to accommodate the incapacity of any director, officer, employee, or agent resulting from the emergency;
- (b) Relocate the principal office or authorize the officers to do so.

During an emergency, the Board may take either or both of the following actions necessary to conduct the Corporation's ordinary business operations and affairs:

- (a) Give notice to a Director or Directors in any practicable manner under the circumstances when notice of a meeting of the Board cannot be given to that Director or Directors in the manner prescribed by Section 7.7.
- (b) Deem that one or more officers present at a board meeting is a Director, in order of rank and within the same rank in order of seniority, as necessary to achieve a quorum.

During an emergency, the Board may not take any action that is not in the Corporation's ordinary course of business. Any actions taken in good faith during an emergency under this section bind the Corporation and may not be used to impose liability on a Director, Officer, employee, or agent. All provisions of the regular bylaws consistent with these emergency bylaws shall remain effective during the emergency.

8. COMMITTEES

8.1 Committees of Directors

The Board may, by resolution adopted by a majority of the Directors then in office, create one (1) or more Board Committees ("Committees"), including an executive committee, each consisting of one (1) or more Directors, to serve at the discretion of the Board. A Board Standing Committee will consist of not less than two Directors, who shall serve at the pleasure of the Board.

Any Committee, to the extent provided in the resolution of the Board, may be given the authority of the Board except that no Committee may:

- (a) elect Directors
- (b) fill vacancies on the Board or in any Committee which has the authority of the Board;
- (c) fix compensation of the Directors for serving on the Board or on any Committee;
- (d) amend or repeal Bylaws or adopt new Bylaws;
- (e) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable;
- (f) appoint any other Committees or the members of these Committees;
- (g) expend corporate funds to support a nominee for Director after more persons have been nominated than can be elected; or
- (h) approve any self-dealing transaction, as defined by the California Nonprofit Corporation Law.

8.2 Meetings and Action of Board Committees

Meetings and action of Committees shall be governed by, and held and taken in accordance with, the provisions of Section 7 concerning meetings of Directors, with such changes in the context of Section 7 as are necessary to substitute the Committee and its members for the Board and its members, except that the time for regular meetings of Committees may be determined by resolution of the Board, and special meetings of Committees may also be called by resolution of the Board. Minutes shall be kept of each meeting of any Committee and shall be filed with the corporate records. The Committee shall report to the Board from time to time as the Board may require. The Board may adopt rules for the governance of any Committee not inconsistent with the provisions by these Bylaws. In the absence of rules adopted by the Board, the Committee may adopt such rules.

8.3 Standing Committee.

Any Standing Committee of the Board shall comply with the requirements of the Brown Act if applicable. Standing committees include but are not limited to the following: Governance, Finance, Disciplinary Hearing Committee, Development, Compensation, and Facilities.

8.4 Advisory Committees.

Notwithstanding anything to the contrary contained herein, and except as otherwise provided in the California Corporations Code, the Board may, from time to time, appoint certain advisory committees (also known as "Site Committees") as deemed appropriate, consisting of Directors or persons who are not Directors, but such advisory committees shall not be deemed committees of the Board and shall not exercise any powers of the Board. Notice of and procedures for meetings of advisory committees shall be as prescribed by the chairperson of each such advisory committee, and meetings of the advisory committees may be called by the Board at any time. It is contemplated that advisory committees may be established by the Board to assist in providing advice and counsel to the Board and the officers of the corporation with respect to specific issues concerning the charter operated and managed by the corporation. However, the Board and the officers of the corporation will retain ultimate responsibility for management decisions concerning such charter schools. Notwithstanding the foregoing, to the extent any advisory committee consists of Directors constituting a quorum (or more) of the Directors of the Board, such advisory committee shall comply with the Brown Act if applicable, including, without limitation, notice of and procedures for meetings of such advisory committee.

9. OFFICERS

9.1 Officers

The officers of the Corporation ("Officers") shall be a President, Vice President, Secretary, and Treasurer. These persons may, but need not be, selected from among the Directors. The Board shall have the power to designate additional Officers , who also need not be Directors, with such duties, powers, titles and privileges as the Board may fix, including such Officers as may be appointed in accordance with Section 9.6.5. Any number of offices may be held by the same person, except that the Secretary and Treasurer may not serve concurrently as the President.

9.2 Election of Officers

The Officers, except those appointed in accordance with Section 9.6.5, shall be elected by the Board at the annual meeting of the Corporation for a term of one (1) year, and each shall serve

at the discretion of the Board until his or her successor shall be elected, or his or her earlier resignation or removal. Officers may be elected for consecutive terms.

9.3 Removal of Officers

Subject to the rights, if any, of an Officer under any contract of employment, any Officer may be removed, with or without cause, (a) by the Board, at any regular or special meeting of the Board, or at the annual meeting of the Corporation, or (b) by an Officer on whom such power of removal may be conferred by the Board.

9.4 Resignation of Officers

Any Officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any of the Corporation under any contract to which the Officer is a party.

9.5 Vacancies in Offices

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointments to that office, provided that such vacancies shall be filled as they occur and not on an annual basis. In the event of a vacancy in any office other than the President or one appointed in accordance with Section 9.6.5, such vacancy shall be filled temporarily by appointment by the President, or if none, by the Vice President, and the appointee shall remain in office for sixty (60) days, or until the next regular meeting of the Board, whichever comes first. Thereafter, the position can be filled only by action of the Board.

9.6 Responsibilities of Officers

9.6.1 President

The president of the Corporation ("President") shall preside at meetings of the Board if present. Subject to Board control, the President has general supervision, direction and control of the affairs of the corporation, and exercises and performs such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by these Bylaws. If no other person is designated as the chief executive, the President shall, in addition, be the chief executive and shall have the powers and duties prescribed in Section 9.6.6.

9.6.2 Vice President

The vice president of the Corporation (the "Vice President") shall, in the absence or disability of the President, perform all the duties of the President and, when so acting, have all the powers of and be subject to all the restrictions upon the President. The Vice President shall have such other powers and perform such other duties as may be prescribed by the Board.

9.6.3 Secretary

The secretary of the Corporation (the "Secretary") shall attend to the following:

9.6.3.1 Bylaws

The Secretary shall certify and keep or cause to be kept at the principal office of the Corporation the original or a copy of these Bylaws as amended to date.

9.6.3.2 Minute Book

The Secretary shall keep or cause to be kept a minute book as described in Section 12.1.

9.6.3.3 Notices

The Secretary shall give, or cause to be given, notice of all meetings of the Board in accordance with these Bylaws.

9.6.4 Treasurer

The treasurer of the Corporation (the "Treasurer") shall attend to the following:

9.6.4.1 Books of Account

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall be open to inspection by any Director at all reasonable times.

9.6.4.2 Financial Reports

The Treasurer shall prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

9.6.4.3 Deposit and Disbursement of Money and Valuables

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board; shall disburse, or cause to be disbursed, the funds of the Corporation as may be ordered by the Board; shall render, or cause to be rendered to the President and Directors, whenever they request it, an account of all of his or her transactions as Treasurer and of the financial condition of the Corporation; and shall have other powers and perform such other duties incident to the office of Treasurer as may be prescribed by the Board or these Bylaws.

9.6.5 Chief Executive

Subject to such supervisory powers as may be given by the Board to the President, the Board may hire a chief executive who shall be the general manager of the Corporation, and subject to the control of the Board, shall supervise, direct and control the Corporation's day-to-day activities, business and affairs. The chief executive (who may be referred to as the "chief executive officer" or "executive director" shall be empowered to hire, supervise and fire all of the employees of the Corporation, under such terms and having such job responsibilities as the chief executive shall determine in his or her sole discretion, subject to the rights, if any, of the employee under any contract of

employment. The chief executive may delegate his or her responsibilities and powers subject to the control of the Board. He or she shall have such other powers and duties as may be prescribed by the Board or these Bylaws. Additionally, the Board may, by resolution, appoint the chief executive as an Officer.

1. TRANSACTIONS BETWEEN CORPORATION AND DIRECTORS OR OFFICERS

1.1. Transactions with Directors and Officers

1.1.1. Interested Party Transactions

The corporation shall not engage in any self-dealing transactions, except as approved by the Board and in accordance with applicable law, including, without limitation Section 1090 and 81000 et seq. of the Government Code and Section 5233 of the California Nonprofit Corporation Law. "Self-dealing transaction" means a transaction to which the corporation is a party in which one or more of the Directors has a material financial interest ("Interested Directors").

11. INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND AGENTS

1.2. Definitions

For purpose of this Section 11, see definitions below:

1.2.1. "Agent"

Agent means any person who is or was a Director, Officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a Director, Officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise, or was a Director, Officer, employee, or agent of a foreign or domestic corporation that was a predecessor corporation of the Corporation or of another enterprise at the request of the predecessor corporation;

1.2.2. "Proceeding"

Proceeding means any threatened, pending, or completed action or proceeding, whether civil, criminal, administrative, or investigative; and

1.2.3. "Expenses"

Expenses includes, without limitation, all attorneys' fees, costs, and any other expenses reasonably incurred in the defense of any claims or proceedings against an Agent by reason of his or her position or relationship as Agent and all attorneys' fees, costs, and other expenses reasonably incurred in establishing a right to indemnification under this Section 11.

1.3. Applicability of Indemnification Provisions

1.3.1. Successful Defense by Agent

To the extent that an Agent has been successful on the merits in the defense of any proceeding referred to in this Section 11, or in the defense of any claim, issue, or matter therein, the Agent shall be indemnified against expenses actually and reasonably incurred by the Agent in connection with the claim.

1.3.2. Settlement or Unsuccessful Defense by Agent

If an Agent either settles any proceeding referred to in this Section 11, or any claim, issue, or matter therein, or sustains a judgment rendered against him, then the provisions of Section 11.3 through Section 11.6 shall determine whether the Agent is entitled to indemnification.

1.4. Actions Brought by Persons Other than the Corporation

This Section 11.3 applies to any proceeding other than an action “by or on behalf of the corporation” as defined in Section 11.4. Such proceedings that are not brought by or on behalf of the Corporation are referred to in this Section 11.3 as “Third Party proceedings.”

1.4.1. Scope of Indemnification in Third Party Proceedings

Subject to the required findings to be made pursuant to Section 11.3.2, the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any Third Party proceeding, by reason of the fact that such person is or was an Agent, for all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with the proceeding.

1.4.2. Required Standard of Conduct for Indemnification in Third Party Proceedings

Any indemnification granted to an Agent in Section 11.3.1 above is conditioned on the following. The Board must determine, in the manner provided in Section 11.5, that the Agent seeking reimbursement acted in good faith, in a manner he or she reasonably believed to be in the best interest of the Corporation, and, in the case of a criminal proceeding, he or she must have had no reasonable cause to believe that his or her conduct was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or on a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith or in a manner he or she reasonably believed to be in the best interest of the Corporation or that he or she had reasonable cause to believe that his or her conduct was unlawful.

1.5. Action Brought By or On Behalf Of the Corporation

This Section 11.4 applies to any proceeding brought (a) by or in the right of the Corporation, or (b) by an Officer, Director or person granted relator status by the Attorney General, or by the Attorney General, on the ground that the defendant Director was or is engaging in self-dealing within the meaning of section 5233 of the California Nonprofit Corporation Law, or (c) by the Attorney General or person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust (any such proceeding is referred to in these Bylaws as a proceeding “by or on behalf of the Corporation”).

1.5.1. Scope of Indemnification in Proceeding By or On Behalf Of the Corporation

Subject to the required findings to be made pursuant to Section 11.4.2, and except as provided in Sections 11.4.3 and 11.4.4, the Corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding by or on behalf of the Corporation, by reason of the fact that such person is or was an Agent, for all expenses actually and reasonably incurred in connection with the defense or settlement of such action.

1.5.1.1. Required Standard of Conduct for Indemnification in Proceeding By or On Behalf Of the Corporation

Any indemnification granted to an Agent in Section 11.4.1 is conditioned on the following. The Board must determine, in the manner provided in Section 11.5, that the Agent seeking reimbursement acted in good faith, in a manner he or she believed to be in the best interest of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

1.5.2. Claims Settled Out of Court

If any Agent settles or otherwise disposes of a threatened or pending action brought by or on behalf of the Corporation, with or without court approval, the Agent shall receive no indemnification for amounts paid pursuant to the terms of the settlement or other disposition. Also, in cases settled or otherwise disposed of without court approval, the Agent shall receive no indemnification for expenses reasonably incurred in defending against the proceeding, unless the proceeding is settled with the approval of the Attorney General.

1.5.3. Claims and Suits Awarded Against Agent

If any Agent is adjudged to be liable to the Corporation in the performance of the Agent's duty to the Corporation, the Agent shall receive no indemnification for amounts paid pursuant to the judgment, and any indemnification of such Agent under Section 11.4.1 for expenses actually and reasonably incurred in connection with the defense of that action shall be made only if both of the following conditions are met:

- (a) The determination of good faith conduct required by Section 11.4.1.1 must be made in the manner provided for in Section 11.5; and
- (b) Upon application, the court in which the action was brought must determine that, in view of all of the circumstances of the case, the Agent is fairly and reasonably entitled to indemnity for the expenses incurred. If the Agent is found to be so entitled, the court shall determine the appropriate amount of expenses to be reimbursed.

1.6. Determination of Agent's Good Faith Conduct

The indemnification granted to an Agent in Section 11.3 and Section 11.4 is conditioned on the findings required by those Sections being made by:

- (a) the Board by a majority vote of a quorum consisting of Directors who are not parties to the proceeding; or
- (b) the court in which the proceeding is or was pending. Such determination may be made on application brought by the Corporation or the Agent or the attorney or other person rendering a defense to the Agent, whether or not the application by the Agent, attorney, or other person is opposed by the Corporation.

1.7. Limitations

No indemnification or advance shall be made under this Section 11, except as provided in Section 11.2.1 or Section 11.5(b), in any circumstances when it appears:

- (a) that the indemnification or advance would be inconsistent with a provision of the Articles of Incorporation, as amended, 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
- (b) that the indemnification would be inconsistent with any condition expressly imposed by a court in approving a settlement.

1.8. Advance of Expenses

Expenses incurred in defending any proceeding may be advanced by the Corporation before the final disposition of the proceeding on receipt of an undertaking by or on behalf of the Agent to repay the amount of the advance unless it is determined ultimately that the Agent is entitled to be indemnified as authorized in this Section 11.

1.9. Contractual Rights of Non-Directors and Non-Officers

Nothing contained in this Section 11 shall affect any right to indemnification to which persons other than Directors and Officers of the Corporation, or any of its subsidiaries, may be entitled by contract or otherwise.

1.10. Insurance

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Agent, as defined in this Section 11, against any liability asserted against or incurred by any Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against the liability under the provisions of this Section 11.

12 CORPORATE RECORDS, REPORTS AND SEAL

12.1 Minute Book

The Corporation shall keep a minute book in written form which shall contain a record of all actions by the Board or any committee including (a) the time, date and place of each meeting; (b) whether a meeting is regular or special and, if special, how called; (c) the manner of giving notice of each meeting and a copy thereof; (d) the names of those present at each meeting of the Board or any Committee thereof; (e) the minutes of all meetings; (f) any written waivers of notice, consents to the holding of a meeting or approvals of the minutes thereof; (g) all written consents for action without a meeting; (h) all protests concerning lack of notice; and (i) formal dissents from Board actions.

12.2 Books and Records of Account

The Corporation shall keep adequate and correct books and records of account. "Correct books and records" includes, but is not necessarily limited to the following: accounts of properties and transactions, its assets, liabilities, receipts, disbursements, gains, and losses.

12.3 Articles of Incorporation and Bylaws

The Corporation shall keep at its principal office, the original or a copy of the Articles of Incorporation and Bylaws as amended to date.

12.4 Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns

The Corporation shall at all times keep at its principal office a copy of its federal tax exemption application and, for three (3) years from their date of filing, its annual information returns. These documents shall be open to public inspection and copying to the extent required by the Code.

12.5 Annual Report; Statement of Certain Transactions

The Board shall cause an annual report to be sent to each Director within one hundred twenty (120) days after the close of the Corporation's fiscal year containing the following information:

- (a) The assets and liabilities of the Corporation, including the trust funds, as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for this fiscal year;
- (d) The expenses or disbursements of the Corporation for both general and restricted purposes during the fiscal year;
- (e) A statement of any transaction (i) to which the Corporation, its parent, or its subsidiary was a party, (ii) which involved more than fifty thousand dollars (\$50,000.00) or which was one of a number of such transactions with the same person involving, in the aggregate, more than fifty thousand dollars (\$50,000.00), and (iii) in which either of the following interested persons had a direct or indirect material financial interest (a mere common directorship is not a financial interest):
 - (1) Any Director or Officer of the Corporation, its parent, or its subsidiary;
 - (2) Any holder of more than ten percent (10%) of the voting power of the Corporation, its parent, or its subsidiary.

The statement shall include: (i) a brief description of the transaction; (ii) the names of interested persons involved; (iii) their relationship to the Corporation; (iv) the nature of their interest in the transaction, and; (v) when practicable, the amount of that interest, provided that, in the case of a partnership in which such person is a partner, only the interest of the partnership need be stated.

- (f) A brief description of the amounts and circumstances of any loans, guaranties, indemnifications, or advances aggregating more than ten thousand dollars (\$10,000.00) paid during the fiscal year to any Officer or Director under Section 10 or Section 11.

12.6 Directors' Rights of Inspection

Every Director shall have the absolute right at any reasonable time to inspect the books, records, documents of every kind, and physical properties of the Corporation and each of its subsidiaries. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents.

12.7 Corporate Seal

The corporate seal, if any, shall be in such form as may be approved from time to time by the Board. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

13 EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

13.1 Execution of Instruments

The Board, except as otherwise provided in these Bylaws, may by resolution authorize any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

13.2 Checks and Notes

Except as otherwise specifically determined by resolution of the Board, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the President, Treasurer or other officer designated by the Board

14 CONSTRUCTION AND DEFINITIONS

Unless the context requires otherwise, the general provisions, rules of construction, and definitions of California Nonprofit Corporation Law and the Brown Act if applicable shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural, the plural number includes the singular, and the term "person" includes both the Corporation and a natural person. All references to statutes, regulations and laws shall include any future statutes, regulations and laws that replace those referenced. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

- 15. Interpretation of Charter:** Whenever any provisions of these Bylaws is in conflict with the provisions of any applicable Charter, the applicable Charter shall control. In the event of any such conflict between these Bylaws and an applicable Charter, or a conflict among Charters, the Directors shall resolve such conflict(s) and amend these Bylaws accordingly, including by taking prompt action to revise these Bylaws to make them consistent with the requirements of the applicable Charter or seeking a material revision to the applicable Charter to make the Charter and Bylaws Consistent.

16. Governing Law

These Bylaws shall be interpreted, construed and administered in accordance with the laws of the State of California.

17. Dissolution of Corporation and Distribution of Assets

Notwithstanding anything to the contrary contained herein, upon the winding up and dissolution of the corporation, including the payment of and/or adequate provision for the debts and obligations of the corporation, the remaining assets of the corporation shall be distributed in accordance with the Articles, as may be amended.

18. Nondiscrimination

The corporation does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, immigration status or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code Section 422.55 or any other characteristic protected by law or association with an individual who has any of the aforementioned characteristics in the administration of its educational policies, admissions policies, and athletic and other school-administered programs. The corporation shall comply at all times.

19. California Governing Law

Notwithstanding anything to the contrary contained herein, these Bylaws shall be subject, in all respects, to applicable law, including, without limitation, to the extent applicable, the California Nonprofit Corporation Law, the California Nonprofit Integrity Act of 2004 and the Brown Act.

20. AMENDMENTS

The Board may adopt, amend or repeal bylaws. Such power is subject to the following limitations:

- (a) Where any provision of these Bylaws requires the vote of a larger proportion of the Directors than otherwise is required by law, such provision may not be altered, amended or repealed except by the vote of such greater number.
- (b) No amendment may extend the term of a Director beyond that for which such Director was elected.
- (c) If bylaws are adopted, amended or repealed at a meeting of the Board, such action is authorized only at a duly called and held meeting for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefor, is given in accordance with these Bylaws, unless such notice is waived in accordance with these Bylaws.

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CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of **Little Gems of the Sierra Preschool Inc.**, a California nonprofit public benefit corporation, that these Bylaws (consisting of 21 pages) are the Bylaws of this Corporation as adopted by the Board of Directors on the date set forth below _____ and these Bylaws have not been amended or modified since that date.

Executed on March 02, 2022 at Truckee, California.

Leanne Johnson
Secretary

Riversage School Founders for Purposes of Education Code Section 47605(d)(2)(B)

These persons have dedicated at least 50 hours volunteering on behalf of the charter petition and their students therefore are eligible for enrollment preference.

Mia Andler and Matthew Edwards					
Deb and Mark Baldwin					
Alexandra and Conor Ball					
Kyle and Lauren Bello Okerman					
Brett and Tracy Bondi					
Emily Desler					
Serenity Enriquez and Max Ilizavor					
Erin Fountain					
Ann-Marie and Cory Giese					
Billy and Danika Griffin					
Michael and Laura Gross					
Shawna Gurman and David Jacoby					
Leanne Johnson					
Jenn Knoop					
Kate Panawek and Dave Scott					
Brian Hess and Heather River					
Sara Rodgers					
Stacey Hammond					
Liz Sheppard					
Jon Valdez					
Ami and Matt Vannoy					
Gail and Eric Walker					

Sierra Sage (Little Gems of the Sierra Preschool, Inc.) Board of Directors

Lauren Bello

Lauren is a founding parent of Sierra Sage, serving on the board since its inception in 2018, and has served as President since 2020. She is owner and Creative Director at Coalition Snow, a women-founded ski and snowboard company, and is an artist, designer, and generally creative human, also running her own studio, Folklor. Her past work experience included all phases of store design and production for a series of retail, commercial and food service clients, including the Gap, Grocery Outlet, Clary Sage Botanicals, Giggle, Roadrunner Sports, Peek, Lupica tea shop, Gelateria Naia, and NaiaChina. She also worked as a California Access Specialist, or CASp, to provide ADA Compliance Surveys and solutions.

Lauren is mom to Poppy, a first grader in our local Waldorf programs, and has lived and worked in Truckee since 2010. She is passionate about enriching our local Waldorf footprint and about the magic and beauty to be experienced in early childhood programming. She has a Bachelor's in Cognitive Neuroscience from Colgate University, and a Master's Degree in Architecture from the Rhode Island School of Design.

Erin Fountain

Erin has an extensive background in marketing, and currently works for Sephora as Marketing Manager of Haircare, Services and Store. Erin also is a licensed Real Estate Broker / Agent. Erin has been on the Little Gems board for approximately two years and loves to see how the program and community has grown and evolved. She serves as Vice President of the Board.

Erin moved to California from the Midwest in 2010 and made her home in Truckee in 2017. She has two daughters who are in TK and Second grade.

Leanne Johnson

Leanne works at Google, heading up Marketing for Devices and Services. Leanne is a Senior Marketing Director with both agency and brand experience covering a range of categories from tech, telecommunications, travel, retail, lifestyle, sport, and software. She specializes in Brand Marketing, Performance Marketing, Advertising Media, Social Media, Influencer Marketing, Comms, CRM and website development. Leanne is passionate about the community and belonging. She has been on the Little Gems board for over a year and loves helping others thrive. She serves as Secretary of the Board.

Originally from London, UK, Leanne has lived in California for the past 12 years and had the pleasure of calling Truckee home for the past 2.5 years. She has a young child attending Little Gems of the Sierra's early childhood education program.

Stacey Hammond

Stacey started dancing at the age of 10; it has been a significant part of her life ever since. Her background in dance includes being captain of the UC Davis dance team as well as their Administrative Assistant. Through those roles, Stacey earned experience in Marketing & Promotions, Creating Databases, Development and Organization of events. Stacey has a B.A. in Psychology and Sociology from the University of California, Davis. Over the past several years, Stacey has continued to learn about

business and life through one of her passions - travel. While volunteering for a program in New Zealand, she had the opportunity to help recruit new volunteers and began learning website design and internet marketing.

Stacey is the Owner / Business Manager of South Coast Performing Arts, a dance studio that offers classes for children and adults and has been in operation for over 15 years. She has lived in Truckee with her family since 2015.

Liz Sheppard

Liz holds a Masters in Education from UNR, and a BA in Environmental Science and International Relations from Tufts University. With a passion for outdoor education, Liz has worked for prominent California companies such as Naturalists at Large and Adventures Cross Country. She is a long-time employee of Vail Resorts and a member of the AASI Western Education Team. With this experience, she brings to our organization over two decades of experience in customer service, training, and educating children of all ages. Liz is a founding Board member of Sierra Sage and is active in Friends of Tahoe Truckee Waldorf. She has two children active in our local Waldorf programs, one in Second and the other in Fourth Grade.

Tracy Bondi

Tracy is the Director of Finance for Environmental Charter Schools, a charter schools group with approximately 1400 students across four schools serving grades 6-12. She has served on the Board of La Playa Cooperative Preschool as Secretary and SOAR Charter Academy as President. She also worked with Aveson Charter Schools, a small charter schools group with two schools serving grades TK-12, as their Business Manager for 12 years. She also worked with EdTec, a back office services provider for charter schools. She is passionate about education, since her early professional years as a tutor and a middle school teacher. Tracy holds a BA and MBA from UCLA.

Tracy's family moved to Truckee in 2020 from Los Angeles. Her son attends Little Gems of the Sierra's early childhood education program and her daughter attends local Waldorf programming as a Kindergarten student.

Jenn Knopp

Jenn has worked for over 15 years providing unique solutions to the complex insurance industry. She has extensive experience with specialties including benefits negotiation and designing and implementation of benefits programs. Currently, Jenn is taking time away from active roles to raise her young child but has a passion for climate, environment, streamlining and engaging with the community.

Jenn has been coming to the Sierras (Tahoma) for the past 17 years and her family moved to Truckee in 2020. Her child is currently attending Little Gems of the Sierra's early childhood education program.

Sara Rodgers

Sara has dual degrees in both math and marketing, and she is currently working at Samba TV as a Research Manager in data analytics.

Sara is originally from Massachusetts, lived in North Carolina for four years, and has been in Tahoe since 2016, moving to Truckee almost five years ago. She has two children currently attending Little Gems of the Sierra's early childhood education program.

TRACY BONDI

🏠 10397 ROYAL CREST, TRUCKEE CA 96161 ☎ 310-922-0200 ✉ TEICHORN@GMAIL.COM

EXPERIENCE

ENVIRONMENTAL CHARTER SCHOOLS (Charter Schools Group) July 2014 - Present
Director of Finance Redondo Beach, CA

- Oversee accounting / finance / budget (~\$25 million in annual revenues across four schools serving grades 6-12) and payroll for roughly 250 employees.
- Secured multiple financings
 - Two facilities loans - \$3.5M and \$4.6M -including a New Market Tax Credits refinancing
 - \$30 million EFF loan backed by bond revenues to take out existing loans and purchase / renovate \$17 million site
- Support departmental focus on continuous improvement and meeting strategic objectives.
- Formerly also directed operations - including human resources, facilities, school meals program, and technology.

TRACY BONDI CONSULTING SERVICES (Charter Schools Financial Consulting) July 2010 – Feb 2020
Principal Culver City, CA

- Developed financial forecasts and reported to ED and Board of Aveson, serving grades TK-12 with a \$9 million budget. Oversaw and managed audit process. Secured \$500,000 working capital line of credit.

FLEXFIRM PRODUCTS INC. (Textiles Manufacturer) July 2010 – June 2014
COO South El Monte, CA

- Managed human resources, accounting / finance, communications, and planning for small industrial fabrics manufacturing business (~20 employees). Created and analyzed financial reporting. Participated in vendor negotiations, sales, customer service, production planning, and general management.
- Implemented ISO 9001 and completed certification in less than a year to retain second largest customer.

EDTEC, INC. (Charter Schools Financial / Business Consulting Firm) June 2007-July 2010
Vice President, Client Services, Los Angeles Office Los Angeles, CA

- As the first full-time LA employee, helped establish and grow the presence of the company (headquartered in Northern California). This included setting up a physical office; recruiting, hiring, training, and evaluating employees; client relationship management for potential and existing clients; developing a reputation for excellence; and maintaining a sense of humor throughout.
- Developed financial forecasts and reported to Executive Directors and Boards of Directors of charter schools / organizations with budgets of \$1 - \$5 million. Managed back-office services for 10 such clients.
- Assisted in charter petition development, start-up, and strategic planning for charter organizations.

CUMBERLAND PACKING CORP. (CPG company) November 2002 – June 2005
Sourcing and Communications Associate Brooklyn, NY

- Led cross-functional team to develop and execute sourcing strategies saving \$70,000 yearly. Teamed with consulting firm in a strategic sourcing plan for packaging, achieving \$3.6 million in annual savings.
- Communicated with consumers and analyzed trends in complaints to discover and resolve product formulation error in Sweet'N Low that had caused a 200-300% increase in such complaints per month.

ST. MARTIN OF TOURS SCHOOL August 2000 - June 2001
Teacher Los Angeles, CA

Developed and taught English and literature courses for 6-8th grades with 30-35 students per class.

EDUCATION

UCLA ANDERSON SCHOOL OF MANAGEMENT

MBA, June 2007

- *Leadership:* Owner-Manager, 2007 Entrepreneurs Conference. VP of Fundraising, UCLA Anderson Challenge for Charity. Anderson Admissions Group Information Sessions facilitator.
- *Membership:* Entrepreneur Association, Vistage (formerly TEC) On Campus; Net Impact.
- *Special Project:* Wrote case study on operations of a Peruvian ecotourism company with Charles Corbett.
- *Work Experience:* Developed research and recommendations for alumni tracking while interning at Green Dot Public Schools. Developed marketing plan for simplehuman UK during summer internship.

UCLA

BA, English; Business Specialization, June 2000

- *Honors:* Magna cum laude, Phi Beta Kappa, National Merit Scholar, Alumni Scholars Club.
- *Leadership:* Membership Education Vice President, Executive Board member, Alpha Delta Pi Sorority.
- *Work Experience:* Tutored and interned with Speedo in Sports Promotions.

MEMBERSHIPS / SKILLS

- Served on SOAR Charter Academy Board of Directors Sept. 2010-June 2015; served as Board Chair.
- Software skills include Microsoft Office Suite (Excel, Power Point); Quickbooks, Netsuite; Google Sheets, Docs
- Operational skills include ISO 9001 Quality Management System

BIO

I've spent most of my career working at the intersection of business strategy/planning, finance management and organizational change. I have spent the past 5 years working within Waldorf education to build a non-profit Waldorf preschool and Enrichment Center while also supporting Waldorf growth in our community. I'm a hands-on, self-directed executive with versatile experience in business operations, strategic planning, finance management, start-ups, non-profit, cross-cultural international business, environmental and architectural sustainability, regional planning, design, team building and business development.

EDUCATION

University of California at Berkeley, CA — BA Architecture | 1996 - 2000

College of Environmental Design

University of Cincinnati, Ohio — Masters of Regional Planning | 2005 - 2007

Environmental Planning Specialization: School of Planning – College of Design, Arch, Art & Planning

Thesis: "Changing Light Green to Deep Green: Bringing Green Building Mainstream"

Istanbul Technical University, Turkey — Masters of Regional Planning - 2006

Study Abroad Program

WORK EXPERIENCE

Director of Finance and Operations | Little Gems of the Sierra Preschool (Non-Profit) | Truckee, CA | 05/21 - present

Little Gems is a non-profit 501c3 Waldorf inspired preschool started by a group of moms in Truckee, CA

- Crafted and implemented the start up process to take a beautiful shared idea and turn it in to a thriving reality.
- Expertise in directing all core business and other functional disciplines including, but not limited to, accounting, management of funds, enrollment and tuition oversight, finance, human resources, operations management, and growth operations.
- Proven capability for leading, motivating, and developing a staff of diverse backgrounds and expertise across multiple operations.
- Completion of Gradalis UWE (Understanding Waldorf Education) year 1 teacher training

Founding Board Member, Treasurer | Little Gems of the Sierra Preschool (unpaid) | Truckee, CA | 11/18 - 04/21

Little Gems is a non-profit 501c3 Waldorf inspired preschool started by a group of moms in Truckee, CA

- Founding Board Member and acting Treasurer. Held an instrumental role in helping to create policies and procedures, recruit and hire, craft an operationally sound business plan and all working documents, outreach in the community, fundraise, create and manage our pro-forma and financial projections, and provide strategic long range planning.

Business Operations Consultant | Encore Beverage | Reno, NV | 02/19 - 09/20

Encore Beverage is a family owned and operated wine and spirits distributor in Reno, NV.

- Responsible for strategizing and implementing processes to increase Encore's profitability, transition to an online presence and assist in creating a transition of ownership plan. Created data analysis tools necessary to analyze existing margins, highlight deficiencies and implement steps to maximize profitability.

Managing Principal, COO | Square Peg Design | Oakland | 02/13 - 03/19

Design firm that develops brand and wayfinding strategies for the architectural built environment - California, Texas, Singapore & Dubai.

- Oversaw ongoing domestic and international operations and finances and managed all aspects of business operations including areas of financial management, strategic planning, resource allocation and people operations.
- Monitored financial reporting, financial analysis, budgeting, billing projections, fiscal planning, AR/AP.
- Analyzed deficiencies and short comings and crafted creative strategies for new processes and systems to increase revenue, staff retention, enhance future global growth, and provide stability to the inner workings of the organization.
- Direct oversight of profitability, cash flow and business goals and objectives.
- Created and implemented restructuring strategy for change of ownership.
- Represented the firm with clients and consultant groups.
- Focused on team management and team building, with oversight of all human resource functions.

Principal, Managing Director - Asia Pacific | Square Peg Design Asia | Singapore | 01/11 - 02/13

After working in Dubai for 2 years was promoted to manage SPD's Singapore office. Below highlights key roles in addition to continuing project direction and business development as noted under 'Regional Director - Middle East' position.

- Created a global strategy for Square Peg Design (US/Asia Pacific/Middle East) and a strategic plan for stabilizing and growing the Singapore Office into a self sustaining business entity.
- Stabilized profitability and acted as advisor to owners on company growth, design opportunities and management strategy.
- Monitored financial reporting, financial analysis, budgeting, billing projections, fiscal planning, AR/AP.
- Corrected numerous management deficiencies previously detrimental to office productivity and staff retention.
- Key client liaison for all project work.
- Director of all studio project work from concept to completion.
- Managed teams to design creative solutions, implement strategies, manage project schedules, meet budgets and deliverable deadlines, and fulfill site coordination, fabrication and installation, value engineering and conflict resolution.

Regional Director - Middle East | Square Peg Design | Dubai, UAE | 01/09 - 01/11

Recruited to start a satellite office and manage business development and client relations for Square Peg Design in the Middle East, including independently managing the successful project completion of the Burj Khalifa (worlds tallest man-made structure).

- Launched SPD's satellite office in Dubai and managed and directed all new work.
- Identified new business opportunities and wrote project proposals for varying project types.
- Negotiated project fees, contractual obligations, commercial issues and final design deliverables.
- Presented Square Peg Design's qualifications to architectural design consultants, developers and key client stakeholders.
- Sole local project director for the Burj Khalifa signage and way-finding package.
- Oversaw final design fabrication, installation and completed post installation inspections as client liaison.
- Directed project design teams in the California and Singapore offices.

Architectural Manager | Details - Homes of Architectural Distinction | Sacramento, CA | 11/07 - 01/09

A start up that designed and built green pre-fab modular homes in a factory setting with a focus on providing high quality housing, far surpassing energy efficiency and indoor air quality requirements, while decreasing end user costs and shortening construction periods. Managed all design areas including architecture, planning and marketing as well as local and remote staff.

Assistant Program Manager | City of Emeryville | 10/04 - 09/05

Collaborated with project manager in updating the General Plan mission, objectives and overall goals. Researched and analyzed demographic census and projection data, economic data, land use opportunities, and transportation issues and produced a report of existing facts, conditions and future prospects along with creation of land use specific maps.

HONORS & AFFILIATIONS

- Board Treasurer - Little Gems Waldorf inspired preschool
- “Most Outstanding Masters Thesis” out of a class of 53
- Full Tuition Academic Graduate Scholarship 2005–2007
- Volunteer with Habitat for Humanity
- UWE (Understanding Waldorf Education) year 1 teacher training

INTERNATIONAL WORK + TRAVEL

Prior to settling in Truckee I lived and worked in Singapore and Dubai each for two years. I started traveling abroad in 1999 and have since traveled quite extensively throughout Western Europe. I studied Urban Planning and Architecture at Istanbul Technical University during my Masters program in 2006 and also studied Architecture and Landscape Architecture in Italy during the summer of 1999 while at UC Berkeley. I am well versed in European, Middle Eastern and Asian cultures and have gained much insight from these experiences both professionally and personally.

CURRICULUM VITAE

NAME: Bonnie River

CURRENT WORK:

Gradalis Waldorf Educational Trainings and Services LLC

an accredited (ACCET) higher education organization focused to Waldorf Education

- Member: Board of Stewards
- Program Director
- Senior Lecturer

EDUCATION: *(only accredited degrees)*

University of La Verne, 2007-2010 (Ed.D. Organizational Leadership. Coursework completed. Dissertation submitted and postponed defense due to death in family. Now, in discussion to update and finish).

Dominican University, 2006 California Multiple Subject Credential updated.

Lesley University, 2000-2002 (M.Ed., Curriculum Development & Student Learning).

San Jose State University, 1974 – 1975 (B.A., Education, Elementary and Secondary, California Multiple Subject Credential, remedial specialist.

Ohio State University, 1966-1970 (transferred course work to SJSU, Education, secondary, French & Psychology 600-604, educational psychology).

CERTIFICATIONS: (updated as needed)

Waldorf Teacher Education, Rudolf Steiner College, 1983

American Sandplay Association, Sandplay Therapy, 1989

Lindamood-Bell Learning Specialist, 1990

Slingerland Learning and Dyslexia Specialist, 1990

Waldorf Remedial Specialist, Rudolf Steiner College, 1989

Del-Davis Dyslexia Training, 1990

Trans-disciplinary Learning Specialist, CU, Boulder 1998-2000

Thomas Armstrong, Attention and Learning specialist, 2000

Dee Coulter, Learning Styles Specialist, Nairopa Institute, 2002

PROFESSIONAL ACTIVITIES

9/18- 12/20 Principal, Golden Valley Tahoe School

8/15-current Chair, Waldorf Teacher Training, Gradalis LLC

1/1992 – Current, Teacher Field Mentor, Evaluator, Consultant to Waldorf Schools, Gradalis LLC

8/14-8/16- Director, Cedar Sage Waldorf Preschool, Truckee, CA

8/10-8/15 – Chair, Waldorf Teacher Certification Hybrid Modality, Rudolf Steiner College.

8/10-8/11 Teacher, Journey Waldorf Charter School

8/10-6/13 –Co-principal & Education Director, Journey Waldorf Charter School, Aliso Viejo, Ca.

7/08 – 8/10 Accreditation Liaison Officer, Rudolf Steiner College. Fair Oaks, California. Core Faculty, Rudolf Steiner College. Fair Oaks, California

7/06-7/09. Assistant Professor of Education, School of Education, Touro University. Vallejo, California. Chair of M.A. in Education, Waldorf Concentration & Multiple Subject California Teaching Credential, Waldorf Concentration

7/03 – 7/06. Director of Education and Student Services, Live Oak Charter School. Petaluma, California.

7/3-7/6 Dominican University of California, Program Developer and Primary Instructor: California Multiple Subject Credential Program & Waldorf Teacher Training.

7/3—7/6 Sonoma County Site Supervisor for BITSA Induction Years

7/02-7/04. Chair, Educational Support Department, Waldorf School of the Peninsula. Los Altos, California.

9/00 – 6/02. Co-Director of Curriculum and Educational Planning, Ruskin Mill Further Education Centre. Nailsworth, United Kingdom.

7/98 – 6/00. Teacher & Remedial Specialist, Shining Mountain Waldorf School. Boulder, Colorado.

7/89 – 6/97. Teacher and Founder, Willow Wood Waldorf School. Sebastopol, California. (now SunRidge Charter School)

7/82 – 7/89. Teacher and founder Summerfield Waldorf School. Santa Rosa, California.

6/80-6/82 . Teacher and Founder, Santa Cruz Waldorf School

GRANT RESPONSIBILITIES – RESEARCH ACTIVITIES

2010-2012 Writing team member for Green Schools Grant

2010-2012 Writing team member for Social-Emotional Supports Grant

2010-2012 Advisor to development of Cyber Civics Program

All of the above received substantial grants and awards

2010 – Principal writing team member of i-3 Government Grant. Other principal writers included Robert Anderson, West Ed. and former director of Curriculum, California Department of Education, and Chris Hecht, business manager and major

B. River, CV

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grant recipient for Kona Pacific Public Charter School (inspired by Waldorf Education). Grant advanced to the top tier in selection. Re-submitting in fall of 2011 or 2012. Grant based on the present Waldorf Teacher Certification Program of Rudolf Steiner College.

2004-2010 Principal Co-Investigator with Kim John Payne: Children with Attention-related Difficulties in the Waldorf Classroom. A longitudinal study funded by the Anthroposophical Society of America and Columbia University.

2003-2005

Principal Researcher and Program Designer: At-Risk Youth in a Crafts-Based Community. A study of cognitive abilities and changes in impulsivity in youth at the Ruskin Mill Further Education Centre, Nailsworth, UK. Funded by the United Kingdom Further Education and Careers Foundation. Received many grants and recognition.

BOOKS

River, B. (In Development): *Nature, Nurture and Intention: Shapers of Destiny*. Stroud, Gloucestershire, UK: Hawthorne Press Currently out of print.

CHAPTER CONTRIBUTIONS

River, B. (1999) The Therapeutic Aspects of Handwork. In D. Mitchell & P. Livingston (editors), *Will-Developed Intelligence: Handwork and Practical Arts in the Waldorf School* (pp. 100-107). Boulder, CO: AWSNA Publishers

Langley, J. (2018) Roadmap to Literacy in Grades 1-3, Waldorf Schools. Expert reader and preface author.

JOURNAL ARTICLES

River, B. (1986). Weaving a Mantle of Warmth: Community Building through a Kindergarten Parent Program. *Child and Man Magazine*, 20(2), 13-16.

Waldorf and Common Core Standards: mutually supportive, *Waldorf Today* August 2012

I don't belong in a check box: a plea for more integrative assessments, *Lilipoh Magazine*, Spring 2020.

MONOGRAPHS

River, B., (2008). *Campus Communication: Techniques for Engendering Presencing in Meetings*. Fair Oaks, CA: Rudolf Steiner College.

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River, B., (2008). *The Compassionate Campus: Enlivening Trust through applying the Eightfold Path of Self-Development*. Maui, HI: Haleakala Waldorf School.

River, B. (2007). *What Can I Do? The Power of Activating Intention in a Child Study*. Santa Rosa, CA: North Bay Beginning Teachers Program, Sonoma County Office of Education.

River, B. (2007-14). *We Are from the Same Planet but Different Worlds: Waldorf and SDIAE in working with English language learners*. Rohnert Park, CA: Sonoma State University.

PRESENTATIONS

River, B. (2010, August). *Waldorf Standards, State Standards and Integral Standards in Orange County* Presentation at San Juan Capistrano School District, Journey School.

River, B. (2010, March). *State Standards-Common Core Standards-Waldorf Standards, how does a teacher weave these and keep to a standard?* Presentations at Golden Valley Charter School, and Blue Oak Charter School, followed by workshop with the teaching staff.

River, B. (2010, February). *From Child Study to Student Study, how are we tracking the children in need?* Presentation at Western Teachers Conference, Steiner College.

River, B. (2010, January). *Meeting the needs of Different Learners in the Public School Inspired by Waldorf Education*. Presentation at Public School Conference, Lesley College.

River, B. (2009, October). *Seven Factors of Resiliency: Brought to you by...Waldorf Education* Golden Valley Charter School, Orangevale, CA.

River, B. (2009, September). *What brought me to **this** place? Public school teachers choosing to become Waldorf Teachers*. Sponsored by San Juan Capistrano School District. Journey Charter School, Aliso Viejo, CA.

Bento, W. & River, B. (2009, September). *Where Did I come from and Why am I Here? A Philosophical look at the purpose of education*. Golden Valley Charter School, Orangevale, CA.

River, B. (2009, August). *Serving the under-served: How Waldorf Pedagogical Processes can level the social playing-field*
Kona Pacific Public Charter School, HI.

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River, B. (2009, July). *We all have standards: Can we share our outcomes journey?* Sponsored by San Juan Capistrano School District and Journey Charter School, Aliso Viejo, CA.

River, B. (2009, June). *Creative Cultural Community Life*. Kona Pacific Public Charter School, HI.

River, B. (2009, April). *Do you see what I am saying? Working with non-verbal learning disorder in full inclusion*. American Autism Society, Northern California Chapter. Early Intervention Conference. Santa Rosa, CA.

River, B. (2009, March). *The organic basis of Waldorf Education: The Waldorf Curriculum reflecting the child's cognitive and physical development*. San Francisco State University, San Francisco, CA. Sponsored the Initiative for Waldorf Education in San Francisco's Public Schools.

Bento, W. & River, B. (2009, February). *Child Study as a spiritual deed*. Annual National Waldorf Teachers Conference, Rudolf Steiner College, Fair Oaks, CA.

River, B. (2009, February). *The lens of seven: A Waldorf Teacher's tool for child study*. Pacific Rim Waldorf Teachers Conference, Haleakala Waldorf School, Maui, HI.

River, B. (2009, February). *Educational support work in Waldorf Schools*. Annual National Waldorf Teachers Conference, Rudolf Steiner College, Fair Oaks, CA.

River, B. (2009, January). *California Teaching Credential and Waldorf Teacher Certification: A complimentary and co-creative teacher training*. Explorations in Alternative Teacher Education Programs, Sonoma State University, Rohnert Park, CA.

River, B. (2009, January). *Moving into the mission statement: Charter schools fostering Waldorf Education*. Journey Charter School Retreat. Aliso Viejo, CA.

River, B. (2008, December). *In the bright mid-winter: Journaling as a destiny-revealing process*. Santa Rosa Junior College, Santa Rosa, CA.

River, B. (2008, November). *The backwards lesson-planning process*. Kona Pacific Public Charter School, HI.

River, B. (2008, October). *How do you know that they are learning? Action based research and teaching*. Kona Pacific Public Charter School, HI.

River, B. (2008, October). *The Student Study Team: Parents, teachers, students, and administrators in collaborative action*. Santa Rosa Junior College, Petaluma, CA.

River, B. (2008, September). *Good Beginnings: Values Clarification in School Communities*. Sponsored by Old Adobe School District, Petaluma, CA.

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River, B. (2008, August). *Good Beginnings: Values Clarification in School Communities*. Sponsored by the Hawaii Department of Education, Honolulu, HI. Kona Pacific Public Charter School, HI.

River, B. (2008, July). *The children need us to get along: Role-modeling compassion in a time of violence*. American Association of University Women, Petaluma Chapter, Petaluma, CA.

River, B. (2008, July). *The same, only different: Generations at school together*. Mt. Diablo Unified School District. Concord, CA.

River, B. (2008, July). *Planning to plan: The 80/20 rule goes to school*. Mt. Diablo Unified School District. Concord, CA.

River, B. (2008, June). *Vygotsky, Steiner, Piaget: Phenomenologically-based theories of Education*. Annual BTSA-recognition event, SCOE, Santa Rosa, CA.

River, B. (2008, May). *Theories of Early Childhood Cognition and Self-Concept*. Santa Rosa Junior College. Petaluma, CA.

River, B. (2008, May). *Will you awaken? Rudolf Steiner's Philosophy of Freedom: A gauge for community maturity*. Highland Hall Waldorf School. Northridge, CA.

River, B. (2008, April). *I show up as others see me: The power in projecting upon one another*. American Association of University Women: Conference on Women in Higher Education.

River, B. (2008, March). *A time for every season: Stories of late-bloomers*. Sonoma County Office of Education, BTSA program. Santa Rosa, CA.

River, B. (2008, February). *Mathematical constructs, critical thinking, and what do I get to eat for snack?* SCOE Mentor Teachers Retreat. Santa Rosa, CA.

River, B. (2008, January). *Open Court and Innovation: an Oxymoron? Examining the preparation of reading teachers*. Vallejo Unified School District, Vallejo, CA.

River, B. (2008, January). *Five languages spoken here: the "show me" classroom*. Sonoma State University, CLAD-renewal for clear certificated teachers. Rohnert Park, CA.

River, B. (2007, December). *Assessment and focus on student learning: The pros and cons of high stakes testing*. Solano County Office of Education, Fairfield, CA.

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River, B. (2007, December). *So how do we garner the courage to teach? The congruence of Parker Palmer and Rudolf Steiner.*

River, B. (2007, November). *Culturally Creative Communities: The 3 C's (clarified values, cooperative working, consensus-building.* AAUW Conference, Thinking Globally and Acting Locally.

River, B. (2007, September). *Another attractive distraction? The inner development of the teacher and the technology of classroom management.* Los Angeles Unified School District. Symposium "Managing High-risk Populations". Los Angeles, CA.

River, B. (2007, June). *I double-dare you: bully, tease or by-stander the continuum of anti-social behavior.* SCOE symposium on social awareness. Windsor, CA.

River, B. (2007, May). *Movement education, the foundation for thinking.* Santa Rosa Junior College, early childhood educators public offering. Santa Rosa, CA.

River, B. (2007, May). *Chaos: Where brilliant dreams are born: reweaving a frayed social fabric.* Live Oak Charter School. Petaluma, CA.

River, B. (2007, April). *Non-violent communication: The basis of compassionate action.* Solano County Office of Education, Fairfield, CA.

EDITORIAL RESPONSIBILITIES

College Publications

2009- contributor to College Catalogue, Rudolf Steiner College

2009 –College Handbooks- Employee, Faculty, Student – Rudolf Steiner College

2006-2009 – Faculty and Student Handbook Committee, Touro University

COURSES TAUGHT OR PRESENTLY TEACHING

MA Waldorf Education, Teacher Preparation, Hybrid Program, Steiner College
Gradalis Teacher Education LLC

MA Waldorf Education, Advanced Studies, Hybrid, Program Director

Literature Review

Research Methods

Remedial Education

Child and Adolescent Psychology

Ontology and Epistemology of Waldorf Education courses

Study of Man

Spiritual Science

Embryology and Genesis
Cosmology
Comparative Studies of Educational Theories
Comparative Studies of Philosophy
Teaching the Core Subjects: Humanities, Sciences, Math

CAMPUS COMMITTEES

2006-2009 Director of Outreach, Public Schools, Touro University
2006-2009 Campus Policy Committee, Touro University
2006-2009 Initiatives and Events Committee, Touro University
2006-2009 Academic Senate, Touro University
2009-2011 Accreditation Committee- Task Force – Chair, Rudolf Steiner College
2009-2015 Academic Senate – Rudolf Steiner College

CONSULTANT ACTIVITIES

1992- present Gradalis Educational Services and Consulting

- Teacher education
- Board Organization and Duties
- Strategic Planning for Schools

PROFESSIONAL MEMBERSHIPS

National Council for Teachers of English
National Center for Higher Education Management Systems (NCHEMS)
American Association of University Professors
Association for Curriculum and Development
Association of Waldorf Schools of North America
Alliance for Public Waldorf Education

Appendix: Riversage Financial Projections

Budget Projections

The following projections largely were based upon the experience of Tracy Bondi, the developer of the financial projections, as well as operating assumptions of Friends of Tahoe Truckee Waldorf (FOTTW) and Sierra Sage. Tracy Bondi has been working with charter schools' finances since FY2007/2008, and has prepared financial projections for at least 15 charter schools throughout Los Angeles, Riverside, San Diego, and San Bernardino counties. She currently serves in a part time role as the Director of Finance of Environmental Charter Schools (ECS), a schools group that operates four charter schools serving grades 6-12 in Los Angeles. She began her career with EdTec, a social enterprise committed to improving public education by supporting charter schools with business, operations, and performance services. She worked with Aveson Charter Schools, a TK-12 charter operator in Pasadena for approximately 12 years and has been on staff with ECS for approximately nine years.

Riversage understands that funding rates and cash flow expectations can be volatile for California. We expect to update our budget forecasts on a monthly basis in order to be proactive in ensuring a balanced budget.

Revenues: General Purpose, Other State, Federal and Local Funding

- A. **Enrollment, Attendance, and Student Demographics:** Riversage has based its FY 23/24 enrollment and attendance on indicated community demand and conservative assumptions. Future fiscal years are based upon conservative growth expectations. In all grades, Riversage expects to maintain an Average Daily Attendance rate of 95%.

Riversage Enrollment Assumptions										
	23-24		24-25		25-26		26-27		27-28	
TK	25		TK	27	TK	27	TK	27	TK	27
K	25		K	27	K	27	K	27	K	27
1	22		1	24	1	24	1	24	1	24
2	22		2	22	2	24	2	24	2	24
3	13		3	22	3	22	3	24	3	24
4	13		4	13	4	22	4	22	4	24
5	13		5	13	5	13	5	22	5	22
6	16		6	15	6	20	6	24	6	24
7	10		7	16	7	15	7	20	7	24
8	6		8	10	8	16	8	15	8	20
Total Enrollment	165		189		210		229		240	
EL	2		3		3		3		3	
Socioeconomically Disadvantaged (FRL)	37		43		48		52		54	
SPED	13		15		17		18		19	
Foster	0		0		0		0		0	
Homeless	2		3		3		3		3	
UDP count	37		43		48		52		54	
UDP %	22.42%		22.75%		22.86%		22.71%		22.50%	
3 year rolling average	22.42%		22.59%		22.68%		22.77%		22.69%	

The demographics above represent conservative assumptions of Riversage demographics in 2023/24 and onward based upon Golden Valley Tahoe demographics, the charter school that previously occupied the site on which Riversage will locate. In order to be conservative, as these are used primarily for revenue predictions, the same percentage of the population is assumed in

future years. However, Riversage is committed to serving even higher percentages of these students in future years.

- B. **General Purpose Funding:** The FY 2023/24 - FY 2026/27 estimates were based upon the FCMAT Calculator v23.2 from 8/11/22. The FY 2027/28 estimates assume a 3% statutory COLA in LCFF funding. In Lieu Property Tax was based upon the assumption that TTUSD would remain a Basic Aid district and so in lieu funding would equal the school's LCFF Base Grant.

	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING				
General Assumptions				
COLA & Augmentation	5.38%	4.02%	3.72%	3.47%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%
LCFF Entitlement				
Base Grant	\$1,520,827	\$1,814,356	\$2,093,248	\$2,363,610
Grade Span Adjustment	101,752	120,652	127,224	133,705
Supplemental Grant	72,757	87,404	100,809	113,727
Concentration Grant	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-
Add-ons: Transitional Kindergarten	70,403	79,092	82,034	84,881
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$1,765,739	\$2,101,504	\$2,403,315	\$2,695,923
Miscellaneous Adjustments	-	-	-	-
Economic Recovery Target	-	-	-	-
Additional State Aid	-	-	-	-
Total LCFF Entitlement	1,765,739	2,101,504	2,403,315	2,695,923
LCFF Entitlement Per ADA	\$ 11,265	\$ 11,704	\$ 12,047	\$ 12,392
Components of LCFF By Object Code				
State Aid (Object Code 8011)	\$ 111,810	\$ 130,586	\$ 142,943	\$ 155,098
EPA (for LCFF Calculation purposes)	\$ 31,350	\$ 35,910	\$ 39,900	\$ 43,510
<i>Local Revenue Sources:</i>				
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	1,622,579	1,935,008	2,220,472	2,497,315
<i>Property Taxes net of In-Lieu</i>	\$ -	\$ -	\$ -	\$ -
TOTAL FUNDING	1,765,739	2,101,504	2,403,315	2,695,923
Basic Aid Status	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	1,765,739	2,101,504	2,403,315	2,695,923

- C. **Titles I-V Funding:** Riversage only has budgeted Title V Part B funding as at a minimum it will qualify for Subpart 1 based upon its location and its intention to maintain ADA well below 600. It expects to begin receiving this funding in its second year of operation. Riversage has budgeted the minimum Title V grant award (\$20,000).

- D. **School Nutrition:** Riversage also has budgeted to receive School Nutrition Program funds, both Federal and State, based upon 22/23 rates, assuming that the Universal Meals mandate remains in effect.

- E. **Other State Revenue:** State Lottery Revenue funding rates are based upon the CDE 2022/23 Lottery Revenue Projections from July 8, 2022 (\$170 Non-Prop 20 and \$67 Prop 20 per ADA).

Beginning in Year 2, Riversage also has budgeted for Mandate Block Grant revenues (based upon the 22/23 rate of \$19.33 per prior year ADA) and Expanded Learning Opportunities Program funds. ELOP is estimated at the minimum of \$50,000.

- F. **All Other Local Revenue and Fundraising and Grants Revenue:** To be conservative, Riversage has not budgeted any other local revenue, though its supporting organization (Friends of Tahoe Truckee Waldorf) has a history of impressive fundraising on behalf of Waldorf educational programs in the Tahoe Truckee Region. Over the past six months alone, FOTTW raised approximately \$400,000 to support Waldorf programming in the Tahoe Truckee region.

Special Education: Revenues and Expenses

Riversage expects to join the El Dorado Charter SELPA for Special Education. As such, it will receive its funding directly from the SELPA, and will administer services to its students.

- A. **Revenues:** Riversage has budgeted AB602 funds at the El Dorado SELPA 2022/23 Budget rate of \$820 per ADA. No COLA was assumed for out years. For IDEA funding, no funds are expected in FY 23/24 due to Riversage's new status as its own LEA for Special Education. However, in future years, Riversage has budgeted to receive IDEA funds at the El Dorado SELPA 22/23 budget rate of \$125 per prior year enrollment, beginning in year 2 of operations. No COLA was assumed.
- B. **Expenses:** The El Dorado Charter SELPA charges an administration fee of 5.5% in year 1, 4.5% in year 2, 3.5% in years 3-4, and 3% in year 5. This fee is calculated on AB602 and IDEA funding. Riversage has one Education Specialist, expected to be part time in year 1 and full time beginning in year 2. The school has budgeted for paraprofessionals for its Special Education students, beginning with one in year 1 increasing to two in Year 2, and three in Year 4. It expects to spend \$5000 per SPED student on consultants, increasing by inflation that matches the statutory COLA in years 2-5.

Expenses

A. 1000 Series:

Certificated staffing at Riversage consists of the following.

1. Full-Time Principal
2. In Year 1, Nine full-time teachers whose average salary is \$63,595. The Classroom Teachers are expected to staff classes as follows:

Grade	Year 1 Teacher
Young TK	Teacher #1
TK / K combination	Teacher #2
TK / K combination	Teacher #3
First Grade	Teacher #4
Second Grade	Teacher #5
Third Grade	Teacher #6
Fourth Grade	Teacher #7
Fifth Grade	Teacher #8
Six / Seven / Eight Combination	Teacher #9

3. The budget also includes four part-time teachers for Spanish, Eco Literacy, Games and Movement, and Special Education. These teachers are budgeted at an average of \$35 per hour in year one.

Salaries are raised by 3% in years 2-5. Further, the following staff are added in out years:

- A. An additional middle school teacher in Year 2 and another additional middle school teacher in Year 3 in order to serve grades 6, 7, and 8 with one teacher per grade beginning in Year 3.
- B. Increasing the Eco Literacy teacher to full time in Year 4
- C. Hiring a part time Middle School Content Specialist in Year 5
- D. As discussed above, the part time Education Specialist will become full time in year two.

B. 2000 Series:

Classified staffing at Riversage consists of the following.

1. An Executive Director, a Finance and Operations Director, and a part-time Enrollment and Development Officer, who are shared with the affiliated preschool. In Year 3, the Development / Enrollment coordinator will become full time.
2. An Office Manager. In Year 5, we will add a part time Office Clerk.
3. Three part-time TK / K instructional aides (30 hours weekly), one part-time SPED Paraprofessional (20 hours weekly), and one aide to assist in the middle school

classroom with intervention in year one (20 hours weekly). In year two, we expect to have the three TK/K aides, two part time SPED / Intervention Aides, and a part time Campus Aide. In year 4, we will add a Campus Aide and a SPED / Intervention Aide.

Salaries are raised by 3% each year beginning in year 2.

C. 3000 Series:

Benefits at Riversage are expected to consist of the following:

1. STRS: Riversage expects to offer STRS to its certificated teachers and Principal. The STRS employer contribution rate is assumed to remain at the current level as mandated by law of 19.1%.
2. Social Security / Medicare, SUTA/ETT: For classified employees not eligible for STRS, Riversage expects to contribute to Social Security. It also expects to contribute for its employees to Medicare, SUTA, and ETT. The assumed rates are 6.2% for Social Security (up to the maximum allowable contribution - for non-STRS employees), 1.45% for Medicare, 3.6% for SUTA on the first \$7000 of income, and 0.1% for ETT on the first \$7000 of income based on 2022 rates.
3. Health Insurance: Riversage will offer health insurance to its full time employees. Sierra Sage employees are offered health, dental, and vision insurance at a 50% contribution from the employer. The current budget assumes \$500 per month per eligible employee, which is a significant increase over current health insurance costs for the employer (Sierra Sage current average cost per employee is \$268 per month). Health insurance costs are raised by 10% annually as these costs are historically volatile.
4. Worker's Compensation: Riversage will provide for worker's compensation insurance. The rate is based on a 2.531% rate on gross salaries, based on the current Sierra Sage rate.

D. 4000 Series: Riversage's budget plan has allocations for core curriculum, custodial supplies, Instructional Materials and Supplies, Office Supplies, Classroom Furniture and Equipment, Computers, Non-Classroom Related Furniture and Equipment, and Student Food Services. Most are raised by inflation and / or student growth in future years (the inflation assumption was matched to the LCFE Statutory COLA assumption). Riversage is fortunate to have a supporting 501c3, Friends of Tahoe Truckee Waldorf, that will donate much of the starting classroom furniture and non-consumable supplies / equipment to the school.

E. 5000 Series: Riversage has based its projections for Services and Operating Expenses on other schools, quotations from vendors, and historical experience.

- a.** 5200 - 5400 Series: Riversage has included a budget for conferences, Professional Membership fees (e.g., Charter Schools' Development Center), and Insurance (based on reasonable assumptions from other similar schools). All are raised by inflation in future years.
- b.** 5500 Series: Riversage has based its assumptions for utilities and facility operating expenses on FOTTW historical expenditures. These include gas and electricity, janitorial services, waste services, and water. All are raised by inflation and / or growth in future years.
- c.** 5600 Series: Riversage has based its assumptions for rent and related expenses on FOTTW expectations. FOTTW owns the land and buildings, and will enter into a lease with Sierra Sage for Riversage facilities. Riversage also budgeted for typical repairs and

maintenance for the building and for computers, as well as a copier lease for one photocopier. Repair and copier lease are raised by inflation in future years.

- d.* 5800 Series: Riversage has budgeted for typical consulting and general operating expenses based upon both historical costs and experience of its leadership. These include Accounting Fees for audit and Form 990 preparation, banking fees, business services, district oversight, interest expense, fundraising, legal fees, licenses and other fees, marketing and student recruiting, After School and Summer consultants beginning in Y2 (equivalent to ELOP funding) and payroll fees. They also include costs for printing and reproduction, SELPA administrative fees, staff recruiting, student assessment (EasyCBM), student information system (likely PowerSchool), technology services, and miscellaneous operating expenses. Further, it includes assumptions for Instructional Consultants to provide SPED services and instruction in Single Subjects such as Handwork and Music, and then line items for Professional Development and Substitutes.
- e.* 5900 Series: Riversage has budgeted for Communications expenses based upon Sierra Sage / FOTTW historical expenditures for Internet, telephone / fax, and postage and delivery.

Cash Flow

The preschool will provide cash assistance to Riversage in start-up months if needed. Riversage will open a separate bank account to become the General Fund Operating account for the charter school to receive public funding and any other funds specific to the charter school, and will not commingle public funds with those of the preschool.

The school expects to draw upon a Line of Credit with its bank in its early operating months. The LOC is in final rounds of underwriting, but is expected to be offered at a minimum amount of \$120,000. The school also expects to utilize factoring for its first six months in order to manage cash flow. Charter Asset Management (CAM) has pledged to assist Riversage with its start-up cash needs up to \$600,000 based upon its enrollment projections.

The charter school also will apply for a Revolving Loan Fund loan through the California Revolving Loan Fund Program. The Revolving Loan Fund program provides up to \$250,000 loan principal to be paid back over the following five years. Interest rates are based upon performance of the fund, historically around 1%.

			2023-24	2024-25	2025-26	2026-27	2027-28
Riversage School Budget			Y1	Y2	Y3	Y4	Y5
			Forecast	Forecast	Forecast	Forecast	Forecast
SUMMARY							
Revenue							
	LCFF Entitlement		1,765,757	2,101,505	2,403,204	2,695,934	2,902,039
	Federal Revenue		135,069	195,242	214,857	232,895	242,989
	Other State Revenues		176,022	255,031	278,579	299,312	311,973
	Local Revenues		0	0	0	0	0
	Fundraising and Grants		0	0	0	0	0
	Total Revenue		2,076,848	2,551,778	2,896,640	3,228,141	3,457,001
Expenses							
	Compensation and Benefits		1,259,500	1,466,115	1,672,430	1,903,384	2,033,593
	Books and Supplies		201,735	265,916	312,058	336,399	351,282
	Services and Other Operating Expenditures		487,741	593,755	707,803	750,710	782,506
	Capital Outlay		0	0	0	0	0
	Other Outflows		0	0	0	0	0
	Total Expenses		1,948,975	2,325,786	2,692,291	2,990,493	3,167,381
Operating Income (excluding Depreciation)			127,873	225,992	204,349	237,648	289,620
Operating Income (including Depreciation)			127,873	225,992	204,349	237,648	289,620
Fund Balance							
	Beginning Balance (Unaudited)		0	127,873	353,865	558,214	795,862
	Beginning Balance (Audited)		0	127,873	353,865	558,214	795,862
	Operating Income (including Depreciation)		127,873	225,992	204,349	237,648	289,620
Ending Fund Balance (including Depreciation)			127,873	353,865	558,214	795,862	1,085,482
Ending Fund Balance as a % of Expenses			7%	15%	21%	27%	34%
Enrollment Summary							
	TK		25	27	27	27	27
	K-3		82	95	97	99	99
	4-6		42	41	55	68	70
	7-8		16	26	31	35	44
	9-12						
	Total Enrolled		165	189	210	229	240
ADA %							
	TK		95.0%	95.0%	95.0%	95.0%	95.0%
	K-3		95.0%	95.0%	95.0%	95.0%	95.0%
	4-6		95.0%	95.0%	95.0%	95.0%	95.0%
	7-8		95.0%	95.0%	95.0%	95.0%	95.0%
	Average		95%	95%	95%	95%	95%
ADA							
	TK		23.75	25.65	25.65	25.65	25.65
	K-3		77.90	90.25	92.15	94.05	94.05
	4-6		39.90	38.95	52.25	64.60	66.50
	7-8		15.20	24.70	29.45	33.25	41.80
	Total ADA		156.75	179.55	199.50	217.55	228.00
General Purpose Entitlement							
8011	Charter Schools General Purpose Entitlement - State Aid	Per FCMAT Calculator	111,828	130,587	142,833	155,109	164,001
8012	Education Protection Account Entitlement		31,350	35,910	39,900	43,510	45,600
8096	Charter Schools in Lieu of Prop. Taxes (was 8780)	Equal to Base Grant - assumed Basic Aid District	1,622,579	1,935,008	2,220,471	2,497,314	2,692,439
			1,765,757	2,101,505	2,403,204	2,695,934	2,902,039
8100	Federal Revenue						
8181	Special Education - Entitlement	\$125 / PY enrollment		20,625	23,625	26,250	28,625

				2023-24	2024-25	2025-26	2026-27	2027-28
Riversage School Budget				Y1	Y2	Y3	Y4	Y5
				Forecast	Forecast	Forecast	Forecast	Forecast
8220	Child Nutrition Programs		Based on 22/23 rates	135,069	154,617	171,232	186,645	194,364
8291	Title I							
8292	Title II							
8293	Title III- LEP							
8294	Title IV							
8295	Title V		minimum grant		20,000	20,000	20,000	20,000
8296	Other Federal Revenue							
	SUBTOTAL - Federal Income			135,069	195,242	214,857	232,895	242,989
8300	Other State Revenues							
8319	PY Rev							
8381	Special Education - Entitlement (State)		\$820 per ADA	128,535	147,231	163,590	178,391	186,960
8520	Child Nutrition - State		Based on 22/23 rates	10,337	12,217	14,096	15,349	16,602
8545	School Facilities Apportionments							
8550	Mandated Cost Reimbursements		\$19.33 per PY ADA		3,030	3,611	4,012	4,375
8560	State Lottery Revenue		\$237 per ADA	37,150	42,553	47,282	51,559	54,036
8590	ELOP		minimum grant		50,000	50,000	50,000	50,000
8593	ERMHS							
8590	Other State Revenues							
	SUBTOTAL - Other State Income			176,022	255,031	278,579	299,312	311,973
8600	Other Local Revenue							
	SUBTOTAL - Local Revenues			0	0	0	0	0
8800	Donations/Fundraising							
	SUBTOTAL - Fundraising and Grants			0	0	0	0	0
TOTAL REVENUE				2,076,848	2,551,778	2,896,640	3,228,141	3,457,001
EXPENSES								
Compensation & Benefits								
1000	Certificated Salaries							
1100	Teachers Salaries		FTE Counts - Y1: 10, Y2: 11, Y3: 12, Y4: 12.5, Y5: 13	630,875	714,176	801,907	879,297	945,676
1148	Teacher - Special Ed		FTE Counts - Y1: 0.5, Y2+: 1	41,638	85,774	88,347	90,997	93,727
1300	Certificated Supervisor & Administrator Salaries		FTE Counts - Y1-5: 1	90,000	92,700	95,481	98,345	101,296
	SUBTOTAL - Certificated Employees			762,512	892,650	985,735	1,068,640	1,140,699
2000	Classified Salaries							
2100	Classified Instructional Aide Salaries		Y1: 3 aides at 30 hours weekly, 2 aides at 20 hours weekly. Y2: add one 20 hr aide. Y4: add two 30 hr aides.	98,800	117,420	129,005	174,399	179,631
2300	Classified Supervisor & Administrator Salaries		ED + Fin Ops Director	50,000	51,500	53,045	112,270	112,270
2400	Classified - Clerical, Technical & Support		Y1: 1.25 FTE. Y3: 2 FTE. Y5: 2.5 FTE	55,260	56,918	103,714	106,825	125,230
	SUBTOTAL - Classified Employees			204,060	225,838	285,764	393,494	417,131
3000	Employee Benefits							
3100	CalSTRS		19.1% for eligible employees	145,640	170,496	188,275	204,110	217,874
3200	CalPERS							
3300	OASDI-Medicare-Alternative		1.45% Medicare for all ee's, .1% ETT, 6.2% Social Security for non-STRS ee's	23,567	27,027	32,865	38,589	41,490
3400	Health & Welfare Benefits		\$500 monthly per eligible employee in Y1, +10% annual inflation in Y2+. Health, dental, vision	87,000	108,900	134,310	147,741	162,515
3500	Unemployment Insurance		Current SUTA rate assumed - 3.61%	5,307	5,796	6,048	6,552	7,056
3600	Workers Comp Insurance		Current WC rate assumed - 2.531%	24,464	28,309	32,182	37,007	39,429
3900	Other Employee Benefits - STRS Reporting Fees		Assumed \$5000 base plus additional per line	6,950	7,100	7,250	7,250	7,400
	SUBTOTAL - Employee Benefits			292,928	347,628	400,930	441,249	475,763

				2023-24	2024-25	2025-26	2026-27	2027-28
Riversage School Budget				Y1	Y2	Y3	Y4	Y5
				Forecast	Forecast	Forecast	Forecast	Forecast
			Budget notes					
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricular Materials			8,000	16,000	30,000	30,000	30,000
4315	Custodial Supplies		\$25 per ADA increasing by inflation	3,919	4,623	5,291	5,943	6,415
4325	Instructional Materials & Supplies		\$135 per ADA Y1, \$200 / ADA in Y2, +inflation Y3+	22,275	37,800	43,260	48,589	52,451
4330	Office Supplies		\$20 per ADA increasing by inflation	3,135	3,699	4,110	4,482	4,697
4410	Classroom Furniture, Equipment & Supplies		Raised by inflation in out years	5,000	5,150	5,305	5,464	5,628
4420	Computers (individual items less than \$5k)		Raised by inflation and growth in out years	13,000	30,780	37,703	38,835	40,000
4430	Non Classroom Related Furniture, Equipment & Supplies		Increasing by inflation in out years	1,000	1,030	1,061	1,093	1,126
4710	Student Food Services			145,406	166,834	185,329	201,995	210,966
	SUBTOTAL - Books and Supplies			201,735	265,916	312,058	336,399	351,282
5000	Services & Other Operating Expenses							
5200	Travel & Conferences		\$1200 per core teacher increasing by inflation	12,000	14,832	16,550	18,358	18,909
5305	Dues & Membership - Professional		Raised by inflation in out years	1,500	1,770	2,025	2,275	2,456
5400	Insurance		\$81 per ADA increasing by inflation	12,697	14,980	17,144	19,256	20,786
5510	Utilities - Gas and Electric		\$1250 monthly increasing by inflation & ADA	15,000	18,494	21,165	23,772	25,662
5515	Janitorial, Gardening Services & Supplies		\$2000 monthly janitorial increasing by inflation. \$6300 annually for snow removal + inflation Y2+	30,300	31,209	32,145	33,110	34,103
5520	Security		Alarm - \$60 monthly raised by inflation in out years	720	742	764	787	810
5525	Utilities - Waste		\$241 monthly increasing by inflation & ADA	2,900	3,699	4,233	4,754	5,132
5530	Utilities - Water		\$1306 monthly increasing by inflation & ADA	15,675	18,494	21,165	23,772	25,662
5605	Equipment Leases		Copier - \$250 monthly increasing by inflation	3,000	3,090	3,183	3,278	3,377
5610	Rent		\$6000 monthly in Y1 up to \$8000 monthly in Y3; raised by inflation in Y4+	72,000	84,000	96,000	98,880	101,846
5615	Repairs and Maintenance - Building		Raised by inflation in out years	20,000	20,600	21,218	21,855	22,510
5803	Accounting Fees		Raised by inflation in out years	10,000	10,300	10,609	10,927	11,255
5809	Banking Fees		Includes CAM underwriting fee in Y1, inflation in Y2+	5,500	515	530	546	563
5812	Business Services		As per EdTec quotation for services	76,000	90,250	104,500	107,635	110,864
5815	Consultants - Instructional		SPED consultants and single subject instructors	100,000	114,065	159,238	170,027	177,214
5824	District Oversight Fees		1% of LCFF funding	17,658	21,015	24,032	26,959	29,020
5836	Fingerprinting		Raised by inflation in out years	500	515	530	546	563
5843	Interest - Loans Less than 1 Year		Assumed CAM + LOC in Y1; RLF in out years	4,838	2,500	2,500	2,500	2,500
5845	Legal Fees		Raised by inflation in out years	5,000	5,150	5,305	5,464	5,628
5848	Licenses and Other Fees		Raised by inflation in out years	100	103	106	109	113
5851	Marketing and Student Recruiting		Raised by inflation in out years	500	515	530	546	563
5854	Consultants - Other 1 - After School / Summer (ELOP)		Assumes revenues are spent on contractors in Y1. Expenses raised in out years by ADA + inflation		50,000	57,222	64,271	69,379
5857	Payroll Fees		\$24 employee per month in Y1; raised by inflation and employee growth in out years	6,336	7,190	7,768	8,681	9,603
5860	Printing and Reproduction		\$10 per ADA	1,568	1,796	1,995	2,176	2,280
5863	Professional Development		\$5000 per teacher in training + 10000 in Y3-5	15,000	15,000	25,000	25,000	25,000
5872	SELPA fees		Assumed El Dorado Charter SELPA admin fees - 5.5% in Y1, 4.5% in Y2, 3.5% in Y3-4, 3% in Y5 on AB602 + IDEA	7,069	7,554	6,553	7,162	6,468
5875	Staff Recruiting		Raised by inflation in out years	1,000	1,030	1,061	1,093	1,126
5878	Student Assessment		EasyCBM - free in first 2 years; inflation in Y4-5			6,000	6,180	6,365
5881	Student Information System		\$12 per ADA plus add'l \$2k for training in Y1	3,881	2,155	2,394	2,611	2,736
5884	Substitutes		\$350 daily rate raised by inflation in out years	35,000	39,655	43,260	44,558	45,895
5887	Technology Services		Raised by inflation in out years	5,000	5,150	5,305	5,464	5,628
5899	Miscellaneous Operating Expenses		Raised by inflation in out years	1,000	1,030	1,061	1,093	1,126
5910	Communications - Internet / Website Fees		\$100 monthly, raised by inflation in out years	1,200	1,236	1,273	1,311	1,351
5915	Postage and Delivery		\$100 monthly, raised by inflation in out years	1,200	1,416	1,620	1,820	1,965
5920	Communications - Telephone & Fax		\$300 monthly, raised by inflation in out years	3,600	3,708	3,819	3,934	4,052
	SUBTOTAL - Services & Other Operating Exp.			487,741	593,755	707,803	750,710	782,506
6000	Total Depreciation (includes Prior Years)							
	Other Outflows							
7310	Transfers of Indirect Costs							
	SUBTOTAL - Other Outflows							
	TOTAL EXPENSES			1,948,975	2,325,786	2,692,291	2,990,493	3,167,381

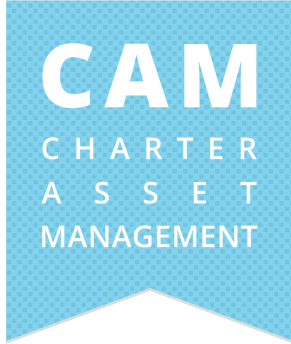
	Year 1											
Riversage School Cash Flow	2023/2024											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Beginning Balance	\$0	\$14,084	\$20,018	\$36,804	\$261,883	\$84,154	\$5,971	\$66,081	\$21,733	\$109,180	\$35,319	\$136,286
LCFF Funding			\$0	\$649,568	\$0	\$0	\$320,031	\$0	\$253,451	\$139,595	\$131,758	\$131,758
Federal funding	0	0	0	0	0	0	\$13,507	\$13,507	\$13,507	\$13,507	\$13,507	\$13,507
All Other State	\$0	\$0	\$0	\$0	\$0	\$0	\$1,034	\$1,034	\$1,034	\$26,741	\$26,741	\$26,741
All Other Local												
Total Revenues	\$0	\$0	\$0	\$649,568	\$0	\$0	\$334,571	\$14,541	\$267,992	\$179,843	\$172,006	\$172,006
Compensation & Benefits	\$15,174	\$21,037	\$122,222	\$118,512	\$124,501	\$119,954	\$118,217	\$124,080	\$119,702	\$117,964	\$124,049	\$119,670
Supplies	\$261	\$4,095	\$41,488	\$17,266	\$17,266	\$17,266	\$17,766	\$17,266	\$17,266	\$17,266	\$17,266	\$17,266
All Other Operating Expenses	\$20,482	\$38,933	\$49,504	\$38,712	\$35,962	\$40,962	\$38,479	\$37,543	\$43,578	\$38,474	\$39,724	\$54,224
Total Expenses	\$35,916	\$64,065	\$213,214	\$174,490	\$177,729	\$178,182	\$174,461	\$178,889	\$180,545	\$173,704	\$181,039	\$191,160
Balance Sheet Changes												
Accounts Payable												
Accounts Receivable												
RLF Loan Receipts / payments				\$100,000							\$150,000	
Cash Infusion from Little Gems / LOC Borrowing	\$50,000	\$70,000	-\$120,000			\$100,000	-\$100,000	\$120,000		-\$80,000	-\$40,000	
Factoring - CAM			\$350,000	-\$350,000								
Other Changes												
Ending Balance	\$14,084	\$20,018	\$36,804	\$261,883	\$84,154	\$5,971	\$66,081	\$21,733	\$109,180	\$35,319	\$136,286	\$117,131

	Year 2											
Riversage School Cash Flow	2024/2025											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Balance	\$117,131	\$125,699	\$225,778	\$165,742	\$113,187	\$74,371	\$30,641	\$56,412	\$22,359	\$187,857	\$218,730	\$218,739
LCFF Funding	0	\$97,355	\$203,849	\$146,783	\$146,257	\$146,257	\$154,095	\$142,397	\$341,377	\$180,783	\$175,725	\$175,725
Federal funding	\$0	\$0	\$0	\$5,000	\$15,462	\$15,462	\$20,462	\$15,462	\$15,462	\$20,462	\$15,462	\$15,462
All Other State	0	0	\$9,862	\$9,862	\$18,972	\$22,002	\$66,761	\$18,972	\$22,523	\$33,161	\$22,523	\$22,523
All Other Local												
Total Revenues	\$0	\$97,355	\$213,711	\$161,645	\$180,692	\$183,722	\$241,317	\$176,831	\$379,361	\$234,406	\$213,709	\$213,709
Compensation & Benefits	\$19,599	\$26,676	\$139,999	\$137,355	\$144,432	\$138,550	\$139,166	\$144,251	\$138,948	\$136,775	\$143,852	\$138,550
Supplies	\$694	\$5,761	\$72,618	\$20,703	\$20,703	\$20,703	\$20,703	\$20,703	\$20,703	\$20,703	\$21,218	\$20,703
All Other Operating Expenses	\$29,290	\$47,133	\$52,796	\$47,809	\$46,040	\$59,865	\$47,344	\$45,931	\$54,211	\$46,055	\$48,630	\$67,212
Total Expenses	\$49,582	\$79,570	\$265,413	\$205,867	\$211,174	\$219,118	\$207,213	\$210,884	\$213,863	\$203,533	\$213,700	\$226,465
Balance Sheet Changes												
Accounts Payable												
Accounts Receivable	58,150	90,628										
RLF Loan Receipts / payments		-\$8,333	-\$8,333	-\$8,333	-\$8,333	-\$8,333	-\$8,333					
Cash Infusion from Little Gems / LOC Borrowing												
Factoring - CAM												
Other Changes												
Ending Balance	\$125,699	\$225,778	\$165,742	\$113,187	\$74,371	\$30,641	\$56,412	\$22,359	\$187,857	\$218,730	\$218,739	\$205,984

	Year 3											
Riversage School Cash Flow	2025 / 2026											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Balance	\$205,984	\$385,300	\$372,036	\$328,387	\$283,021	\$245,431	\$201,662	\$189,681	\$160,735	\$334,347	\$356,210	\$348,636
LCFF Funding	0	\$116,100	\$242,651	\$174,228	\$173,611	\$173,611	\$182,589	\$173,611	\$375,394	\$198,755	\$192,366	\$192,366
Federal funding	0	0	0	0	\$17,123	\$17,123	\$17,123	\$17,123	\$17,123	\$17,123	\$17,123	\$17,123
All Other State	\$10,638	0	\$10,680	\$21,318	\$20,633	\$24,243	\$32,453	\$20,633	\$25,982	\$37,803	\$25,982	\$25,982
All Other Local												
Total Revenues	\$10,638	\$116,100	\$253,331	\$195,546	\$211,367	\$214,978	\$232,165	\$211,367	\$418,499	\$253,681	\$235,471	\$235,471
Compensation & Benefits	\$32,331	\$40,377	\$157,614	\$154,894	\$162,940	\$156,102	\$156,784	\$162,751	\$156,518	\$154,290	\$162,335	\$156,102
Supplies	\$783	\$44,139	\$58,897	\$23,079	\$23,079	\$23,079	\$23,079	\$23,079	\$23,079	\$23,079	\$23,609	\$23,079
All Other Operating Expenses	\$32,092	\$53,199	\$72,136	\$54,606	\$54,606	\$71,233	\$55,949	\$54,484	\$65,290	\$54,449	\$57,101	\$79,901
Total Expenses	\$65,207	\$137,714	\$288,647	\$232,579	\$240,624	\$250,414	\$235,813	\$240,313	\$244,887	\$231,817	\$243,045	\$259,082
Balance Sheet Changes												
Accounts Payable												
Accounts Receivable	\$233,885	\$16,683										
RLF Loan Receipts / payments		-\$8,333	-\$8,333	-\$8,333	-\$8,333	-\$8,333	-\$8,333					
Cash Infusion from Little Gems / LOC Borrowing												
Factoring - CAM												
Other Changes												
Ending Balance	\$385,300	\$372,036	\$328,387	\$283,021	\$245,431	\$201,662	\$189,681	\$160,735	\$334,347	\$356,210	\$348,636	\$325,026

	Year 4											
Riversage School Cash Flow	2026 / 2027											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Balance	\$325,026	\$509,962	\$525,429	\$489,677	\$444,321	\$406,325	\$363,497	\$354,186	\$324,834	\$554,609	\$615,036	\$646,886
LCFF Funding	0	\$133,228	\$277,797	\$198,953	\$198,050	\$198,050	\$208,025	\$198,050	\$453,929	\$258,245	\$252,355	\$252,355
Federal funding	0	0	0	0	\$18,665	\$18,665	\$18,665	\$18,665	\$18,665	\$18,665	\$18,665	\$18,665
All Other State	11820.375	0	\$11,420	\$23,240	\$22,090	\$26,102	\$34,980	\$22,090	\$29,068	\$41,958	\$29,068	\$29,068
All Other Local												
Total Revenues	11820.375	\$133,228	\$289,216	\$222,193	\$238,804	\$242,816	\$261,669	\$238,804	\$501,661	\$318,867	\$300,088	\$300,088
Compensation & Benefits	\$38,829	\$48,081	\$178,803	\$176,008	\$185,259	\$177,165	\$178,055	\$185,055	\$177,615	\$175,352	\$184,604	\$177,165
Supplies	\$869	\$45,928	\$61,742	\$25,257	\$25,257	\$25,257	\$25,257	\$25,257	\$25,257	\$25,257	\$25,803	\$25,257
All Other Operating Expenses	\$35,688	\$57,577	\$76,090	\$57,950	\$57,950	\$74,889	\$59,335	\$57,845	\$69,014	\$57,830	\$57,830	\$87,902
Total Expenses	\$75,386	\$151,586	\$316,635	\$259,215	\$268,467	\$277,311	\$262,647	\$268,157	\$271,886	\$258,440	\$268,238	\$290,324
Balance Sheet Changes												
Accounts Payable												
Accounts Receivable	248,503	42,158										
RLF Loan Receipts / payments		-\$8,333	-\$8,333	-\$8,333	-\$8,333	-\$8,333	-\$8,333					
Cash Infusion from Little Gems / LOC Borrowing												
Factoring - CAM												
Other Changes												
Ending Balance	\$509,962	\$525,429	\$489,677	\$444,321	\$406,325	\$363,497	\$354,186	\$324,834	\$554,609	\$615,036	\$646,886	\$656,649

	Year 5											
Riversage School Cash Flow	2027 / 2028											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Balance	\$656,649	\$589,823	\$680,937	\$713,647	\$679,437	\$648,437	\$613,265	\$612,878	\$590,544	\$771,986	\$786,371	\$770,867
LCFF Funding	0	\$154,142	\$316,108	\$224,225	\$219,606	\$219,606	\$230,484	\$219,606	\$419,203	\$224,765	\$218,803	\$218,803
Federal funding	0	0	0	0	\$19,436	\$19,436	\$19,436	\$19,436	\$19,436	\$19,436	\$19,436	\$19,436
All Other State	12889.8375	0	\$11,848	\$24,738	\$22,987	\$27,362	\$36,496	\$22,987	\$30,907	\$44,416	\$30,907	\$30,907
All Other Local												
Total Revenues	\$12,890	\$154,142	\$327,956	\$248,962	\$262,029	\$266,404	\$286,416	\$262,029	\$469,546	\$288,617	\$269,147	\$269,147
Compensation & Benefits	\$41,768	\$51,625	\$190,879	\$187,971	\$197,828	\$189,115	\$190,176	\$197,607	\$189,600	\$187,265	\$197,122	\$189,115
Supplies	\$926	\$47,578	\$63,498	\$26,524	\$26,524	\$26,524	\$26,524	\$26,524	\$26,524	\$26,524	\$27,087	\$26,524
All Other Operating Expenses	\$37,022	\$60,789	\$78,986	\$60,344	\$60,344	\$77,603	\$61,770	\$60,231	\$71,980	\$60,442	\$60,442	\$91,228
Total Expenses	\$79,716	\$159,991	\$333,363	\$274,839	\$284,696	\$293,243	\$278,470	\$284,363	\$288,105	\$274,232	\$284,651	\$306,868
Balance Sheet Changes												
Accounts Payable												
Accounts Receivable		105,297	\$46,449									
RLF Loan Receipts / payments		-\$8,333	-\$8,333	-\$8,333	-\$8,333	-\$8,333	-\$8,333					
Cash Infusion from Little Gems / LOC Borrowing												
Factoring - CAM												
Other Changes												
Ending Balance	\$589,823	\$680,937	\$713,647	\$679,437	\$648,437	\$613,265	\$612,878	\$590,544	\$771,986	\$786,371	\$770,867	\$733,146



CAM Letter of Support

August 23, 2022

Ms. Tracy Eichorn-Bondi
Founder & Executive Director
Riversage School
Truckee, CA

Dear Ms. Eichorn-Bondi and the Riversage School Board of Directors:

Since 2012, Charter Asset Management has funded over one billion in funding to charter schools nationwide. We are pleased to present this letter in support of the Riversage School's charter petition to the Tahoe Truckee Unified School District. This letter is not a commitment on the part of CAM to provide funding, and it is not an offer nor a binding agreement between the parties. A legally binding obligation will only be made pursuant to definitive written agreements to be negotiated, executed, and delivered by the parties.

CAM pledges up to \$600,000 in working capital for the Riversage School for the 2023-2024 school year for all general uses, including but not limited to start-up capital, operations, and expenses.

CAM reviews financial, governance, and other relevant information for the schools we fund. The availability of funding for each draw request is subject to and conditioned upon CAM's prior approval, satisfactory completion of due diligence, and the parties agreeing upon and reducing to writing all terms and conditions necessary and incidental to the validity of a separate contract. CAM has no obligation to provide funding until the parties have executed a formal written agreement covering each specific transaction.

Sincerely,

A handwritten signature in blue ink, appearing to be "Paul Im", is located below the "Sincerely," text.

Paul Im
Managing Partner

Charter Asset Management
633 W. 5th Street, 26th Floor
Los Angeles, CA 90071
www.charterassetmanagement.com

DISCLAIMER: Nothing in this letter is intended to create nor does it constitute legally binding obligations of any party or an agreement by CAM of funding or the availability of funding. Neither party is relying on, or is entitled to rely on, this letter for any purpose. This letter is only for negotiation purposes and contains only proposed terms and/or other information to assist the parties in framing and negotiating the definitive terms of financing transactions through separate financing contracts. The availability of funding and any funding itself are subject to and conditioned upon satisfactory completion of due diligence and the parties agreeing upon and reducing to writing all terms and conditions necessary and incidental to the validity of separate financing contracts. Either party may, at any time prior to the execution of a definitive financing agreement, unilaterally terminate all negotiations pursuant to this letter, for any reason or for no reason, without any liability whatsoever to the other party.

Tahoe Waldorf Charter School Petition Teacher Signature Page

A signature on the petition means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school.

Teacher Name	Teacher Address, City, State	Teacher Phone	Signature	Date
1. Liz Shepard	11349 Brockway Rd	404-202-6829		6.16.22
2. Katie Adamski	10080 Olympic Blvd	325 518 3000		6.16.22
3. Beth Taylor	10594 Maris Dr	802 291 0938		6.16.22
4. Ayla Snow	132 W Willow St, Searsville, CA	530 448 3263		6.16.22
5. REBECCA BEAR	12160 PINE FOREST RD, TRUCKEE, CA 96161	952-212-4900		6.16.22
6. EMILIA LEGAZZI	PO Box 7102 Tahoe City	775-304-7887		6/16/22
7. Caren Kotalik	10456 Ranch Way Truckee, OR	760 709 6626		6/16/22

8. Emily Dester

10205 Winter
Creek loop
Truckee 96161

208-283-2159

6/16/22

9.

April Bracekin

15315 Tottenham Ct,
Truckee, CA 96161

SEP. 5 2022

Riversage Charter Petition Interested Student Signatures Summary					
Student Count	Student Name	Address	Grade in Sep 2023	Notes	Parent(s) / Guardian(s)
1	Jayne Bondi	10397 Royal Crest, Truckee CA 96161	1		Brett and Tracy Bondi
2	Eliot Bondi	10397 Royal Crest, Truckee CA 96161	TK		Brett and Tracy Bondi
3	Poppy Okerman	10830 Palisades Dr., Truckee CA	2		Kyle Okerman & Lauren Bello
4	Maxim Ball	14160 Ramshorn, Truckee, CA	2		Alexandra & Conor Ball
5	Bohdan Ball	14160 Ramshorn, Truckee, CA	TK		Alexandra & Conor Ball
6	Luke Rummel	10456 Ranch Way, Truckee CA	4		Stephanie & Dave Rummel
7	Riley Rummel	10456 Ranch Way, Truckee CA	1		Stephanie & Dave Rummel
8	Jaida Griffin	13115 Oberwald Way, Truckee CA	2		Billy & Danika Griffin
9	Aurora Griffin	13115 Oberwald Way, Truckee CA	TK		Billy & Danika Griffin
10	Micah Inouye	10467 Stone Pine Road, Truckee CA	1		Chris & Meggie Inouye
11	Hayes Parrillo	10760 Royal Crest Dr., Truckee, CA	1		Darcy Parillo
12	Wyatt Scott	11481 Purple Sage Rd., Truckee, CA	3		Kate Panawek
13	Orson Scott	11481 Purple Sage Rd., Truckee, CA	K		Kate Panawek
14	Quinn Chappel	11815 Silver Circle Ct., Truckee CA	4		Katie & Matt Chappell
15	Kenzie Chappel	11815 Silver Circle Ct., Truckee CA	2		Katie & Matt Chappell
16	Sage Giese	11640 Kleckner Ct., Truckee CA	4		Ann-Marie & Cory Giese
17	Lillian Giese	11640 Kleckner Ct., Truckee CA	6		Ann-Marie & Cory Giese
18	Mia Dahir	12654 Samuel Dr., Truckee CA	7		Joe Dahir
19	Marley Dahir	12654 Samuel Dr., Truckee CA	5		Joe Dahir
20	Kairah Argyle	10462 Klondike Flat, Truckee CA	4		Anelise Prosnik
21	Azariah Argyle	10462 Klondike Flat, Truckee CA	1		Anelise Prosnik
22	Kira Murphy	14450 Swiss Ln, Truckee, CA	5		Justin Murphy
23	Koen Murphy	14450 Swiss Ln, Truckee CA	3		Justin Murphy
24	Owen Vaughan	1070 Bristol Circle, Kings Beach, CA	5		Derek Vaughan
25	Lucy Vaughan	1070 Bristol Circle, Kings Beach, CA	3		Derek Vaughan
26	June Philpot	10344 Manchester Dr., Truckee CA	6		Megan Willoughby
27	Edie Philpot	10344 Manchester Dr., Truckee CA	5		Megan Willoughby
28	Livia Lascu	15181 Wolfgang Rd, Truckee CA	3		Dana Moreru & Val Lascu
29	Lyla Gross	10179 Red Fir Rd, Truckee CA	3		Michael & Laura Gross
30	Emmy Gross	10179 Red Fir Rd, Truckee CA	6		Michael & Laura Gross
31	Kai Rio Widich	10854 Royal Crest Dr., Truckee CA	3		Nicole Widich
32	Lyndsay Walker	10441 Alder Creek, Truckee CA	2		Eric & Gayle Walker
33	Mina Jacoby Gurman	11770 Bottcher Loop, Truckee CA	7		David Gurman & Shawna Jacoby
34	Tali Jacoby Gurman	11770 Bottcher Loop, Truckee CA	1		David Gurman & Shawna Jacoby
35	Granite Inouye	10467 Stone Pine Road, Truckee CA 96161	5		Chris & Meggie Inouye
36	Ivanka Vokel	712 Old Truckee Rd, Sierraville, CA. 96126	1		Ileana Vokel
37	Enzo Vokel	712 Old Truckee Rd, Sierraville, CA. 96126	TK		Ileana Vokel
38	Bryce Shrewsbury	15975 Canterbury Lane, Truckee CA 96161	4		Meghon Shrewsbury
39	Liam Shrewsbury	15975 Canterbury Lane, Truckee CA 96161	1		Meghon Shrewsbury
40	Saisha Swanson	10100 Pioneer Trail #112, Truckee CA	5		Jennifer Drew
41	Maya Ilizavor	212 Calpine Ave, Calpine, CA 96124	3		Serenity Enriquez & Max Ilizavor
42	Naomi Ilizavor	212 Calpine Ave, Calpine, CA 96124	8		Serenity Enriquez & Max Ilizavor
43	Anna Ganong - Krauczuk	10145 Thomas Dr., Truckee CA	5		Anna Ganong-Krauczuk & Dean
44	Margo Mason	1011 Martis Landing, Truckee CA	1		Doug Mason
45	Winter Walker	7630 Highlands View Rd, Truckee CA	3		Adrienne Cort Walker
46	Sylas Baldwin	10697 Royal Crest, Truckee CA	2		Deb & Mark Baldwin
47	Elizabeth Bolton		5		Brian Bolton & Kelly Northridge
48	Kai Edwards	11669 Red Bud, Truckee CA	5		Mia Andler & Matthew Edwards
49	Brynn Smoot	14239 Tyrol Rd, Truckee CA	2		Andrea & Jimi Smoot
50	James Smoot	14239 Tyrol Rd, Truckee CA	K		Andrea & Jimi Smoot
51	Emma Rosevelt	11855 Hope Court, Truckee CA	2		Katie Rosevelt

52	Ruby Bridges	15975 Woodbridge Court, Truckee CA	5	Lisa Bridges
53	Solan Michelsen	10380 Becket Pl, Truckee CA	5	Melissa Michelsen & Shawn Gris
54	Eero Michelsen	10380 Becket Pl, Truckee CA	8	Melissa Michelsen & Shawn Gris
55	Maci Vannoy	11310 Star Pine Rd, Truckee CA	7	Ami Vannoy
56	Oberon Hess	218 Old Truckee Road, Sierraville, CA	2	Brian Hess & Heather River
57	Orland Hess	218 Old Truckee Road, Sierraville, CA	8	Brian Hess & Heather River
58	Scarlett Hussar	10040 Alder Creek Rd, Truckee CA	3	Matt and Lisa Hussar
59	Lincoln Desler Juba	10205 Winter Creek Loop, Truckee CA	2	Emily Desler and John Juba
60	Quincy Desler Juba	10205 Winter Creek Loop, Truckee CA	2	Emily Desler and John Juba
61	Forest Lager	12233 Rainbow Dr., Truckee CA	TK	Aaron & K.C. Lager
62	(Jack) Canyon Murphy	15616 Chelmsford Circle, Truckee, CA	K	Bryan & Nicole Murphy
63	Cienna O'Hare	15315 Tottenham Court, Truckee, CA	8	Apryl Bracelin
64	Brielle O'Hare	15315 Tottenham Court, Truckee, CA	4	Apryl Bracelin
65	Avalyn Murphy	15616 Chelmsford Circle, Truckee, CA	2	Bryan & Nicole Murphy
66	Indigo Etchison	10027 Dorchester Dr, Truckee, CA	6	Alanna Hughes
67	Etienne Pema	10200 Keiser Ave, Truckee CA	8	Elda Pema
68	Violette Pema	10200 Keiser Ave, Truckee CA	4	Elda Pema
69	Blaze Schroeder	125 Talmont Circle, Tahoe City CA	2	Kelsey Schroeder
70	Starla Schroeder	125 Talmont Circle, Tahoe City CA	1	Kelsey Schroeder
71	Asher Belden	11801 Ghirard Rd, Truckee CA	1	Errol & Jenna Belden
72	Kaileah Schaefer	10399 Evensham Place, Truckee CA	2	Natalie Schaefer
73	Lilley Sheppard	11349 Brockway Rd, Truckee CA	6	Liz Sheppard
74	George Sheppard	11349 Brockway Rd, Truckee CA	4	Liz Sheppard
75	Hunter Buchholz	10050 Bridge St. #350, Truckee CA	2	Rob Buchholz & Roxie Moschett
76	Indie Carrol	10255 Winter Creek Loop, Truckee CA	1	Tara Kulikov
77	Taiga Valdez	404 Old Truckee Rd, Sierraville, CA	7	Jon Valdez
78	Keeley Furth	109 Meade Street, Sierraville, CA	K	Emma and Daniel Furth
79	Aksel Lyon	11127 Alder Drive, Truckee CA	TK	Sondrea Lyon
80	Mather Jensen	14886 Slalom Way, Truckee CA	K	Sara and Andrew Jensen
81	Enzo Schohn	11705 Kayhoe Court, Truckee CA	K	Carina Toledo
82	Ingrid Bratt	11313 Lausanne Way, Truckee CA	K	Lucile Bratt
83	Ollie Best	10832 Aspenwood Rd, Truckee CA	TK	Elise Best
84	Cody Jung	10247 Winter Creek Loop Truckee CA	K	Jonathan Jung and Allison Domi
85	Ashley Mendoza	11070 Brockway Rd Space 102, Truckee CA	7	Yuliana Mendoza

Tahoe Waldorf Charter School Petition Parent / Guardian Signature Page

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Parent / Guardian Name	Student Name	Student Date of Birth / Grade in 2024	Parent Address, City, State	Parent Phone	Signature	Date
1 TRACY BONDI	JAYNE BONDI	6/25/2016 - Grade 1	10397 ROYALCREST TRUCKEE, CA 96161	310-922-0200		6/16/2022
2 TRACY BONDI	ELIOT BONDI	6/11/2015 - Grade TK	same	same		6/16/2022
3 LARSON BELLE	POPPY GORMAN	11/23/2015 grade 2	10830 PATTERSON DR. TRUCKEE	415 513 2766		6/16/22
4 CAROL BALL	MAXIM BALL	9/18/15 grade 2	14160 RANSHORN TRUCKEE, CA 96161	(360) 402-8888		6/16/22
5 GEAR BALL	RODAN BALL	10/15/18 TK	Truckee, CA 96161	530 302 0205		6/16/22
6 JAMES JAMES	QUINCY JAMES	6/24/15 2 nd	Truckee Village NV	530 362 0205		6/16/22
7 JAMES JAMES	LUCAS JAMES	6/21/15 2 nd	Truckee Village NV	530 362 0205		6/16/22
8 JERONIA RIMMEL	LUKE RIMMEL	9/25/13 3 rd	Truckee Ca	530 448 3502		6/16/22
9 STEPHANIE RIMMEL	RILEY RIMMEL	9/8/16 1 st	Truckee Ca	448 3502		6/16/22
10 WILLIAM GRIFFIN	Jaida Griffin	9/26/15 2 nd	Truckee, CA	530 377-1426		6/16/22
11 WILLIAM GRIFFIN	Alexa Griffin	9/5/18 TK	Truckee CA	530 277-1426		6/16/22
12 CHRIS TROUZE	NICAH TROUZE	4/19/16 1 st	10467 Stone Pine Rd Truckee CA 96161	916-715-2534		6/16/22
13 ROYANNE FISHER	HANNA FISHER	2/19/14 1 st	P.O. BOX 350 TRUCKEE CA 96161	415 823 4851		6/16/22
14 DARCY PAVILLO	HAYZIE PAVILLO	8/11/22 1 st	10700 E BURNING OAK P. TRUCKEE CA 96161	308 870 8108		6/16/22
15 DARCY PAVILLO	SHYNE PAVILLO	4/13/20 TK	10700 E BURNING OAK P. TRUCKEE CA 96161	308 870 8108		6/16/22
16 KATE PAVILLO	WYATT SCOTT	10/2/14 3 rd	11461 Purple Sage Rd Truckee Ca 96161	925-360-8303		6/16/22
17 KATE PAVILLO	ORSON SCOTT	11/5/19 K	11461 Purple Sage Rd Truckee Ca 96161	925-360-8303		6/16/22
18 MATT CAMPBELL	QUINN + KENNEDY CAMPBELL	7/23/2013	11815 Silver Ln Cr	530 448 3480		6/16/22
19 MATT CAMPBELL	KENZIE CAMPBELL	2/11/2016	"	"		"

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Tahoe Waldorf Charter School Petition Parent / Guardian Signature Page

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Parent / Guardian Name	Student Name(s)	Student Date(s) of Birth / Grade in 23/24	Parent Address, City, State	Parent Phone	Signature	Date
Amne-Marie	Sage Giese	6/1/14 4th	1160 Elberton Ct Truckee, CA 96161	(530) 228-7887	[Signature]	6/16/22
Amne-Marie Giese	Lillian Giese	10/7/11 6th	1160 Elberton Ct Truckee, CA 96161	(530) 228-7887	[Signature]	6/16/22
Joe DeHir	Mia DeHir DeHir	3/25/12 6th	1259 Summit Dr Truckee, CA 96161	767 787 7	[Signature]	6/16/22
Joe DeHir	Murley DeHir	3/22/12 4th	" "	312 571 6166	[Signature]	6/16/22
Anelise Prosnik	Kairah Angyle	1/25/14 2nd	1042 Klondike Trl Truckee, CA 96161	909 237-3517	[Signature]	6/16/22
Anelise Prosnik	Azariah Angyle	9/26/12 K	" "	"	[Signature]	6/16/22
Justin Murphy	Kira Murphy	6/25/12 4th	1450 SWISS LN Truckee CA 96161	850-709-9960	[Signature]	6/16/22
Justin Murphy	Koer Murphy	1/17/14 3rd	1450 SWISS LN Truckee CA 96161	850-709-9988	[Signature]	6/16/22
Devin Van	Luft Vanhan	4/14/13	176 Bayhol (1st floor) 12347 Front St Truckee, CA 96161	730-485-8865	[Signature]	6/16/22
Megan Widdingham	Tina Philpot	4/9/11	10344 Manchester Dr Truckee CA 96161	" "	[Signature]	6/16/22
Megan Widdingham	Edie Philpot	2/25/13	" "	530 448 0866	[Signature]	6/16/22
SARA MORAN	LIVIA LASCU	02/02/15	15181 Welfong Rd Truckee, CA 96161	530-414	[Signature]	6/16/22
SARA MORAN	LINA LASCU	10/21/19	SWISS LN TRUCKEE CA 96161	- 8241	[Signature]	6/16/22
LARA GROSS	Lyla Gross	9/12/14	10179 Reddy Rd Truckee, CA 96161	415 348 418	[Signature]	6/16/22
LARA GROSS	LARA GROSS	6/19/11	10179 Reddy Rd Truckee, CA 96161	415 348 418	[Signature]	6/16/22
AMNE-MARIE	LU WALTER	8/3-15-16	0411 East Alder Truckee 96161	903-8374	[Signature]	6/16/22
MICHAEL WILKINSON	Kai Rio Wilkin	10/21/14	10854 Royal Court Truckee, CA 96161	530-5366337	[Signature]	6/16/22
LARA VENTOS	Lynsey Walker	3/16/16	10574 E Alder Creek Truckee, CA 96161	775 772 1340	[Signature]	6/16/22

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Tahoe Waldorf Charter School Petition Parent/Guardian Signature Page

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Parent / Guardian Name	Student Name(s)	Student Date(s) of Birth / Grade in 23/24	Parent Address, City, State	Parent Phone	Signature	Date
Carly Walker	Lyndsay Walker	3/15/16, 2	1044 E Alder Creek Truckee CA 96161	775 3038355		6/16/22
SHAWNA JACOBY	MINDA JACOBY GUNN	3/13/11, 6th	11770 BATTEREE LN TRUCKEE, CA 96161	415 3502241		6/16/22
SHAWNA JACOBY	TALI JACOBY GUNN	5/16/16, K	11770 BATTEREE LN TRUCKEE, CA 96161	415 3502241		6/16/22
Margy Ewald	Garrett Ewald	9-16-12-5th	10416 Stone River Dr Truckee, CA 96161	858-344-9710		6/16/22
IREANA VOKEL	IVANKA VOKEL	8-13-16 1st	712 OLD TRUCKEE RD SIERRA AVILLE CA 96126	530 414 0063		6/16/22
IREANA VOKEL	ENZO VOKEL	5-29-19 7th	15975 CAMPBURN TRUCKEE CA 96161	530-518-1031		6/16/22
Meghan Shreibum	Bryce Shreibum	8-24-13 3rd	15975 CAMPBURN TRUCKEE CA 96161	530-518-1031		6/16/22
Meghan Shreibum	Liam Shreibum	7-25-16 K	15975 CAMPBURN TRUCKEE CA 96161	530-518-1031		6/16/22
Jennifer Brew	Sasha Swanson	4-15-13 5th	10100 Pioneer Trail #112 Truckee 96161	951-609-5647		6/16/22
Serenity Enriquez	Mary Elizabeth	12-28-14 / 3rd	8680X 73 Colver Rd Truckee	530-3867304		6/16/22
Serenity Enriquez	Naomi Elizabeth	02-11-09 / 8th	8680X 73 Colver Rd Truckee	530-3867304		6/16/22
David Gorman	Min Jacoby	03-13-2011	11770 BATTEREE LN TRUCKEE CA 96161	415 350 2381		6-16-22
David Gorman	Mina Jacoby	03-13-2011	11770 BATTEREE LN TRUCKEE CA 96161	415 350 2381		6-16-22
David Gorman	Tali Jacoby	5-10-2016	11770 BATTEREE LN TRUCKEE CA 96161	415 350 2381		6-16-22
Missa Ganneg	Anna Ganneg	7-13-12	10145 Thomas Dr Truckee	970 485 9052		6-11-22
DOUG MASON	MARKO MASON	11/6/16	1001 MERRIS LADO LN B	415-637-7196		6/16/22
DOUG MASON	MEREDITH MASON	8/9/05	"	"		6/16/22

~~Audrey~~ Adrienne Cook Walker Winter Walker 7/11/14 7130 Highlands Vind rd Truckee, CA 96161 760-702-7855

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Jahoe Waldorf Charter School Petition Parent / Guardian Signature Page

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Parent / Guardian Name	Student Name(s)	Student Date(s) of Birth / Grade in 23/24	Parent Address, City, State	Parent Phone	Signature	Date
32 [unintelligible]	Lyndsay Walker	3/15/16, 2	10411 E Alder Creek Trucker CA 94101	775 3038395	[Signature]	6/16/22
33 SHAWNA JACOBY	MINDA JACOBY	3/13/11, 6th	11770 BATTEREE LP TRUCKEE, CA 94161	415 3502241	[Signature]	6/16/22
34 SHAWNA JACOBY	TALI JACOBY	5/16/16, K	11770 BATTEREE LP TRUCKEE CA 94161	415 3502241	[Signature]	6/16/22
35 MEGUYE IRENA	GEMME IRENA	9-16-12 - 5th	10417 Stone Drive Trucker, CA 94161	855-344-6110	[Signature]	6/16/22
36 ELIAMA VOKEL	IVANKA VOKEL	8-13-16 1st	712 OLD TRUCKEE BIERAVILLE CA 94126	530 414 0065	[Signature]	6/16/22
37 ELIAMA VOKEL	ENZO VOKEL	5-29-19 4th	15975 Cantabria Trucker CA 94161	530 518-6301	[Signature]	6/16/22
38 MEGHON SHREWBURY	BYCE SHREWBURY	8-24-13 3rd	15975 Cantabria Trucker CA 94161	530 518-6301	[Signature]	6/16/22
39 MEGHON SHREWBURY	LIAM SHREWBURY	7-25-16 K	15975 Cantabria Trucker CA 94161	530 518-6301	[Signature]	6/16/22
40 JENNIFER BREW	SARINA SWANSON	4-15-13 5th	10100 Pioneer Trail #112 Trucker 94161	951-609-5647	[Signature]	6/16/22
41 SERENITY ENRIQUEZ	MARY ELIZABETH ENRIQUEZ	12-28-14 / 3rd	8005X 73 Colman Ave 124	530 386 7304	[Signature]	6/16/22
42 SERENITY ENRIQUEZ	NAAMI ELIZABETH ENRIQUEZ	02-11-09 / 8th	8005X 73 Colman Ave 124	530 386 7304	[Signature]	6/16/22
43 DAVID GYRMAN	MINA JACOBY	03-13-2011	11770 BATTEREE LP TRUCKEE CA 94161	415 350 2381	[Signature]	6-16-22
44 DAVID GYRMAN	MINA JACOBY	03-13-2011	11770 BATTEREE LP TRUCKEE CA 94161	415 350 2381	[Signature]	6-16-22
45 DAVID GYRMAN	MINA JACOBY	03-13-2011	11770 BATTEREE LP TRUCKEE CA 94161	415 350 2381	[Signature]	6-16-22
46 DAVID GYRMAN	MINA JACOBY	03-13-2011	11770 BATTEREE LP TRUCKEE CA 94161	415 350 2381	[Signature]	6-16-22
47 DAVID GYRMAN	MINA JACOBY	03-13-2011	11770 BATTEREE LP TRUCKEE CA 94161	415 350 2381	[Signature]	6-16-22
48 DAVID GYRMAN	MINA JACOBY	03-13-2011	11770 BATTEREE LP TRUCKEE CA 94161	415 350 2381	[Signature]	6-16-22
49 DAVID GYRMAN	MINA JACOBY	03-13-2011	11770 BATTEREE LP TRUCKEE CA 94161	415 350 2381	[Signature]	6-16-22
50 DAVID GYRMAN	MINA JACOBY	03-13-2011	11770 BATTEREE LP TRUCKEE CA 94161	415 350 2381	[Signature]	6-16-22
51 DAVID GYRMAN	MINA JACOBY	03-13-2011	11770 BATTEREE LP TRUCKEE CA 94161	415 350 2381	[Signature]	6-16-22
52 DAVID GYRMAN	MINA JACOBY	03-13-2011	11770 BATTEREE LP TRUCKEE CA 94161	415 350 2381	[Signature]	6-16-22
53 DAVID GYRMAN	MINA JACOBY	03-13-2011	11770 BATTEREE LP TRUCKEE CA 94161	415 350 2381	[Signature]	6-16-22
54 ALISSA GARDNER	ANNA GARDNER	7-13-12	10145 Thomas Dr Trucker	970 485 9052	[Signature]	6-11-22
55 DOUG MASON	MARCO MASON	11/6/16	1001 Maple Ave LADON, CA 94166	415-637-7196	[Signature]	6/16/22
56 DOUG MASON	MARCO MASON	8/9/05	4		[Signature]	6/16/22

45 ~~Adrienne~~ Adrienne Cook Walker Winter Walker 7/11/14 7450 Highlands Blvd. Trucker, CA 94161 760-702-7855 6/16/22

N/A

Tahoe Waldorf Charter School Petition Parent / Guardian Signature Page

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Parent / Guardian Name	Student Name(s)	Student Date(s) of Birth / Grade in 23/24	Parent Address, City, State	Parent Phone	Signature	Date
Mark Gallesini	Styler Baldwin	6/16/15 (son)	10621 Royal Crest Truette, Ca.	775-742-4894		6/16/22
Eve Giovanni	Poppy Oberman	11/23/15	Po Box 3714 Truette	530 545-9672	Eve Giovanni	6/16/22
Alyssa Lopez	Poppy Oberman	11/23/15 (2nd)	PO BOX 3714, Truette	530-545-9841		6/16/22
Cheraine Wilt			10991 Royal Crest Dr	530-559-9650	Cheraine Wilt	6/16/22
Robert White			10991 Royal Crest Dr	530 559 9650	Robert White	6/16/22
Brian Bolton	Elizabeth Bolton	1-15-13				6/16/22
Shawn Sweeney	Maxi Ball	9-18-15	5572 Berkeley Rd Santa Barbara Ca	206 617 0644		6/16/22
Simone Pohl	Sydney	6/16/15	10691 Royal Crest Dr		Simone Pohl	6/16/22
Mia Amster	Ken Kowalski	6/29/12	11669 Redwood Ct	415 717-2919	Mia Amster	6/16/22
Andrea Smet	Brynn S.	11/30/15	14239 Tynard Rd	916 397-1684		6/16/22
Andrea Smet	Jamess S.	10/16/17	14239 Tynard Rd	916 397-1604		6/16/22
Harold Walker	Wilfer W.	11/7/14	7630 Highland Ave	530 777-7877		6/16/22
Max Fitzner	Maya Fitzner	12/26/14	212 Colpine Ave Colona Ca	530 244-6922		6/16/22
Max Fitzner	Nammi Fitzner	02/11/2009	212 Colpine Ave Colona Ca	530 244-6922		6/16/22
Katie Rosevelt	Emma	9/22/15	11855 Hopcut Truckee	916-937-8245		6/16/22

52 Lisa Bin dyes Ransing Bin dyes
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Woodbridge 530 712
Truette 0232

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Talbot Waldorf Charter School Petition Parent / Guardian Signature Page

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Parent / Guardian Name	Student Name	Student Date of Birth / Grade in 23/24	Parent Address, City, State	Parent Phone	Signature	Date
Liz Shepard	George		11349 Brockway Rd Truckee CA 96161	404-202-6829	[Signature]	[Date]
Liz Shepard	Litley		11349 Brockway Rd Truckee CA 96161	404-202-6829	[Signature]	[Date]
Matthew Edwards (Ka.)	(Ka.)	8/29/12 4th	11669 Red Bud Truckee CA 96161	Truckee 608-5788	[Signature]	8/16/22
Margaret Mason-Kear	Kear	8/29/12 4th	11669 Red Bud Truckee CA 96161	Truckee 415-608-5788	[Signature]	6/16/22
Melissa Wickelma	Solar	10/20/12 4th	PO Box 212 Truckee CA	Truckee CA	530 318 1612	6/16/22
Shannon Basie	Solar	10/20/12 4th	PO Box 212 Truckee CA	Truckee	530 545 5161	6/16/22
Melissa Melchior	ERRO	8/13/09 7th	PO Box 212 Truckee CA	Truckee	530 545 2461	6/16/22
Shannon Basie	ERRO	8/13/09 7th	PO Box 212 Truckee CA	Truckee	530 545 2461	6/16/22
Janet [Signature]	Teacher		PO Box 7102 Tahoe City	775-304-7887	[Signature]	6/16/22
Paula Spaul	Teacher		PO Box 7102 Tahoe City	530-446-3263	[Signature]	6/16/22
Ami Vannoy	Mari Vannoy	11/1/10 6th	PO Box 10929 Truckee CA 96162	530-448-1190	[Signature]	6/16/22
Matt Vannoy	Mari Vannoy	11/1/2006 6th	PO Box 10929 Truckee CA 96162	530-448-1190	[Signature]	6/16/22
HERRICK ERIC	ERICKSON HES	3/16/2016	PO BOX 2437 Truckee CA 96161	909 322 1551	[Signature]	6/16/22
HERRICK ERIC	ERICKSON HES	3/16/2016	PO BOX 2437 Truckee CA 96161	909 322 1551	[Signature]	6/16/22

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Tahoe Waldorf Charter School Petition Parent / Guardian Signature Page

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	Parent / Guardian Name	Student Name	Student Date of Birth / Grade in 23/24	Parent Address, City, State	Parent Phone	Signature	Date
58	LISA HUSSAR	SCARLET HUSSAR	2-6-14 / 3	10040 E ALDER CREEK RD TRUKKLEE CA	530/320-3329		8/22/22
59	EMILY DISLER	QUINCY DISLER	6/2/15	10205 WINTER CREEK RD TRUKKLEE CA	208 283 2159		8/22/22
60	EMILY DISLER	LINDSAY DISLER	6/2/15	10205 WINTER CREEK RD TRUKKLEE CA	208 283 2159		9/22/22
61	ARLON LAGER	FOREST LAGER	1/19/19	12233 BAINBROOK TERRACE, CA 94661	703.403.7575		
62	APRIL BRADEN	CINNAMON	09/07/09	15315 TOTENHAM CT. TRUCKEE	925-783-4467	ABri	8/5/22
63	APRIL BRADEN	BRIGIETTE CINNAMON	06/11/13	15315 TOTENHAM CT. TRUCKEE	925-783-4467	ABri	8/5/22
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Tahoe Waldorf Charter School Petition Parent / Guardian Signature Page

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Parent / Guardian Name	Student Name	Student Date of Birth / Grade in 23/24	Parent Address, City, State	Parent Phone	Signature	Date
108 Nicole Mujik	Carson Mujik	3-10-18 TK	1516 Chelmsford Ave Truckee CA	425-5138		8-15-22
110 "	Avalyn	10-30-15 2nd	" "	"	"	8-15-22
111 Annmarie Hughes	Indigo Ethelson	9/9/10 6th	10027 Dolcivestale Dr Boulder CO 96161	536 320-1199		8/18/22
112 ELDA SEMA	Vivi / Etienne	7th, 3rd	10200 KEISEL AVE TRUCKEE CA 96161	831-236-5134		8/18/22
113 Kelsey Schroeder	Brianne Stark	1+K	125 TAYLOR ST TRUCKEE CA 96161	530-448 2119		8-18-22
114 Eric Alvarez	Lu Alvarez	3-15-16 (1)	10441 BAY ALDER CREEK TRUCKEE CA 96161	775-305-8379		8-18-22
71 June Belden	Asher Belden	7-18-16 K	11801 CH. 11th St Truckee CA 96161	530-448-6035		8-18-22
72 Nannette Sauer	Katherine Sauer	6-29-16	10599 ELBURN RD TRUCKEE CA 96161	530-318-3024		8/18/22
73, 74 Liz Shepard	Lilley George	3 and 5	11349 Brockway Rd. Truckee CA 96161	530-386-1284		8/18/22
116 Val Lasser	Livia	02, 01 15	13838 Hamant 3100 Ruby Ln Reno NV 89525	530 419 0402		8/18/22 duplicate
118 Lyn Lottau	Ethelbeth Lottau	7th & 3rd	831 236 5134		8/18/22 N/A	
120 Dean Kinnock	Dann Gannock	2/1/12	530 418 3457		8/22 duplicate case	
75 Roxanne Schmitt	Hunter Bucher	2/11/16 2nd	10030 Bridgeway St #332 Truckee CA 96161	805-158234851		8/18/22
76 Tarrill Williams	Indie Canal	3/29/17 K	10255 WINTER CANYON TRUCKEE CA 96161	805-418-3418		8/18/22
77 Jan Belter	Tara Belter	5/11/10	408 Wildflower Rd Del. Nevada	530-3610		8/18/22
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Tahoe Waldorf Charter School Petition Parent / Guardian Signature Page
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71	Daniel Furtner	Fertey Furtner	3.18.18	109 Middle St S. Gracerville CA	(775) 225-5618		8/15
72	Liz Mudge	Stella Mudge	2/20/20	1725 McCombs Tucker CA 94611	2055428304 (415) 894-9885		8/16
73	Liz Mudge	Teddy Mudge	12/28/19	11127 Alder Dr Tucker CA 94611	511 429 4226 515 725 4435		8/17
74	Sandra Lyon	Arsel Lyon	1/28/19	14416 Sullivan Way Tahoe CA	(928) 607-1516		8/18
75	Andrea Jensen	Mattie Jensen	3/12/14	11705 Kaphor Ct	5303300706		8/18
76	Carina Toledo	Enzo Schohn	9/25/2017	11313 Leysong Way Tahoe CA	725 229 5247		8/18
77	Lucie Bratt	Ingrid Bratt	5/31/2018	10832 Aspenwood Rd Tahoe CA	530 448 1003		8/18
78	Elisse Bratt	Allie Bratt	2/10/2019	10347 Winter Creek Loop Tahoe CA	918 914 8276		8/23
79	Yumana Mendoza	Ashley Mendoza	8/23/2020	11070 Brockway Rd S.P.C. 147			8/23
80	Allison Dominguez	Lidy	8/23/2020				8/23
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