COMMUNITY CHARTER HIGH SCHOOL

Respect, Responsibility, Compassion, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

RENEWAL CHARTER

CDS Code: 01-61259-0108944
Charter Number: 700

Respectfully Submitted
16 December 2009

To:
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94607

From:
Lighthouse Community Charter High School
Steve Sexton, Director
444 Hegenberger Rd.
Oakland, CA 94621
510-562-8225
www.lighthousecharter.org

File ID Number: 09-3482
Introduction Date: 12/16/09
Enactment Number:
Enactment Date:
By:

December 14, 2009

As Board President of Lighthouse Community Charter High School, I hereby certify the submission of the charter petition requesting a five-year renewal of the Lighthouse Community Charter High School from the OUSD Board of Education. The submission will take place on December 16, 2009 and the lead petitioner will be Stephen Sexton, Director of Secondary Programs.

Brian Rogers

Brian Rogers

Board President

Lighthouse Public Schools

12/14/09

Date

Petition for the Renewal of
Lighthouse Community Charter High School

We the undersigned believe that the attached Charter renewal deserves considerations and hereby petition the governing board of the Oakland Unified School Board to grant renewal of this charter. In accordance with provisions of California's revised Charter Schools Act we hereby exercise rights as granted in section 47605 (A) of the Education Code – namely that the charter petition is "signed by a number of teachers that is equivalent to at least one-half (6) of the number of teachers (12) the charter school estimates will be employed in the charter school during operation.

Name of Teacher	Home Address and Zip Code	Home Phone Number	Meaningfully Interested in Teaching at the Charter	Current School	Type of Credential Held	Signature	Date
Megan Stoehr	28A Dorland St. San Francisco, CA 94110	(617) 584-7747	Yes	Lighthouse Community Charter High School	Single Subject: ELA + Social Studies Preliminary		12/14
SHERENE JOEL	1606 CHURCH ST. #4 SF CA 94131	612.518.2731	YES	"	CLEAR MULT. SUBJ & SS SOCIAL STUDIES		12/14
Stephanie Lee	609 Woodland Ave. San Leandro, CA 94577	(510) 708-1690	Yes	"	Single Subject Math Prelim.		12/14
Dawn Fregosa	1220 Begier Ave San Leandro, CA 94577	408-623-6016	yes	"	SS Bio SS Eng Emerg. History		12/14
Ramon Hoven	3061 Dakota St Oak. CA 94602	520-875 0967	yes	"	Multiple Subj Admin.		12/14
Aaron Vanderwerff	334 Newton Ave Oakland, CA 94606	(310) 874-8504	Yes	"	SS Math SS Physics		12/14
Hilary Yantich	628 E. 19th St Oakland 94606	(650) 248-5036	yes	"	Intern credential SS Math		12/14
Drea Beale	1022 Mason St. Alameda CA 94501	(207) 650.0217	Yes	"	single subject prelim SS / ELA subject in progress		12/14
Yael Iron	1353 page St SF CA 94117	917 319 4873	yes	"	Single Subj' Eng		12/14
AMY DOBRAS	4219 SHAFTER AVE OAKLAND, CA. 94609	510-290-2014	YES	"	SPANISH Single Subject		12/14
Christine Hanore	602 Chestnut Ave Alameda CA 94501	707 718 6111	YES	"	Physical education		12/11

STATEMENT OF ASSURANCES

This form or other similar must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Lighthouse Community Charter High School to be located at 444 Hegenberger Road is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

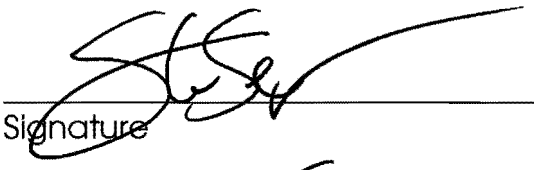
1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non□secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will offer at least the minimum amount of instructional time at each grade level as required by law.

7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
9. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (l).
10. Will comply with all other applicable federal and state laws and regulations.
11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
13. Will operate in compliance with generally accepted government accounting principles.
14. Will maintain separate accountings of all funds received and disbursed by the school.
15. Will participate in the California State Teachers' Retirement System as applicable.
16. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
17. Will at all times maintain all necessary and appropriate insurance coverage.
18. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity,

provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

20. Will provide financial statements that include a proposed first□year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash□flow and financial projections for the first three years of operation.

21. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.



Signature

12-16-09

Date

STEPHEN SEXTON

Print Name

A. EDUCATIONAL PROGRAM

MISSION

The mission of the Lighthouse Community Charter High School is to prepare a diverse 9 – 12 student population for college and a career of their choice by equipping each youth with the knowledge, skills, and principles to be a self-motivated, lifelong learner.

WHAT IS THE VISION FOR REACHING THIS MISSION?

In order to achieve our mission, Lighthouse Community Charter High School has committed to five priorities in its school design:

- High Expectations
- A Rigorous Curriculum
- Serving the Whole Child
- Family Involvement
- Professional Learning Community

It is through these five tenets that we believe we will best be able to achieve our mission. They are the vision that guides us in our work.

TARGET POPULATION

"Whom the School is Attempting to Educate" Education Code 47605 (b)(5)(A)

Lighthouse Community Charter High School (LCCHS) seeks to counter trends of educational inequity among high school students in Oakland by targeting students of color, English Language Learners, and students of low socio-economic status from Oakland's flatland neighborhoods. For far too long, college has been an unattainable dream for the vast majority of these students. At Lighthouse Community Charter High School, that dream is not only a possibility, but a reality.

The Oakland Unified School District serves approximately 45,500 high school students in grades 9 through 12, with an ethnic composition of 0.4% American Indian, 13.4% Asian, 1.1% Pacific Islander, 0.8% Filipino, 37.3% Hispanic or Latino, 34.8% African American, and 6.5% White. English Language Learners comprise 30.6% of Oakland's students and 68% of students qualify for the free and reduced lunch program. While the Oakland Unified School District is working hard to meet the academic and developmental needs of its high school aged students, the college going rate is far too low to prepare students for 21st century jobs. In *A Snapshot of High Schools in the Oakland Unified School District,* The Education Trust West has found that ...

> "Only 17% of all students in OUSD graduate on time having successfully completed the A-G college preparatory curriculum. And the achievement gaps are even more devastating—only about 12% of African-American

> and 13% of Latino 9th graders in Oakland will graduate with A-G. That means the vast majority of Oakland's black and brown students that do graduate cannot even apply for admission to the UC and CSU systems. Worse still, without A-G, students will be hard-pressed to secure living wage employment. In today's and tomorrow's economy, A-G means ready for college and career."

Lighthouse's commitment is that every student enrolled must complete A-G requirements upon graduation instead of the current 1 in 8 reality of Oakland.

In turn, while open to all students in the state and inclusive of students with a wide range of abilities and/or special needs, the Lighthouse Community Charter High School (LCCHS) will actively recruit high school students who have traditionally been underserved (students of color, English Language Learners, and socio-economically disadvantaged students). Founded in 2005 with 52 ninth grade students and adding a grade each year, Lighthouse Community Charter High School is now in its fifth year of operation and has enrolled completely from grades 9 to 12.

AN EDUCATION FOR THE 21ST CENTURY

What it Means to "Be an Educated Person in the 21st Century" Education Code 47605 (b)(5)(A)

At Lighthouse Community Charter High School (LCCHS), we believe that an education for the 21st Century must prepare students to become lifelong learners in a multi-faceted and multi-dimensional world – a world of complex problems and constantly evolving solutions, a world that calls for increased autonomy as well as heightened interdependency; put succinctly, a world of both contradictions and change. Success in such a world demands scholastic aptitude as well as the capacity to apply knowledge adroitly, self-sufficiency in addition to civic responsibility, and high standards of performance along with the skills needed to extract, infer, analyze, and evaluate information in various mediums.

Lighthouse Community Charter High School will enable students to become self-motivated, competent, lifelong learners in the 21st Century by ensuring that all students become proficient in each of the following three areas:

- **Academic Knowledge**
- **College Readiness Skills**
- **Guiding Principles that Emphasize Moral and Social Responsibility**

Each of these areas is further explained below:

1. Academic Knowledge

At Lighthouse Community Charter High School (LCCHS), we will ensure that all students develop the type of literacy, numeracy, and thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century through rigorous, standards-based instruction that fulfills or exceeds the UC/CSU A-G requirements in:

Language Arts
Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of texts for different purposes.

Mathematics
Students will be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.

Social Studies
Students will be able to research and analyze past and present events through multiple sources and perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.

Lab Science
Students will be able to demonstrate the process of scientific inquiry through experimentation, data collection, analysis, and problem solving.

Visual and Performing Arts
Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas.

Foreign Language
Students will be able to communicate effectively in reading, writing, and speaking a foreign language.

Academic Electives
Students will demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take as an LCCHS student.

2. College Readiness Skills
LCCHS will prepare students to become college ready becoming lifelong learners in the 21st Century through instruction in:

College Ready Habits
Students will demonstrate the ability to manage their time, advocate for their learning, seek out mentors, and develop the Habits of Work essential for success in college and the work place.

Reflection and Goal Setting
Students will demonstrate the ability to develop SMART goals after reflecting upon their current academic standing compared to their desired long term goals. Students will identify specific strategies for achieving the desired goals and revise strategies based upon their efficacy.

Technology
Students will demonstrate the ability to use technology as both a resource and a problem-solving tool in order to maximize the various technological resources available to them as learners, workers, and citizens.

Fitness/Wellness
Students will demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around such important matters as nutrition, exercise, and body-image.

3. Guiding Principles that Emphasize Social and Moral Responsibility
All students at LCCHS will be taught personal and interpersonal competencies that encourage them to act ethically, to be proactive in their social behavior and choices, and to work effectively with others in a multicultural world. At Lighthouse, it is not quite enough to educate students for their own personal gain. We aim for our students to graduate prepared to give back to their society in a way that is meaningful to them. The guiding principles are listed below and further explained in the Appendix:

STUDENTS WILL **BE RESPONSIBLE AND PERSISTENT** BY...
- Demonstrating diligence and a positive work ethic even in the face of challenge
- Demonstrating initiative to meet their individual goals without adult support
- Meeting high standards for delivering high quality work on time
- Utilizing time efficiently to manage workload

STUDENTS WILL **COMMUNICATE** BY...
- Using academic language specific to the subject and context
- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Understanding how media messages are constructed and for what purposes
- Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.

STUDENTS WILL **COLLABORATE** BY...
- Demonstrating the ability to work effectively in diverse teams
- Leveraging strengths of others to accomplish a common goal
- Sharing the responsibility for collaborative work

STUDENTS WILL **REFLECT AND BE CURIOUS** BY...
- Developing and asking questions that lead to deeper understanding
- Monitoring their own understanding and learning needs
- Being open and responsive to feedback

STUDENTS WILL **HAVE INTEGRITY & BE COURAGEOUS** BY...
- Following through on commitments
- Advocating for themselves

STUDENTS WILL **BE RESPECTFUL AND COMPASSIONATE** BY...
- Acting with the interests of the larger community in mind

- Spontaneously helping other students

EDUCATIONAL PHILOSOPHY AND PRACTICES
"How Learning Best Occurs" Education Code 47605 (b)(5)(A)

When originally charted in 2005, the educational program of Lighthouse Community Charter High School incorporated the instructional philosophies and principles of Expeditionary Learning Outward Bound (ELOB) and the Coalition of Essential Schools (CES). In the past five years of operation, the implementation of this vision has evolved. While we no longer partner with ELOB and have a more limited partnership with CES, we retain many core philosophies held by these organizations. The result of this synthesis is an educational program that is empirically grounded, utilizes a contextually relevant set of theories and practices, authentically engages students in content, and is carefully targeted to meet the academic and socio-cultural needs of our diverse, urban student body. An overview of this educational program is outlined below:

<u>The Educational Philosophy of the Lighthouse Community Charter High School</u>
Students will demonstrate high levels of achievement that prepare them for college and a career of their choice when:

- All students are held to clearly articulated high expectations for achievement.
- Every student develops motivation to learn and actively engage learning.
- The school supports the "whole learner," by collaborating with family and community members to meet the cognitive, social, emotional, and physical needs of every student, and viewing the student in the context of his or her family, peer group, and community.
- Teachers are deeply involved in a reflective and collaborative environment of on-going professional development focused on student achievement.

Each philosophy is detailed below.

1. All students are held to clearly articulated high expectations for achievement.

At the heart of the educational program at Lighthouse Community High School is the notion that student learning depends upon clearly articulated expectations for achievement. To this end, our curriculum is built upon definitive learning targets and benchmarks for student performance that are aligned to the state content and performance standards (See Element B for Measurable Student Outcomes). Student achievement is then measured by assessments of articulated learning targets in each content area, and promotion is determined by the quantity and quality of evidence submitted by students.

Lighthouse has developed an assessment system that allows students to continually assess their current achievement level; specifically enabling students to identify what they need to be revising or producing to improve their academic standing. The assessment system is designed to focus student effort upon meeting the

articulated high expectations. This methodology ensures that each LCCHS student enters the post-secondary world equipped with the requisite content knowledge and process skills to be successful in higher education or a career of their choice. (See Element C for more information about assessment and student promotion).

Articulated high expectations alone are not the catalyst of achievement; the essential work is what happens in support of students meeting the expectations. Lighthouse Community Charter High School will utilize several methods for addressing students who are not meeting the high expectations. Some of the methods may include but will not be limited to:

- an extended day program in which tutoring in small groups will occur,
- direct teacher support during the elective (Flex) time of the school day,
- intense academic recovery time during week long staff professional development institutes, and summer school,
- targeted academic support for students new to Lighthouse or previously retained,
- meeting with parents to examine Individualized Learning Plan (ILP) goals,
- developing peer-to-peer tutoring programs, and
- reaching out to community experts to ensure that every young adult is receiving necessary supports and services that will allow him or her to reach the stated LCCHS expectations.

2. Every student develops motivation to learn and actively engage learning.

In order to hold all students to high standards of achievement, LCCHS seeks to develop student motivation and engage students in all aspects of the learning process. The school is therefore committed to maintaining a "student-centered" pedagogical approach that inspires, drives, and empowers its students. This tenet of our educational philosophy derives from the understanding that students learn best when the process and content of what they are learning is meaningful to them.

At LCCHS, we believe that making learning meaningful for all students necessitates the implementation of a stimulating curriculum and an engaging pedagogy. Indeed, students cannot be forced into academic achievement – rather, they must be motivated to learn by what they are studying and how they are taught. So as we follow the state content and performance standards in each of our LCCHS academic classes, we strive to do so in a manner that provides access to the curriculum for all students.

In addition to interesting content and engaging pedagogy, LCCHS will maximize student motivation by clearly articulating academic expectations and providing students with the information they need to actively improve their academic standing. Lighthouse's assessment and reporting system delineates the learning targets that students must academically meet. Lighthouse employs a reporting system that tracks student evidence per individual learning target. Students have access to this data to constantly identify what work needs to be revised to improve their current academic standing. This is the core of motivation; students have real time access to the information they need to meet their academic goals.

3. The school supports the "whole learner" by collaborating with family and community members to meet the cognitive, social, emotional, and physical needs of every student, and views the child in the context of his or her family, peer group, and community.

We believe that one cannot separate the social, emotional, and physical development of a student from academic performance. Therefore, LCCHS supports the "whole learner" in three ways.

A. The school fosters a collaborative relationship between school and family.
B. The school creates programs and partnerships to support the social, emotional, and physical needs of each learner.
C. The school involves community members and community-based organizations in many ways.

A. The school fosters a collaborative relationship between school and family.
Each young adult must be seen in the context of his or her family and the family must have ample opportunity to be involved in their child's education. Importantly, the U.S. Department of Education research has found that

> "what the family does to support the education of their child is more important to student success than family income or education."

Family participation at LCCHS may include but is not limited to:

- Supporting student learning by attending all mandatory Individualized Learning Plan (ILP) meetings, and student EXPOs. (Please see below for explanations of the ILP and student EXPOs).
- Participating in and attending school functions, such as back to school night, family workshops, Café Tuesdays (weekly information and learning opportunities), classroom potlucks and school social events.
- Providing input to teachers and administrators regarding curriculum.
- Volunteering time and resources to the school in multiple forms.

In addition, LCCHS has opened a Family Resource Center (FRC), a place for parents to build a strong social network and share needed resources. The FRC also functions as a place where parents drive the agenda to create and implement programs that are requested and needed in the community, such as technology education, family literacy, parenting teenagers, and other pertinent topics. To date, the Family Resource Center has offered language classes, classes to support families in understanding the school and state reporting systems, and numerous college information events.

B. The school creates programs and partnerships to support the social, emotional, and physical needs of each learner.

In order for a student to academically succeed, his or her social, emotional, and physical needs must be met. LCCHS has put in place several in-school programs and

partnerships with families (see above) and the community to support these needs. These include the use of an advisory system (named Crew) and small class sizes to ensure that students are known well and a sense of school community exists. Social and emotional issues often extend beyond the capacity of Lighthouse Crew leaders. To meet the more acute social and emotional needs of our students Lighthouse employs a social/emotional counselor that conducts individual, group, and drop-in counseling for our students. The counselor also connects students and families to community resources to extend the quantity and specificity of care.

In supporting the physical health of each student, we utilize a coordinated approach to school health in which fitness and wellness are taught synchronously with one another. In addition, the school environment promotes healthy living by fostering partnerships that provide wholesome foods and by enforcing policies around junk food. Resources permitting and when deemed necessary, partnerships with organizations and individuals will be sought out in order to further support the fitness and wellness needs of LCCHS students.

C. The school involves community members and community-based organizations in many ways.

We believe that young adults should be supported by the entire school community and involved in the life of the community. As James Comer states, "the entire village must be rallied to create supportive, nurturing, and challenging school environments that support the growth and development of the whole child." We believe that family members, community stakeholders, professionals in higher education, business leaders, activists, artists, and professionals in the health and social services fields must be involved in educating our students.

At LCCHS, community members authentically take part in the life of the school through tutoring, mentoring, hosting an intern, evaluating senior projects, interviewing sophomore passage presenters, guest speaking, and assisting in our learning expeditions. LCCHS will continue to partner with organizations such as community colleges, art galleries, businesses, health service organizations, community-based organizations, and others to create several school-related programs such as college coursework opportunities, community based art shows, a family literacy program and internship opportunities for students.

4. Teachers are deeply involved in a reflective and collaborative environment of on-going professional development focused on student achievement.

We believe that the greatest school factor that impacts students' learning is the quality of their teachers. One of our core goals at the LCCHS is to increase the professionalization of teaching by establishing a culture of professional development. The core of LCCHS professional development occurs in two different venues. The first is through the collaboration of grade level teams to effectively meet the individual needs of each student. The second venue is content focused Inquiry Groups (e.g. Humanities, Mathematics) that investigate which instructional practices yield the highest quality student work. In addition, LCCHS includes pupil free professional development institutes throughout the school year. At each institute, teachers collaborate to refine curriculum,

create assessments, and explore topics of inquiry derived from student achievement data. Finally, LCCHS provides teachers time daily to collaborate, prepare lessons, communicate with families, and take part in professional development opportunities.

Educational Practices of the Lighthouse Community Charter High School

We have designed an instructional program that incorporates several established methods of instruction to fulfill our mission of serving the whole child. This program will serve all students – including youth with exceptional needs, English language learners, and students who require extra support to achieve pupil outcomes – through implementation of the following structures:

- *College Mindset and Habit Development*
- *Inquiry-Rich Curriculum*
- *Mixed-Ability Core Classrooms*
- *An Adult Rich Environment Where Every Student Is Known Well*
- *Differentiated Instruction*
- *Individualized Learning Plans*
- *Authentic, Accessible, and Revisable Assessment*
- *Use of Interim Assessments to Inform Instructional Modifications and Interventions*
- *Flexible Intervention*
- *Crew*
- *Junior Internships*
- *Senior Projects*
- *Community Involvement*

In sum, each strategy explained below will allow LCCHS to fulfill its mission of preparing all students for college and a career of their choice.

College Mindset and Habit Development

At Lighthouse, students are actively supported in developing the mindset and academic habits that will support them in college. Development of these college behaviors is critical to our practice and mission: we not only want to get students to college, but also through college. Students are immersed in a college preparation environment that teaches them to develop their own:

- *Agency* through coaching students to access resources through Flex time, advocacy forms, and office hours
- *Ability to organize themselves* and manage their time to achieve long term goals
- *College knowledge* through campus visits, college fair visits, admissions officer visits, access to Naviance, and alumni panels
- *Pride in achievement* by recognizing students who have achieved at a college ready level and modeled the guiding principles
- *Compelling admission profile* by studying admissions requirements, conferring with our college counselor, and being required to complete all components of an application

as part of their core academic program

- *Resilience at college* through a post-graduation mentoring program that supports each student in their transition from Lighthouse to college by pairing each graduate with a Lighthouse staff or board member who functions as a mentor for the next one-two years.

Inquiry Rich Curriculum

Lighthouse curriculum development focuses upon being inquiry rich and including experts, fieldwork and authentic contexts when appropriate. This is flexible enough to be applied across content areas while valuing curricular depth over the breadth of every single content standard.

Lighthouse curriculum is strategically aligned with state and national standards, linking specific content matter to big ideas, so that depth leads to breadth. By focusing on one area of study for an extended period of time, the curriculum promotes universal access to the curriculum, deep understanding of content matter, long-term retention of the material, and the development of higher order thinking skills. Indeed, research confirms that such forms of focused, project-based learning help support the diverse needs and multiple intelligences of all learners, thereby enhancing student interest, increasing student engagement, and improving student achievement.

Another Lighthouse curricular component is the integration of fieldwork and experts. These practices help students relate their learning to a real experience, extend their connections within their community and evaluate their work against professional standards.

The products of curriculum often serve as authentic assessments of student content knowledge and process skills. For example, in an art class students showcase their final work not only in a school gallery, but ideally in a professional setting outside of school. Moreover, through presentations of these products in EXPOs, portfolios, and ILP meetings, students are motivated to take responsibility for the substance, form, craft, and impact of their work.

Mixed-Ability Core Classrooms

Building a learning environment where every student's abilities are valued, mixed-ability (inclusive, untracked) classrooms will allow students to interact with peers of differing academic levels, encouraging a climate of collective responsibility for the achievement of success by all students.

An Adult Rich Environment Where Every Student Is Known Well

LCCHS maintains a student/teacher ratio of 26:1 or less in all classes and at all grade levels to promote strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. Indeed, when teachers know student backgrounds, strengths, and challenges well and when students feel a "part of a community," student

achievement rises.

Differentiated Instruction

To meet the needs of mixed-ability classrooms where many language backgrounds and ability levels will be represented, LCCHS teachers will utilize differentiated instruction, which is guided by the strategies of flexible grouping, challenging tasks, and ongoing assessment and adjustment in order to meet the needs of each student. Some strategies for differentiating instruction may include independent projects, guided reading, literature circles, stations, and interest groups.

Individualized Learning Plans

Every student at LCCHS has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. ILPs detail a student's academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student's ability to succeed in school. Teachers refer to the ILPs on a consistent basis throughout the school year to assess a student's progress toward his or her goals. The ILP is also used as a tool to discuss progress with families.

Students who are required to have an Individualized Education Plan (IEP) as designated by special education law will utilize their IEP as a modified ILP that integrates the information that would be found in an ILP into the existing IEP.

Authentic, Accessible, and Revisable Assessment

Authentic assessment measures like projects, portfolios, EXPOs, and passage presentations not only serve as a means to evaluate our students at LCCHS, but also as an educational practice that helps foster learning and drive instruction. Simply put, at LCCHS, authentic assessment methods are both a process and a product of teaching and learning.

In addition to being authentic, students always have access to assessment data and have the opportunity to revise work to meet articulated expectations. Lighthouse maintains an online assessment database that students can access to identify what work is not meeting expectations. This places the ability to revise in the hands of the students, empowering them to increase their learning.

Use of Interim Assessments to Inform Instructional Modifications and Interventions

Lighthouse has developed internal quarterly Interim Assessments in both Language Arts and Mathematics to inform instruction. Interim Assessments are administered with the intent of collecting real time academic achievement data. This data is used to achieve two specific and unique goals:

- Delineate content that needs to be re-taught, and
- Identify specific students and groups of students that need academic intervention.

Teachers and administrators review interim assessment data on a quarterly basis to make thoughtful instructional modifications throughout the school year.

Flexible Intervention

Lighthouse has learned that there is no single intervention program to support the diverse needs of our student body. Each year Lighthouse continues to implement previously used intervention strategies while also developing new strategies that meet the needs of that year. Intervention includes, but is not limited to:

- Differentiated instruction within the core classrooms, utilizing small group instruction to provide targeted support
- An elective time (Flex) in which core academic teachers hold office hours, enabling students to meet with teachers to address their individual academic needs
- A yearly schedule that provides for intensive intervention on a quarterly basis (fall, winter and spring inter-sessions and summer recess)
- Using data to identify targeted academic support positions for students who are struggling (i.e. students new to Lighthouse, students previously retained) and specific areas of struggle (i.e. reading intervention).
- Tailored curriculum and support for high stakes areas, in particular the California High School Exit Exam (served through a modified 10th grade Crew curriculum)
- Targeted student to student tutoring

Crew

Crew, commonly known as advisory, exists to ensure that each Lighthouse student has a strong relationship with at least one caring adult at the school. The crew leader is charged with coaching students in setting SMART goals, developing effective strategies to achieve designated goals, as well as maintaining consistent communication with families. These goals are revisited at least three times each year at ILP meetings.

Taught in small groups, the Crew curriculum integrates students into Lighthouse's culture, specifically the Guiding Principles and our academic expectations. It becomes the forum for reinforcing rituals, celebrating achievements, providing a space to repair relationships, and making specific announcements or topics of interest. To achieve these small groupings, nearly all secondary Lighthouse staff assume the role of Crew Leader in addition to their core responsibilities.

Junior Internships

All juniors participate in standards-based internships that provide them with opportunities to integrate learning and real world experience. Beyond the application of knowledge and technical skills, these internships will promote career exploration and character development by placing students with mentors who model professionalism and civic responsibility. Each internship will culminate in a final project that demonstrates the integration of core academic knowledge, vocational training, life-learning skills, and the school's guiding principles.

Senior Projects

During the second semester of 12th grade, all seniors at LCCHS will design and implement a project that incorporates academic research and community service. All project proposals will be approved by a panel composed of teachers, community members, and students.

Community Involvement

All students at Lighthouse Community Charter High School will become actively involved in their communities through fieldwork, internships, and service learning opportunities. Integrated into academic classes, crew, and extracurricular activities, these experiences will help students apply their learning to real-life situations while having a positive impact on their families, friends, and neighborhoods.

SERVING ENGLISH LANGUAGE LEARNERS

As required by California law, all parents will be asked to complete and sign a Home Language Survey. This form is part of the registration packet that is filled out when students enroll at LCCHS. If a language other than English is indicated on the Home Language Survey, students will be administered the California English Language Development Test (CELDT) to evaluate their listening, speaking, reading, and writing abilities in English. Parents will receive notification of how their child's English Language Learning needs are being addressed by the school twice per year: at the beginning of the school year and again when official CELDT results are received.

Academically, Lighthouse Community Charter High School will meet the needs of its English language learners through an inclusion model in which all students are instructed in English by subject area teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. In addition, like all students at LCCHS, all English language learners will be held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed.

English language learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program, including fulfillment of the UC/CSU A-G requirements. At LCCHS, we believe that holding English language learners to such high expectations will ensure that every student at our school is intellectually challenged to reach his/her highest potential and given the opportunity to attend college.

In order to make sure that all English language learners have the ability to meet these expectations, all teachers at Lighthouse Community Charter High School utilize pedagogical strategies that "shelter" and "scaffold" both content and skills in each discipline. These strategies include the front-loading of language for content, language development focused on academic vocabulary, and the use of inquiry-based learning, heterogeneous cooperative grouping, culturally relevant pedagogy, and contrastive analysis. CLAD certification is required of all teachers; BCLAD certification for all teachers will be strongly encouraged.

Every English language learner will also receive personalized support at LCCHS through approaches such as pullout instruction, after-school tutorials, and/or academic

intensives. The form(s) and type(s) of such support provided to each student will be determined by his/her Individual Learning Plan (ILP) and performance(s) on the school's various assessment measures.

In regard to the testing and service requirements for English language learners, LCCHS will comply with all applicable state and federal laws. A combination of CST and CELDT scores are used to determine reclassification of LCCHS students. Students at LCCHS are eligible for re-designation when they have 8 or more total points between the CELDT from the current year and CST-ELA from the previous spring. For each child who receives a score of 8, the classroom teacher, administrator, and any specialists who work with the student review that child's performance data. If they agree there is no compelling reason to continue classifying the student as a language learner, the child is reclassified. In addition, for students with a score of 7 the classroom teacher, administrator, and any specialists who work with the student review the child's performance data. If they agree that the student has not reached the criteria because of issues unrelated to language proficiency, the student may be reclassified as R-FEP. See the Appendix for complete text on reclassification.

SERVING STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

Academically low-achieving students will be identified through teacher recommendation, learning target attainment, internal and external test scores, and/or other assessment measures. Similar to the ways in which it will meet the needs of English language learners (see above), Lighthouse Community Charter High School will serve its academically low achieving students by demanding that every student put forth his/her best effort in school while constantly working to meet his/her individual academic, and socio-emotional needs.

In addition, Student Study Teams will be used as needed at Lighthouse Community Charter High School when further intervention and/or support strategies are needed for academically low achieving students. Specific interventions may include, but are not limited to:

- An academic intervention elective that students can enroll in to receive consistent and additional support
- An elective time (Flex) that can meet varied student needs through student advocacy
- Targeted student to student tutoring
- Targeted reading intervention for new students who are significantly low skilled
- Summer classwork to both get ahead of upcoming curriculum and/or recovering on previously coursework
- Academic support weeks that allow academically low achieving students to work with support during pupil-free staff professional develop
- Introduction of online coursework to support specific student remediation needs

SERVING STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Academically high-achieving students will be identified through teacher recommendation, grade reports, test scores, and/or other assessment measures. As with all of our students, LCCHS will also maintain high academic expectations for high achieving youth. These students are pushed to meet and exceed content and performance standards by setting appropriate goals for themselves in triennial Individual Learning Plan meetings as well as through differentiated instruction in classrooms, extra assignments outside of school, and after school clubs and/or tutoring with qualified staff. Each core academic course will include articulated honors coursework accessible to all high achieving students. In addition, high achieving students may be encouraged to enroll in challenging internships, Advanced Placement courses, and college level course work at local universities, community colleges, and/or distance learning centers as appropriate for each student's needs.

SERVING STUDENTS WITH SPECIAL NEEDS

The Lighthouse Community Charter High School and Oakland Unified School District pledge to work in cooperation with all local education agencies (LEAs) and special education local plan areas (SELPAs) to ensure that a free and appropriate education is provided to all students with exceptional needs.

During the first year of this charter, the school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code 47641 (b). During each school year during which the school operates as an arm of the district for special education purposes, the school shall pay the district an amount of funding per unit of average daily attendance equal to the district's direct costs of providing special education and related services minus the district's revenues from all special education and transportation and funding sources. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

The charter school and district shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code 47646 (b). The school and the district shall work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.

After the first year of this charter, the school shall have the right to pursue independent local education agency (LEAs) and/or special education local plan area (SELPA) status pursuant to Education Code 47641 (a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the

district for special education purposes as required by the Education Code Section 47641 (b), and shall continue to receive funding and services pursuant to the terms of this section and an annual agreement.

TRANSFER OF COURSES & COLLEGE ENTRANCE REQUIREMENTS

Lighthouse Community Charter High School is a WASC (Western Association of Schools and Colleges) accredited school. Such accreditation ensures that academic courses at LCCHS can be submitted and reviewed by the UC Office of the President for approval and in turn, that all students at Lighthouse Community Charter High School have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements. All required coursework are offered at the Charter School or through approved institutions such as local community colleges. By virtue of our internal requirements at LCCHS, all students will fulfill or exceed the UC/CSU system A-G requirements (please see chart below) over the course of their four years at our school. Parents will be notified of the courses we offer and the graduation requirements we prescribe in the LCCHS handbook given to parents and students upon enrollment to the school. This handbook also publicizes the transferability of credits between LCCHS and other public high schools, as determined through negotiations between the Charter School and the District a minimum of two months prior to the start of the school year.

SAMPLE COURSE OFFERINGS

Subject Area	**Example of Course Titles**	**UC/CSU Requirements**	**LCCHS Graduation Requirements**
Social Studies	World History I World History II US History I US History II	Requirement A: 2 years	4 years
Language Arts	English 9 English 10 English 11 English 12	Requirement B: 4 years	4 years
Mathematics	Algebra 1 Geometry Algebra 2 Pre-Calculus	Requirement C: 3 years	4 years
Science	Biology Chemistry Physics	Requirement D: 2 years	2 years
Foreign	Spanish	Requirement E:	2 years

Language	French Spanish for Native Speakers Spanish Literature	2 years	
Visual & Performing Arts	Art: Painting and Drawing Advanced Art	Requirement F: 1 year	1 year
Academic Electives	Statistics Robotics Earth Science Environmental Science Entrepeneurship Senior Seminar	Requirement G: 1 year	1 year
Physical Education	Fitness Men's/Women's Soccer Men's/Women's Basketball	Not Required	1 year

B. MEASURABLE STUDENT OUTCOMES

GRADUATION STANDARDS

The graduation standards at Lighthouse Community Charter High School are aligned with the California State Standards and with the mission of the school -- to prepare students for college and/or a career of their choice. All students at LCCHS, including students who have special needs, students who are English Language Learners, and/or students who are identified as "under-performing" will be expected to meet these outcomes, but may be provided additional support and/or accommodations as needed and/or legally required according to each student's Individual Education Plan (IEP) and/or Individual Learning Plan (ILP).

In order to graduate from the LCCHS, students must master content Learning Targets in all academic areas: Language Arts, Mathematics, Social Studies, Science, Foreign Language, Visual/Performing Arts, and Academic Elective courses. Examples of historical Learning Targets per course can be found in the Appendix. By virtue of completing this required course work, all LCCHS students will have the opportunity to fulfill and exceed the UC and CSU "A - G" course requirements. In addition, to graduate from LCCHS, all students must demonstrate mastery of the school's College Readiness Skills along with adherence to the school's ten Guiding Principles.

Academic Knowledge

The school requires that every graduate of LCCHS fulfill all of the UC/CSU A-G requirements and aims to have every student achieve appropriate grade level proficiency of the California State Standards in Language Arts, Mathematics, Social Studies, Science, Foreign Language, Visual/Performing Arts, and various Academic Elective courses.

Language Arts
Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of texts for different purposes.

Mathematics
Students will be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.

Social Studies
Students will be able to research and analyze past and present events through multiple sources and perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.

Lab Science
Students will be able to demonstrate the process of scientific inquiry through experimentation, data collection, analysis, and problem solving.

Visual and Performing Arts
Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas.

Foreign Language
Students will be able to communicate effectively in reading, writing, and speaking a foreign language.

Academic Electives
Students will demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take as an LCCHS student.

College Readiness Skills
LCCHS will prepare students to become college ready becoming lifelong learners in the 21st Century through instruction in:

College Ready Habits
Students will demonstrate the ability to manage their time, advocate for their learning, seek out mentors, and develop the Habits of Work essential for success in college and the work place.

Reflection and Goal Setting
Students will demonstrate the ability to develop SMART goals after reflecting upon their current academic standing compared to their desired long term goals. Students will identify specific strategies for achieving the desired goals and revise strategies based

upon their efficacy.

Technology
Students will demonstrate the ability to use technology as both a resource and a problem-solving tool in order to maximize the various technological resources available to them as learners, workers, and citizens.

Fitness/Wellness
Students will demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around such important matters as nutrition, exercise, and body-image.

Guiding Principles that Emphasize Social and Moral Responsibility
The school aims for all graduates of LCCHS to demonstrate their citizenship and leadership abilities by adhering to the school's ten Guiding Principles of citizenship and leadership.

STUDENTS WILL **BE RESPONSIBLE AND PERSISTENT** BY...
- Demonstrating diligence and a positive work ethic even in the face of challenge
- Demonstrating initiative to meet their individual goals without adult support
- Meeting high standards for delivering high quality work on time
- Utilizing time efficiently to manage workload

STUDENTS WILL **COMMUNICATE** BY...
- Using academic language specific to the subject and context
- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Understanding how media messages are constructed and for what purposes
- Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.

STUDENTS WILL **COLLABORATE** BY...
- Demonstrating the ability to work effectively in diverse teams
- Leveraging strengths of others to accomplish a common goal
- Sharing the responsibility for collaborative work

STUDENTS WILL **REFLECT AND BE CURIOUS** BY...
- Developing and ask questions that lead to deeper understanding
- Monitoring their own understanding and learning needs
- Being open and responsive to feedback

STUDENTS WILL **HAVE INTEGRITY & BE COURAGEOUS** BY...
- Following through on commitments
- Advocating for themselves

STUDENTS WILL **BE RESPECTFUL AND COMPASSIONATE** BY...
- Acting with the interests of the larger community in mind
- Spontaneously helping other students

CLASSROOM STANDARDS

The measurable student outcomes above are subdivided into a list of specific grade level standards and skills (Learning Targets). These Learning Targets are aligned to the California state content and performance standards, and other standards deemed appropriate by the LCCHS board of directors and staff. In addition, students demonstrate their overall progress toward graduation through a series of "benchmark," a.k.a. promotion performances assessments throughout their experience at the Lighthouse Community Charter High School. Benchmarks include, but are not limited to, 10th grade Passage, Junior Internships and Career and College Preparation, and the Senior Project.

Learning Targets for our students with special needs will be aligned with the goals stated in each student's IEP. Each identified student will have an individual passage plan developed and shared with classroom teachers (see sample student plan in the Appendix). Classroom level standards for English Language Learners will be aligned the California English Language Development standards and goals set forth in each students' Individualized Learning Plan.

In order to best serve our students and community, the Lighthouse Community Charter High School will continue to examine and refine the list of student outcomes over time to reflect the school's mission and any changes to state or school standards that support this mission. The LCCHS will submit a description of any significant changes to the above student outcomes as an amendment of the charter to the district board at any time prior to expiration. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605 (b).

Measurable Pupil Outcomes

In order to remain accountable to its vision, our students, families, and community partners, the Oakland Unified School District, and state/federal regulations, the Lighthouse Community Charter High School aims to meet the following outcomes of achievement:

Outcome	How Measured	To What Criteria at the End of Five Year Term
College preparedness	Transcript analysis	100 % of Lighthouse graduates will be eligible to apply to the University of California or California State Universities.
College applications	Application data	100% of students will apply to at least two colleges prior to graduation.
Scholarship applications	Application data	100% of students will apply for at least two scholarships prior to graduation.

Increased SAT scores	SAT results	The mean cumulative SAT score of the mathematics and critical reading will increase by 10 points each year or a net 50 points in five years.
Completion of college coursework	Transcript analysis	100% of 2015 graduates will have taken and passed at least one community college course prior to graduation.
Students who reflect, self-evaluate, and set SMART goals	ILP attendance database	On average, 95% of triennial Individualized Learning Plan meetings will be held with crew leader including both student and their advocate.
Completion of advanced coursework	Transcript analysis	At least 20% of 2015 graduates will have received honors credit for at least one course prior to graduation.
Exposure to professional interests	Meeting the criteria of the LCCHS junior internship.	Each year, 100% of students will complete and satisfy the requirement of their junior internship prior to graduation.
Service to community	Meeting the criteria of the LCCHS senior project.	Each year, 100% of students will complete a service focused senior project prior to graduation.

A caring community where students are known well	Student survey results	On average, 90% of students will identify a caring and trusting relationship with at least one adult within the school community each year.
A caring community where students are known well	Student survey results	On average, 80% of students will agree that crew is influential in them achieving their academic goals each year.
Independent learners	Student survey results	On average, 80% of students will agree that the school assessment database is influential in them achieving their academic goals each year.

High attendance rate	Analysis of annual attendance data	On average, LCCHS will have a 95% ADA rate each year.
High school completion rate	Comparison of data provided by CDE	On average, no more than 5% of Lighthouse students will drop out each year.
Low mobility rate	Analysis of mobility data	On average, LCCHS will keep 9 of 10 students from year to year excluding those who physically move from Oakland.

Meet or exceed Academic Performance Index (API) growth targets schoolwide and in reportable subgroups	Comparison of data provided by CDE	By the end of term of this charter, LCCHS will an overall score of 760 or higher on the API. Meet annual growth targets for all reportable subgroups in at least two of the last three years of the charter term.
High API State and Similar School Rank	Comparison of data provided by CDE	Reach and maintain a State Rank of 5 or higher and/or a Similar School Rank of 8 or higher.
CAHSEE passage rate	CAHSEE results data	100% of all students will pass both the Math and English sections of the CAHSEE prior to graduation.
CAHSEE passage rate	CAHSEE results data	On average, 85% of students will pass the Math and English sections of the CAHSEE on their first attempt.
Acquiring knowledge and skills specified in the California State Standards	Interim Assessment data	50% of students who do not start as proficient on the Language Arts or Mathematics Interim Assessment will achieve proficiency by the end of the school year on at least one test.
Students meet Physical Education (PE) Standards	CDE designated Physical Fitness Test (currently FITNESSGRAM)	The percentage of ninth grade students who pass 5 or 6 of the six elements of the Fitnessgram will meet or exceed the percentage of students who score similarly in the OUSD based upon free and reduced lunch rates and comparable grade levels.

C. Assessment Methods

The Lighthouse Community Charter High School provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their mastery of Learning Targets. Because of our commitment to serving the whole learner, our assessment methods will incorporate opportunities for students to demonstrate social, emotional, cultural, and physical learning, in addition to academic learning.

All assessment tools will be aligned to the core academic knowledge, college readiness skills, and guiding principles as described in Elements A and B. Assessment will be formative, summative, and used formally throughout the year to engage teachers in reflection on student achievement and to inform professional development opportunities for teachers that may be necessary to meet the needs of all students.

Student assessment at LCCHS will include:

- State assessments and/or other standardized tests
- Quarterly Interim Assessments
- Content assessments that measure content and skill development over time.
- Teacher, parent, and student assessment of whether goals in the ILP have been met.
- Other alternative assessments such as portfolios and exhibitions of work in front of a panel of peers, parents, teachers, and community members.

Through data-based inquiry and guided reflection, assessment practices and outcomes at Lighthouse Community Charter High School will also be used to improve the educational program at the school by:

- Identifying whole school and/or individual professional development needs
- Identifying students in need of academic intervention
- Identifying content and skills in need of re-teaching
- Setting whole school and/or grade level achievement targets
- Setting individual student ILP goals

USE OF STATE ASSESSMENTS & STANDARDIZED TESTS

As mandated by Education Code 47605c(2), Lighthouse Community Charter High School will annually administer each of the following assessment measures, or legal equivalent, to all students required to take each battery of tests:

- STAR
- California High School Exit Exam (CAHSEE)
- California English Language Development Test (CELDT)

If LCCHS does not participate in the district's test administration program (i.e., STAR), LCCHS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

USE OF AUTHENTIC ASSESSMENTS

In order to evaluate student learning and performance in multiple ways on an ongoing basis, Lighthouse Community Charter High School will utilize the following forms of assessment:

Presentations

At the conclusion of sophomore, junior, and senior years, LCCHS aspires to have all students present evidence of their progress and achievement as learners before a committee composed of students, parents, staff, and community members. Such

presentations give students the opportunity to demonstrate that they have mastered the content of their classes, completed high quality work, and achieved their ILP goals. These presentations of learning would also require students to meet the real world standard created by a panel of judges from different sectors of the community. Please refer to the Appendix for more details about 10th Grade Passage Presentations, Junior Internship Presentations, and Senior Project Presentations.

Content Assessments

Teachers of core and non-core classes will measure student progress toward content and performance standards through teacher-created assessments on a regular basis. This on-going work (i.e. essays, labs, Problems of the Week, tests, reports, projects) will be assessed on a pre-determined rubric and open for revision. The level of success with content assessments will be one form of Learning Target mastery evidence.

Individualized Learning Plans

Each student at the LCCHS has an Individualized Learning Plan (see Element A for a more detailed explanation) that articulates goals and strategies for academic, social, and emotional areas specific to the needs of each child. Parents, students, and teachers come together three times a year, once to develop the ILP and a second and third time to reflect on progress toward achieving the goals, in addition to setting new goals and/or developing new strategies if necessary. Individualized Learning Plans will serve as an occasion to reflect on the strengths and needs of the whole learner and to monitor the development of each student's intellectual, physical, moral and socio-emotional growth. Please refer to the Appendix to see an example of an Individualized Learning Plan and associated resources.

EXPOs

Students have multiple opportunities throughout the school year to showcase their best work. EXPOs are planned to occur at least twice a year when student work is displayed, viewed, evaluated using rubrics by peers, teachers, families, and community members. This process will add a layer of accountability for students as they publicly communicate their understanding of specific content and performance standards.

Portfolios of Work

Each year, students, with the aid of their teachers, will maintain a compendium of work in portfolios. Portfolios may hold a variety of materials such as content and performance assessments, cooperative and individualized class work, and final projects. Portfolios will serve two purposes at the LCCHS. One, they will be utilized by teachers, students, and parents to reflect on a student's academic growth over time. Two, portfolios will also be a record of on-going work.

STUDENT RETENTION AND PROMOTION

Retention and promotion at LCCHS are driven primarily by the performance of students

in relation to their Learning Targets. Each year students must pass the requisite coursework that will ensure their adequate progress toward meeting the A-G and Graduation Requirements. Students who do not make adequate progress will be retained. A general guide for promotion is listed in the table below. A detailed description of Graduation Requirements can be found in the Appendix.

Grade Level	Expectations
9th	Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math
10th	Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math or Science Complete Passage Requirements
11th	Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math or Science Complete Internship Requirements
12th*	Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math or Science Competed ALL A-G Requirements Complete Senior Project Requirements

Retention Process

At each reporting period (October, January, March, and June), teachers inform the Director of Secondary Programs of any students who may be at risk of retention. As soon as a teacher or teaching team identifies a student as meeting one or more of the above criteria for retention, the following steps are taken:

- The student and family will be notified of the current not passing status. This notification will happen at the end of the Individualized Learning Plan meeting and will achieve the following:
    - The student and family will know exactly which criteria is currently qualifying the student for retention
    - The student will create goals and strategies that directly address their current academic needs
    - Schedule a follow up meeting to measure progress toward passing
- Collect and maintain both academic and social/emotional data on student.
- Check-in with Director on a regular basis about student progress.

- Families of students who are possible candidates for retention should be informed as soon as possible. At this time, a plan should be drawn up detailing the student's current achievement levels and the goals that the student must meet in order to be promoted to the next grade. (In some cases, these goals may be different than the usual end-of-grade benchmarks.)

The final decision to retain a student will be discussed by a committee including the student's teacher(s), the Director, and the student's parent/guardian. This committee should consider the student's progress to date, the amount of effort put forth by the student, and any other relevant factors. While the Director will accept input from teacher(s) and family of the student, the final decision to promote or retain will be made by the Director.

STUDENTS WHO ARE NOT MEETING THE STANDARDS

When a student consistently fails to meet the standards of LCCHS, teachers consult with the student, family, school directors, other teachers, and community resources to develop a greater understanding of student needs and potential resources to address those needs. The teacher, student, and parent may also meet to review the Individualized Learning Plan to develop new strategies for performance. The student may also be targeted during the after school tutoring and enrichment portion of the day to ensure that his/her learning needs are being met. In classes, teachers will reflect upon, identify, and implement specific strategies to address specific student needs. In addition, Lighthouse has an intervention program that includes, but is not limited to

- An academic intervention elective that students can enroll in to receive consistent and additional support
- An elective time (Flex) that can meet varied student needs through student advocacy
- Targeted student to student tutoring
- Targeted reading intervention for new students who are significantly low skilled
- Summer classwork to both get ahead of upcoming curriculum or recovering on previously coursework
- Academic support weeks that allow students who are not meeting the standards to work with support during pupil-free staff professional develop
- Introduction of online coursework to support specific student remediation needs

REPORTING TO CARETAKERS

Lighthouse strives to continuously inform families about their child's progress. Informal reporting to parents may occur through phone, electronic, and written contact. Formal reporting to parents will take place in the following manner:

Report Type	Purpose	Frequency
Online	• List Learning Target percentages	Updated

Assessment Database	• List current Habits of Work • Identify Learning Targets that need to "meet" • Identify work that needs to be revised or completed to "meet" Learning Targets	every two weeks (Always accessible)
Mailed Home Report Cards	• List Learning Target percentages • List current Habits of Work • Identify Learning Targets that need to "meet" • Identify work that needs to be revised or completed to "meet" Learning Targets	Triannual
Individualized Learning Plan (ILP)	• Develop and revisit SMART goals • Review student work and measure progress toward passage • Share student performance and progress on external and internal assessments • Develop presentation skills • Clearly articulate student progress toward passing	Triannual
EXPOs	• Compare student quality of work • Develop student presentation skills	Biannual
Graduation Progress Check	• Clearly delineate student progress toward graduation	Annual

LCCHS aspires to maintain our online assessment system so all parents, students, and teachers will have constant access to real time Learning Target percentages as well as specific assessment information.

Student Assessment Methods

In order to ensure that all students at LCCHS are achieving the student outcomes detailed above, assessment at LCCHS will be consistent, continuous, and based on the external and internal measures of evaluation shown below. Data will be kept and analyzed for both internal and external assessment measures and used to inform and/or adapt teaching practices along with school structures, systems, and policies.

Content Area	**Subject Matter**	**Internal Assessment Measures**	**External Assessment Measures**
Academic Knowledge	Language Arts	• Tests and quizzes • Writing pieces across genres • Seminar, debate, and discussion • Creative presentations of literature • Quarterly Interim Assessments • Passage Presentations	CST CAHSEE CELDT SAT SAT II

		• EXPO	
	Mathematics	• Tests and quizzes • Complex mathematical problems (problems of the week / day) • Quarterly Interim Assessments • Skill builders • Labs and investigations • Passage Presentations • EXPO	CST CAHSEE SAT SAT II
	Social Studies	• Tests and quizzes • Writing pieces across genres • Seminar, debate, and discussion • Research projects and papers • Passage Presentations • EXPO	CST (where applicable) SAT II
	Science	• Tests and quizzes • Laboratories • Laboratory write-up • Research projects • Passage Presentations • EXPO	CST (where applicable) SAT II
	Foreign Language	• Tests and quizzes • Passage Presentations • EXPO	SAT II
	Visual Arts	• Tests and quizzes • Sketchbook reviews • Art reviews and critiques • Portraiture • Passage Presentations • Gallery presentations • EXPO	None
	Academic Electives	• Tests and quizzes • Presentations / galleries • Performances • Passage Presentations • EXPO	None

College Readiness Skills of Critical Awareness and Processing	College Ready Habits	• Habits of Work • Organizational Assessments	None
	Reflection and Goal Setting	• SMART Goals • ILP Meetings • Passage Presentations	None
	Technology	• Use of Microsoft office suite • Online research	None

		• Use of Naviance in college research • Use of online database	
	Fitness/Wellness	• Competitive sports participation • Student survey	Fitnessgram California Healthy Kids Survey
	Guiding Principles of Citizenship and Leadership	• Passage presentations and reflections • Internship evaluations and self reflections • Guiding Principle awards • Crew learning targets and projects • Ongoing SMART goal setting • Student surveys • School discipline data • ILP Meetings • Senior Project	None

D. GOVERNANCE

The governance structure of the charter school will have the following components:

- A California Non-Profit Public Benefit Corporation Board of Directors
- A Director Team
- A School-Site Leadership Team ("Leadership Team")
- A Lighthouse Parent Advisory Committee

Lighthouse Community Charter Public Schools, a California Public Benefit Corporation pursuant to California Law, will operate the charter school. The school will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws.

Board Members, School Directors, faculty, and families will be involved in the decision making process at the LCCHS. The governance structure will be composed of the Board of Directors who make decisions and work with the School Directors; and the Leadership Team, which communicates the positions of the school community directly to the School Directors; and the Lighthouse Parent Advisory Committee, which communicates the positions of the parents directly to the School Directors.

Assurances

The Lighthouse Community Charter High School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origins, gender, sexual orientation, or disability.

Lighthouse Community Charter High School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

Lighthouse Community Charter High School in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Lighthouse Community Charter High School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Lighthouse Community Charter High School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lighthouse Community Charter High School by law or charter provisions.

Members of Lighthouse Community Charter High School's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Lighthouse Community Charter High School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Board of Directors

The school's Board of Directors will include from seven (7) to fifteen (15) members. The current Board of Directors at Lighthouse Community Public Schools has a vast array of experience to bring to bear in the governance of Lighthouse. See Appendix for a list of current board members.

The Board of Directors seeks members who provide experience with and expertise in:

- Fiscal management
- Fundraising
- Special education
- Curriculum and instruction
- Public health care
- Legal issues in education
- Oakland Unified School District
- Non-profit corporation management

The governing board's major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal

affairs, and selecting and evaluating the administrative staff. Board members will not be directly involved in the daily operations of the school. Board election, appointment, vacancy, and turnover specifics are detailed in the LCCHS bylaws, which are available upon request. Every board member at Lighthouse Community Public Schools is required to attend an annual board retreat where they are trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter law; other trainings are provided as needed or requested by board members.

Oakland Unified School District is entitled to a representative in the Lighthouse Community Public Schools Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, the district representative will sit on the board as a nonvoting member who facilitates communication and mutual understanding between the charter school and district.

School Directors

The charter school will be managed daily by collective efforts of a team of administrators that may include a Director of Instruction, a Director of Strategic Development, and other support administrators. The roles and responsibilities of the directors are carefully delineated to ensure smooth and effective daily operations of the school.

Leadership Team

Lighthouse Community Public Schools will continue to convene a Leadership Team that is composed of the Director of Strategic Development, Director of Instruction, support administrators, all Lead Teachers, and the Home Language Coordinator. The Leadership Team functions as an idea-generating, consensus-building team that does the following:

- Makes site budget recommendations to the Board of Lighthouse Community Public Schools
- Makes teaching and learning policy recommendations to be ratified by the Board of Lighthouse Community Public Schools
- Makes recommendations to the Board of Lighthouse Community Public Schools for necessary school functions
- Determines decision-making authority for all proposals at the school-site.
- Monitor, lead, and evaluate progress toward achieving goals set forth in the Single Plan for Student Achievement

Lighthouse Parent Advisory Committee

Lighthouse Community Public Schools will continue to convene a Lighthouse Parent Advisory Committee (LPAC) that is composed of voluntary parent leaders and/or parent representatives from each classroom and grade level and that represents the diversity of families at Lighthouse. The LPAC is charged with:

- Supporting the LCCHS Mission
- Organizing family events

- Fundraising
- Bringing concerns and appreciations of the community to the School Directors

PARENT, STAFF, AND BOARD COMMUNICATION

The minutes of each governing body (Board of Directors, Leadership Team, and LPAC) will be shared with the other governing bodies at each meeting with the intent of ensuring effective communication between bodies. In addition, representatives of each body will be invited to attend the meetings of the other bodies.

E. EMPLOYEE QUALIFICATIONS

The Lighthouse Community Charter High School seeks to select, hire, and support individuals who will maximize student achievement for all students. In keeping true to our mission, we seek to provide exceptional instruction for our students, and therefore, we desire qualified educators. In accordance with Education Code § 47605(d)(1), Lighthouse Community Charter High School is nonsectarian in its employment practices and all other operations. LCCHS does not discriminate against any individual (employee or pupil) on the basis of any characteristic described in Education Code Section 220. All employees of LCCHS will work under an at-will employment contract.

At the LCCHS, we have three categories of educators – administrators, core teachers, and non-core teachers. We expect all of our educators to have:

- Met expectations of state and federal requirements as they related to their teaching position
- Experience with diverse, urban populations
- A clearly articulated philosophy of education/teaching and learning
- Demonstrated they are multi-faceted, life-long learners
- Collaborative experience
- Strong interpersonal communication skills with both adults and children
- Demonstrated perseverance, achievement, responsibility
- An inquiry-minded approach to education

Core (College-Preparatory) Teacher Qualifications for Grades 9 - 12

Teachers of 9 – 12th grade core subject areas, mathematics, science, history/social sciences, language arts, foreign language, visual/performing arts, and college preparatory electives will have the following qualifications:

- BS/A or MS/A.
- A valid single subject California teaching certificate, permit, or other document required by the Commission on Teacher Credentialing (Education Code 47605(1)) required to teach the subject area they are responsible for.
- Bilingual and/or CLAD credential or coursework leading up to the CLAD or B-CLAD
- Previous teaching and/or work experience for start-up years 1 - 5.

- Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law.

Non-core Teacher Qualifications for Grades 9 - 12

Teachers of non-core subject areas identified as art, technology, health, and physical fitness will have the following qualifications:

- Experience in the subject they will be teaching.
- Bilingual and/or CLAD credential preferred.
- Previous teaching and/or work experience for start-up years 1 - 5.

Meeting State and Federal Credentialing Requirements

Lighthouse Community Public Schools aims to employ teachers who meet the state and federal credentialing requirements as set forth in state and federal policy.

Administrator Qualifications

The Lighthouse Community Charter High School will hire an administrator with the following qualifications:

- At least five years teaching experience.
- Work and/or teaching experience with diverse, urban student populations.
- Demonstrated commitment to the mission of the LCCHS.
- A well-developed philosophy of instructional leadership.
- Demonstrated skills of creative problem solving, effective management, responsibility, and perseverance.

Additional Staff Members

In addition to teachers and administrators, other employees, support staff, and volunteers will be involved at the school on a daily basis. Specifically, in our first years of operation, the LCCHS will employ clerical staff, an after school coordinator, a Family Resource Coordinator, and a school counselor.

F. HEALTH AND SAFETY REQUIREMENTS

The Lighthouse Community Charter High School has adopted and implemented a comprehensive set of health, safety, and risk management procedures and/or policies. These procedures and policies have been developed in consultation with the school's insurance carriers.

The school:

- Requires all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Implements procedures to prevent contact with blood-borne pathogens and other communicable diseases.
- Ensures that students are regularly examined for TB, vision, hearing and scoliosis

- Has adopted a policy regarding the administration of medication in accordance with Education Code § 49423
- Requires all employees be tested for tuberculosis in accordance with of Education Code § 49406
- Requires that each employee of the school who is required by law will submit to a Department of Justice background check and furnish a criminal record summary as required by Education Code Section 47605 (b)(5)(F).
- Requires all staff to be mandated child abuse reporters and provides training on the matter
- Requires that instructional and administrative staff receive training in emergency response, including CPR and first aid.
- Is housed in a facility that has received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Occupies a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Has adopted an extensive emergency plan that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes teachers, administrators, counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies.
- Is established as a drug, alcohol, and tobacco free workplace.

These policies and procedures have been and will continue to be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the board of directors and by the faculty and staff on a yearly basis during the professional development institute. See the Appendix to read the Family and Student Handbook and the Personnel Handbook of Lighthouse Community Public Schools.

G. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

In order to ensure that there is a racial and ethnic balance at the school reflective of the district, the Lighthouse Community Charter High School has implemented a student recruitment strategy that includes, but is not necessarily limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Distribution of promotional and informational materials in a variety of languages.

- Outreach meetings in local churches and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of the district.
- Meetings with district officials and principals of local schools to recruit students from overcrowded schools and students who may not have strong parent advocates, but could benefit from a school that works to meet physical, social, emotional, and academic needs of each child.

H. ADMISSIONS REQUIREMENTS

The Lighthouse Community Charter High School does not discriminate in its admissions practices and policies on the basis of race, ethnicity, national origin, primary language, gender, sexual orientation, or disability. Admission to the school shall be open to any resident of the State of California, although preferences will be given to students as detailed below to reflect the unique situation whereupon the LCCHS occupies the same facility as the K-8 Lighthouse Community Charter School.

The LCCHS will actively recruit a diverse student population from the district who understand and value the school's mission and are committed to the school's instructional and operational philosophy. In order to be admitted into the LCCHS, a student and their family must take part in an orientation process that will include an orientation session and introduction to the school's philosophical and operational underpinnings and policies.

By November 1 of each year and/or when the chartering agency releases the open enrollment period dates, the Lighthouse Community Charter High School will notify the District in writing of the application deadline and proposed lottery date. LCCHS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

The LCCHS will accept all students who apply. If more applications are received than there are available slots, a public, random lottery will be held every year in a public location to determine the following school year's enrollment. Parents and students will be informed of their entrance into LCCHS via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again.

Students will be given preference in the LCCHS if their parents desire and they are:

- A sibling to a current LCCS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter High School

- A child of a school faculty, staff, board, or founding development group member of LCCS or LCCHS
- A sibling of a Lighthouse alum
- A graduate of Lighthouse's K-8 school
- Oakland residents

Each year, LCCHS will begin collecting applications during Oakland's open enrollment window. The first lottery date will be held within 30 days of the close of the open enrollment window. If necessary, LCCHS will have subsequent enrollment periods and public lotteries if not all spaces are filled in the first enrollment window.

I. AUDIT - Financial and Programmatic

In compliance with Education Code section 47605(b)(5)(I), the Lighthouse Community Public School's Board of Directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the school's financial affairs. The audit will check the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and review the school's internal controls. The audit will follow generally accepted accounting principles. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. The Lighthouse Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and a copy of the auditor's report will be sent to the charter school liaison of the Oakland Unified School District, the Superintendent of Alameda County, and the State Charter Schools Office by certified mail. The organization's finance committee will then review any audit exceptions or deficiencies within 30 days of board review and issue an acceptance of the audit to the organization's Board of Directors along with recommendations on how these will be resolved. Finally, school directors will create a formal report that addresses any exceptions or deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

The independent fiscal audit of Lighthouse Community Charter High School is public record and will be provided to the public upon request.

IMPACT ON CHARTER AUTHORIZER

In accordance with Education Code § 47604.3, Lighthouse Community Charter High School will promptly respond to all reasonable inquires of the chartering agency. Lighthouse Community Charter High School recognizes the right of the chartering agency to inspect or observe any part of Lighthouse Community Charter High School at any time.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- o September 1 – Final Unaudited Financial Report for Prior Year
- o December 1 – Final Audited Financial Report for Prior Year
- o December 1 – First Interim Financial Report for Current Year
- o March 1 – Second Interim Financial Report for Current Year
- o June 15 – Preliminary Budget for Subsequent Year

Lighthouse Community Charter High School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Lighthouse Community Charter High School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Lighthouse Community Charter High School.

- The District is authorized to revoke this charter for, among other reasons, the failure of Lighthouse Community Charter High School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Lighthouse Community Charter High School's books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Lighthouse Community Charter High School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Lighthouse Community Charter High School When 30 days notice

may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to Lighthouse Community Charter High School operations is received by the District, the Lighthouse Community Charter High School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools , at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lighthouse Community Charter High School by law or charter provisions.

Federal Funds Compliance
To the extent that LCCHS is a recipient of federal funds, including federal Title I, Part A funds, LCCHS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. LCCHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

LCCHS also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

J. PUPIL SUSPENSION AND EXPULSION

The overall goal of discipline at the Lighthouse Community Charter High School is to develop the habits of a college-ready, self-motivated, competent, lifelong learner that include:

- Identifying personal strengths and challenges.
- Conflict resolution and communication skills.

- Awareness of responsibility to community.

The charter school has developed and maintained a comprehensive set of student discipline policies. These policies will be summarized in the school's student handbook and will clearly describe the school's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. Each student and his or her parent/guardian will be introduced to the school's discipline policy during parent and student orientation prior to the inception of the school year. During this meeting, parents and students will be required to verify that they have reviewed and understand the policies prior. The discipline policies will be revisited again throughout the school year.

If necessary, students will be suspended from class while remaining on campus. Suspensions where a child is required to stay home will be used in cases when the safety of the child or others is in question. The school director may, pursuant to the school's adopted discipline policies, ultimately suspend or expel students who fail to comply with the terms of the student discipline and safety policies.

Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school's Board of Directors upon recommendation of the School Director. The school's policies clarify specifically for what infractions students may be suspended and/or expelled. All students accused of any such infractions will be provided their due process rights as mandated by law and in accordance with district and county policies. This will involve a collection and analysis of facts, a meeting with the students involved and their families around the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student due process rights and students with exceptional needs. The school will notify the district of any expulsions as they occur in accordance with District policy.

In the case of a special education student, or a student who receives 504 accommodations, Lighthouse Community Charter High School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the School Director will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

Please see the Lighthouse Family and Student Handbook in the Appendix for more information about Lighthouse's disciplinary policies and procedures.

K. RETIREMENT SYSTEM

The Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of existing public employment retirement systems. The school has been issued a Private Letter Ruling from the Internal Revenue Service that determines it is permissible for a public charter school to establish a defined contribution plan that exempts its staff from participation in the Social Security system and which allows a high level of portability and control over retirement funds than is offered by the State Teachers Retirement and/or Public Employees Retirement Systems. The Board of Directors oversees investments of this program. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies.

L. ATTENDANCE ALTERNATIVES

Students who opt not to attend the Lighthouse Community Charter High School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of their residence.

M. RETURN RIGHTS OF EMPLOYEES OF THE DISTRICT

All staff at Lighthouse Community Charter High School shall be considered employees of Lighthouse Community Public Schools and shall have no automatic right to employment or reemployment in the District. Existing District employees who wish to seek a leave of absence for employment at the Charter School may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of the Charter School shall not continue to earn service credit (tenure) at the District while employed by Lighthouse Community Public Schools.

N. DISPUTE RESOLUTION

INTENT

The intent of the Lighthouse Community Charter High School Dispute Resolution Process is to:

- Resolve disputes within the school pursuant to the school's policies.
- Minimize the oversight burden on the district.
- Ensure a fair and timely resolution to disputes.
- Frame a charter oversight and renewal process and timeline as to avoid disputes regarding oversight and renewal matters.

PUBLIC COMMENTS

The staff and governing board members of the school and the district agree to attempt to resolve all disputes regarding this chapter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

INTERNAL DISPUTES

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board member of the school, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the governing board/or director of the school for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

EXTERNAL DISPUTES

In the event of a dispute between LCCHS and OUSD relating to provisions of this charter, LCCHS staff, employees and Board members and OUSD agree to first frame the issue in written format (a "dispute statement") and refer the issue to OUSD's designee and the LCCHS's School Director. In the event that OUSD believes that the dispute relates to an issue that could lead to revocation of the Charter in accordance with Education Code § 47607, this will be noted in the written dispute statement.

Actions that could lead to Revocation: Charter School Due Process

In the event that the District determines that LCCHS has engaged in an act that could lead to revocation of the Charter, the District and LCCHS shall have a face-to-face meeting within 10 days of the OUSD designee's determination that a violation has occurred. Present in the face-to- face meeting shall be at least the Superintendent of the District or designee and the LCCHS School Director. If after such meeting, the District determines that a violation has occurred which requires a cure, the District may send a formal written notification to the School outlining the alleged violation and demanding the violation be cured. The School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.

Thereafter, the District Board of Education in accordance with Education Code Section 47607 or applicable law may commence revocation of the charter.

Disputes Not Leading to Revocation: Dispute Resolution

The staff and Governing Board members of LCCHS agree to attempt to resolve all disputes between the District and LCCHS regarding this charter pursuant to the terms of this section. As stated above, both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and LCCHS, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director
Lighthouse Community Charter High School
444 Hegenberger Rd.
Oakland, CA 94621

To Coordinator, Office of Charter Schools: Office of Charter Schools
Oakland Unified School District
1025 Second Avenue, Room 206
Oakland, California 94606

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of

delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall use processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

OVERSIGHT, REPORTING, REVOCATION, AND RENEWAL

The Oakland Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the director of the school prior to any observation or inspection. The Oakland Unified School District shall provide such notice at least three working days prior to the inspection or observation unless the school's board or director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Oakland Unified School District without the mutual consent of the governing board of the school.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

The Oakland Unified School District agrees to receive and review the annual fiscal and programmatic audit as specified in Element I. Within two months of the receipt of this annual review, the charter-granting agency must notify the governing board of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions.

PARENT COMPLAINTS

Lighthouse Community Charter High School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Lighthouse Community Charter High School will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Lighthouse Community Charter High School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Lighthouse Community Charter High School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Lighthouse Community Charter High School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Lighthouse Community Charter High School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Lighthouse Community Charter High School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

O. COLLECTIVE BARGAINING

The Lighthouse Community Charter High School shall be deemed the exclusive public school employer of the employees of the LCCHS for the purposes of the Education Employment Relations Act (EERA).

P. SCHOOL CLOSURE PROCEDURES

In the event that the Lighthouse Community Charter High School closes, the assets and liabilities of the school will be disposed of by the school's Board of Directors to another charter school, non-profit, or other appropriate entity in accordance with the asset disposition provisions of the school's bylaws. The governing board members will attend to enumerating and disposing of assets and liabilities as directed in the by-laws, and the board treasurer shall ensure that a final audit of the school's assets and liabilities is performed.

MISCELLANEOUS CHARTER TERM

TERM

The term of this charter shall begin in June 2010 and expire five years thereafter.

Lighthouse Community Charter High School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

EXTERNAL REPORTING

Lighthouse Community Charter High School will maintains sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.

PUBLIC RECORDS

Lighthouse Community Charter High School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Lighthouse Community Charter High School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Lighthouse Community Charter High School and of the District. Lighthouse Community Charter High School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Lighthouse Community Charter High School does not have that Lighthouse Community Charter High School needs in order to meet its obligations, the District shall provide the same to Lighthouse Community Charter High School in a reasonably timely manner upon request.

FACILITIES

If Lighthouse Community Charter High School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the

Office of Charter Schools and/or the local planning department or equivalent agency. If Lighthouse Community Charter High School moves or expands to another facility during the term of this charter, Lighthouse Community Charter High School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Lighthouse Community Charter High School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

DISTRICT FEE FOR OVERSIGHT

The District may charge for the actual costs of supervisorial oversight of Lighthouse Community Charter High School not to exceed 1% of the charter school's state revenues, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if Lighthouse Community Charter High School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

AMENDMENTS

Any amendments to this charter shall be made by mutual agreement of the Board of Directors of the Lighthouse Community Charter High School and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

SEVERABILITY

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and the LCCHS Board of Directors. The district and the charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

COMMUNICATIONS

All official communications between the Lighthouse Community Charter High School and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

Lighthouse Community Public Schools
444 Hegenberger Rd.
Oakland, CA 94621

Oakland Unified School District
1025 Second Ave.
Oakland, CA 94606

Community Charter High School

APPENDIX

Lighthouse Community Charter High School

Renewal Application

December 16, 2009

Community Charter High School

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GUIDING PRINCIPLES
ESSENTIAL SCHOOLWIDE LEARNING RESULTS

Lighthouse's Essential Schoolwide Learning Results (ESLRs) are derived from our mission and vision. The mission of Lighthouse Community Charter School is to prepare a diverse K – 12 student population for college or a career of their choice by equipping each child with the knowledge, skills, and principles to be **Self-motivated, Academically Equipped, Lifelong Learners** who:

- Advocates for themselves by setting meaningful personal and academic goals based on individual strengths and interests
- Demonstrates core academic competencies on core subject matter
- Develops effective Habits of Work (HOW) that include maximizing learning time at school and striving for understanding when completing homework
- Reflects upon and incorporates feedback to grow as a learner and a person

In addition to being self-motivated, academically equipped, lifelong learners; Lighthouse students will aspire to the following Guiding Principles:

- *Responsibility*
- *Persistence*
- *Communication*
- *Collaboration*
- *Reflection*
- *Curiosity*
- *Integrity*
- *Courage*
- *Respect*
- *Compassion*

Students will **Be Responsible and Persistent** by...

- Demonstrating diligence and a positive work ethic even in the face of challenge
- Demonstrating initiative to meet their individual goals without adult support
- Meeting high standards for delivering high quality work on time
- Utilizing time efficiently to manage workload

Students will **Communicate** by...

- Using academic language specific to the subject and context
- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Understanding how media messages are constructed and for what purposes
- Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.

Students will **Collaborate** by...

- Demonstrating the ability to work effectively in diverse teams
- Leveraging strengths of others to accomplish a common goal
- Exercising to make necessary compromises to accomplish a common goal
- Sharing the responsibility for collaborative work

Students will **Reflect and Be Curious** by...

- Developing and ask questions that lead to deeper understanding
- Monitoring their own understanding and learning needs
- Being open and responsive to feedback

Students will **Have Integrity & Be Courageous** by...

- Following through on commitments
- Advocating for themselves

Students will **Be Respectful and Compassionate** by...

- Acting with the interests of the larger community in mind
- Spontaneously helping other students

Historical Context

The above delineation of the Guiding Principles is an updated version for this school year. The intent is to articulate more rigorous expectations for our character traits that reflect the skills that students will need to be successful in the 21st century.

How Do We Make The Guiding Principles Come To Life?

- Use Guiding Principle language in class...E.g.
    - I want to recognize how Angel is being responsible and persistent right now – specifically he is taking initiative to understand the criteria for this assignment.
- Discuss the different traits during crew and use the language when developing ILP goals.
- Focus upon specific Guiding Principles during Community meetings and provide opportunities for students to recognize other students for living the GPs.

ENGLISH LANGUAGE LEARNER
INITIAL IDENTIFICATION, CLASSIFICATION, AND RECLASSIFICATION

Initial Identification:

- Administer Home Language Survey at time of enrollment
- Anyone with a language other than English spoken at home is assessed with CELDT within 30 calendar days of enrollment, assessed with CELDT
- Within 90 calendar days of enrollment, assessed for Primary Language Proficiency
- Within 30 days after beginning of school or within 2 weeks of child placed in program mid-year, Parents/Guardians notified of:
    - Child's preliminary language designation
    - Program placement
    - Program options
    - Exit criteria
    - How program meets objectives of IEP (if applicable)
    - Future testing that will take place to identify level and monitor progress
- Any student with a 5 (Advanced) overall score on the CELDT, with no score below 4 (Early Advanced), is designated as I-FEP (Initially Fluent English Proficient).
- Any student with below a 5 (Advanced) overall on the CELDT, or with one or more score below 4 (Early Advanced), is designated as a language learner.

Annually:

- Within 30 days of beginning of school year, Parents/Guardians notified of:
    - Student's language designation
    - English proficiency level (from previous year)
    - Program placement
    - Program options
    - Exit criteria
    - How program meets objectives of IEP (if applicable)
- ELLs assessed annually for English Language Development and academic progress (CELDT and CST)
- CELDT given within assessment window to all students not exited from program each year
- ELLs with disabilities assessed with CELDT with accommodations, modifications, or alternative assessments, if specified in IEP or 504 plan
- *Academic progress or students with disabilities assessed by CST with accommodations or modifications, or by the CMT, as specified in IEP or 504 plan*
- Within 30 days of school receiving annual updated results, parents/guardians notified of:
    - EL and PL proficiency assessment results
    - Child's language designation
    - Program placement
    - Program options
    - Exit criteria
    - How program meets objectives of IEP (if applicable)

Reclassification:

- After CEDLT scores are received each year, students combined points on the CELDT and CST-ELA are figured.

CELDT	CST-ELA
Beginning = 1	Far Below Basic = 1
Early Intermediate = 2	Below Basic = 2
Intermediate = 3	Basic = 3
Early Advanced = 4	Proficient = 4
Advanced = 5	Advanced = 5

- Students are eligible for reclassification when they have 8 or more total points between the CELDT from the current year and CST-ELA from the previous spring.
- Students with 8 or more points:
    - List given to classroom teachers and specialists to review.
    - If someone has a reason student should not be reclassified, parties confer to decide if there is a compelling case for continuing to classify the student as a language learner.
    - Parents notified of potential reclassification, and given an opportunity to ask questions and object to reclassification.
- Students with 7 points total:
    - List given to classroom teachers and specialists to review.
    - If the classroom teacher, administrator, and any specialists who work with the student agree that the student has not reached the criteria because of issues unrelated to language proficiency, the student may be reclassified as R-FEP. Parents notified of potential reclassification, and given an opportunity to ask questions and object to reclassification.
    - If students are not reclassified, they will be automatically reconsidered the following year. The purpose of this reconsideration is to recognize that if a student does have a reading disability that is not language related, their CST scores may go down the following year.
- *Students who receive a 4 or 5 on the CELDT but do not have CST scores from the previous year may be considered for reclassification upon receipt of CST scores in the summer/fall.*
- Monitor reclassified students' progress for minimum of 2 years to ensure correct placement and additional academic support, if needed. If their CST-ELA score falls below basic (3), then the student is considered for reclassification as a language learner.
- Maintain permanent record documentation of:
    - Language and academic performance assessments
    - Participants in reclassification process
    - Decision regarding Reclassification

LEARNING TARGETS

Humanities 9

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.
- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Demonstrate an understanding of new content vocabulary and literary terms.
- Demonstrate an understanding of vocabulary acquisition strategies, including root words, context clues, word families, and pneumonic devices.
- Demonstrate grade level appropriate writing conventions, including capitalization, spelling, punctuation, verb tense, conjugation and pronoun use.
- Demonstrate an understanding of the writing process, including brainstorming, creating an outline, writing a draft and revising/editing.
- Demonstrate comprehension of a variety of expository texts (articles, primary source documents, speeches, interviews, textbooks, published books, etc) through summaries, identification of main ideas, and answers to analysis questions with specific evidence.
- Write a compare and contrast essay.
- Write a thesis essay in response to expository texts that uses specific quotations and textual evidence to demonstrate comprehension, analysis and understanding of bias/perspective.
- Research an issue through multiple sources, draw conclusions, and support a position with textual evidence, write a research paper, and present the results of research in a formal presentation.
- Apply research strategies: a. Conduct an interview by writing appropriate interview questions, recording responses, and presenting the findings. b. Use appropriate Internet search techniques. c. Evaluate websites for validity and reliability.
- Actively read at least 8 books from a variety of authors. Complete a reading log for each book.
- Respond to literature and analyze theme, character, and use of literary devices.
- Respond to literature demonstrating clear understanding and insight and justifying interpretation using directly connected evidence and quotations.
- Write a narrative.
- Utilize reading comprehension strategies (reading logs, book talks, inquiry groups, annotations) to demonstrate analysis, inquiry, response and comprehension of various texts.
- Demonstrate an application of reading strategies with fiction and non-fiction texts: questioning, inferring, connecting, synthesizing, and fix-up strategies.
- Explain and discuss guiding questions, multiple perspectives of an event, or other compelling topics.
- Demonstrate an understanding of the European motivation for and methods of exploration and conquest.
- Analyze the rise of industrial economies and the link to colonialism and imperialism.

- Demonstrate an understanding of the causes and effects of the Industrial Revolution in England and the United States.
- Identify and analyze multiple perspectives of globalization and its impact on modern life.
- Demonstrate an understanding of common economic terms and concepts.

Humanities 10

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.
- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Demonstrate an understanding of new content vocabulary and literary terms.
- Demonstrate an understanding of vocabulary acquisition strategies, including root words, context clues, word families, and pneumonic devices.
- Demonstrate grade level appropriate writing conventions, including capitalization, spelling, punctuation, verb tense, conjugation and pronoun use.
- Demonstrate an understanding of the writing process, including brainstorming, creating an outline, writing a draft and revising/editing.
- Demonstrate comprehension of a variety of expository texts (articles, primary source documents, speeches, interviews, textbooks, published books, etc) through summaries, identification of main ideas, and answers to analysis questions with specific evidence.
- Write effective persuasive essays and business letters.
- Write a thesis essay in response to expository texts that uses specific quotations and textual evidence to demonstrate comprehension, analysis and understanding of bias/perspective.
- Research an issue through multiple sources, draw conclusions, and support a position with textual evidence, write a research paper, and present the results of research in a formal presentation.
- Apply research strategies: a. Conduct an interview by writing appropriate interview questions, recording responses, and presenting the findings. b. Use appropriate Internet search techniques. c. Evaluate websites for validity and reliability. d. Write an annotated bibliography with one-paragraph summaries of research sources.
- Actively read at least 12 books from a variety of authors, including two pieces of dramatic literature. Complete a reading log for each book and publish an annotated bibliography in MLA format.
- Respond to literature and analyze theme, character, and use of literary devices.
- Respond to literature demonstrating clear understanding and insight and justifying interpretation using directly connected evidence and quotations.
- Discuss and write about a play (characters, character interaction, theme and literary devices) and participate in a dramatic reading using effective techniques.
- Write a narrative.
- Utilize reading comprehension strategies (reading logs, book talks, inquiry groups, annotations) to demonstrate analysis, inquiry, response and comprehension of various texts.

- Demonstrate an application of reading strategies with fiction and non-fiction texts: questioning, inferring, connecting, synthesizing, and fix-up strategies.
- Explain and discuss guiding questions, multiple perspectives of an event, or other compelling topics.
- Demonstrate an understanding of the philosophers and pivotal documents that are connected to modern revolutionary ideology.
- Demonstrate an understanding of the causes and consequences of the French Revolution.
- Demonstrate an understanding of the causes and consequences of the Russian Revolution.
- Analyze and explain the contributing factors and outcomes of the Haitian Revolution.
- Analyze and explain the contributing factors and outcomes of the Mexican Revolution.
- Analyze and explain political, social, and cultural changes in post-colonial South Africa.
- Demonstrate an understanding of the beliefs and practices of major world religions, including: Judaism, Christianity, Islam, Buddhism, and Hinduism.
- Apply an understanding of post-colonial institutions and religion in the Middle East to the Iranian Revolution and modern tension in the Middle East.

Humanities 11

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.
- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Actively read at least 12 books from a variety of authors and genres and complete Log Sheets for each book. (Working toward 12th grade Personal Annotated Bibliography)
- Analyze landmark U.S. Supreme court decisions and the passage of amendments.
- Analyze the development of Federal Civil Rights and Voting Rights in the United States
- Analyze the role of leaders and movements in United States history who have worked towards equality in the United States.
- Analyze the role of totalitarian leaders, appeasement, isolationism and elements of daily life in Germany prior to WWII.
- Analyze the United States' participation in WWII: Japanese Internment Camps, dropping the Atomic Bomb, and US support of the Allies.
- Demonstrate an understanding of new vocabulary words
- Demonstrate an understanding of the causes and consequences of WWI.
- Demonstrate an understanding of the human rights violations of the Holocaust, the evolution of the Final Solution, and aftermath in Germany and abroad.
- Demonstrate an understanding of the impact of WWII on Oakland and the East Bay's history.
- Drama: Students will demonstrate comprehension of dramatic literature.

- Explain the fundamental principles of democracy in the United States: Understand the U.S. Constitution, Bill of Rights, Amendments and their historical origins.
- Expository: Students will demonstrate comprehension of a variety of expository texts(articles, primary source documents, speeches, interviews, textbooks, published books, etc).
- Fiction: Students will demonstrate comprehension of fiction texts (elements of lit and short stories)- this includes actively reading at least 10 books by a variety of authors.
- Poetry: Students will demonstrate comprehension of poetry and analyze elements and styles of poetry (figures of speech, iambic pentameter, sonnet, metaphor, etc).
- Research strategies: Conduct an interview, write interview questions, record responses, present findings; use appropriate Internet search techniques; evaluate website validity and reliability; write bibliography with summaries of research sources.
- Respond to dramatic literature and analyze: theme, characters, and use of literary devices.
- Response to literature: students will write a thesis essay in response to literature and analyze theme, character and use of literary devices.
- Students will analyze and interpret current events, media and propaganda, bias, political cartoons and satire.
- Students will demonstrate an understanding of vocabulary acquisition strategies (root words, context clues, word families, and pneumonic devices) and accurate use of academic vocabulary
- Students will demonstrate grade level appropriate writing conventions, including capitalization, spelling, punctuation, verb tense, conjugation, and pronoun use.
- Students will demonstrate mastery of the writing process by independently using pre-writing techniques, drafting, revising: self-editing & peer review, and editing for conventions.
- Students will explain and discuss guiding questions, multiple perspectives of an event, or other compelling topics.
- Students will use public speaking techniques (including voice inflection and tempo, eye contact, and body language) and give effective public presentations.
- Students will use reading comprehension strategies (reading logs, book talks, inquiry groups, annotations) to demonstrate analysis, inquiry, response and comprehension of various texts.
- Students will write a formal research paper about an issue using multiple sources, drawing conclusions and supporting a position with textual evidence (two papers in 11th and 12th grades)
- Students will write a functional document using proper format (cover letter, thank you letter, business plan, op/ed, funding request, etc.)
- Students will write a persuasive/opinion piece in the form of a letter, personal piece, speech, article, etc.
- Students will write a thesis essay in response to expository texts that uses specific quotations and textual evidence to demonstrate comprehension, analysis and understanding of bias/perspective.
- Students will write narrative pieces, including personal memoir, historical fiction, and personal essay (college personal statement).

Humanities 12

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.
- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Demonstrate an understanding of new vocabulary words (literary terms, content vocabulary, SAT Words).
- Demonstrate an understanding of vocabulary acquisition strategies (root words, context clues, word families, and pneumonic devices) and accurate use of academic vocabulary.
- Fiction: demonstrate comprehension of fiction texts (elements of lit and short stories)- this includes actively reading at least 10 books by a variety of authors.
- Drama: demonstrate comprehension of dramatic literature.
- Poetry: demonstrate comprehension of poetry and analyze elements and styles of poetry (figures of speech, iambic pentameter, sonnet, metaphor, etc).
- Author study: analyze the way a specific author relates the issues of his/her life or time period in text.
- Expository: demonstrate comprehension of a variety of expository texts (articles, primary source documents, speeches, interviews, textbooks, published books, etc).
- Analyze and interpret current events, media and propaganda, bias, political cartoons and satire.
- Analyze use of bias and rhetoric in speeches, non-fiction narratives and expository texts.
- Use reading comprehension strategies (reading logs, book talks, inquiry groups, annotations) to demonstrate analysis, inquiry, response and comprehension of various texts.
- Response to literature: write thesis essays in response to literature and analyze theme, character and use of literary devices.
- Literary Criticism: write literary critique responses demonstrating and understanding and analysis of the text.
- Write thesis essays in response to expository texts that use specific quotations and textual evidence to demonstrate comprehension, analysis and understanding of bias/perspective.
- Write opinion/persuasive pieces using techniques of rhetoric.
- Write creative pieces including poetry, prose, short story, first person perspective, or play.
- Write a formal research paper about an issue researched through multiple sources. The research paper will draw conclusions and support a position with textual evidence (two papers).
- Apply research strategies: 1. Conduct an interview by writing appropriate interview questions, record responses, and present the findings 2. Use appropriate Internet search techniques 3. Evaluate websites for validity and reliability 4. Write an annotated bibliography with one-paragraph summaries of research sources. 5. Write an MLA formatted Works Cited Page.
- Demonstrate mastery of the writing process by independently using pre-writing techniques, drafting, revising: self-editing & peer review, and editing for conventions.

- Explain and discuss guiding questions, multiple perspectives of an event, or other compelling topics.
- Use public speaking techniques (including voice inflection and tempo, eye contact, and body language) and give effective public presentations.
- Demonstrate grade level appropriate writing conventions, including capitalization, spelling, punctuation, verb tense, conjugation, and pronoun use.
- Analyze the United States' participation in WWII: Japanese Internment & dropping the Atomic Bomb.
- Analyze the major political, social, economic, and cultural developments in the US during the 1920s – 1930s.
- Demonstrate an understanding of the major philosophies, thinkers, and events of the Harlem Renaissance.
- Analyze the major political, social, economic, and cultural developments in the US during the 1940s – 1950s.
- Demonstrate an understanding of the United States' involvement in the Vietnam War and consequences of the war.
- Analyze the causes, events and effects of the Cold War, the rise and spread of Communism throughout the world, and the impact of communism on the world.
- Demonstrate an understanding of the human rights violations and analyze the factors leading to genocide and other human rights violations worldwide.
- Analyze the effects of globalization, struggle for power, and international trade on politics and social structure throughout the world.

Algebra

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.
- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Student can use multiple representations to describe a linear relationship.
- Student can multiply using the Distributive Property
- Student can use proportions to solve word problems
- Student can use equations to solve word problems
- Solve a system of linear equations by graphing or substitution and in word problems
- Student can find the x and y-intercepts of a line
- Student can write the equation of a line given: graph, story, two points, or other pertinent information about the line
- Student can factor a quadratic expression
- Student can estimate, simplify and solve the square root of a number
- Student can solve linear linear inequalities
- Student can simplify rational expressions
- Student can use the quadratic equation to solve an equation
- Student is able to solve a system of linear inequalities
- Student can solve an equation using absolute value
- Student can identify a function or a relation and their domain and range
- Students can use all operations to simplify rationsl expressions

- Student can use various problem solving strategies to approach a problem.
- Student can communicate their mathematical thinking using words and diagrams.
- Student can use mathematical vocabulary in context to show understanding.
- Student can translate words and phrases into algebraic expressions.
- Student can use all operations to solve problems with integers and fractions.
- Student can simplify expressions by combining like terms and using order of operations.

Geometry

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.
- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Use knowledge of right, vertical, supplementary, complementary, interior and exterior angles to make conclusions about angle relationships formed by parallel lines and transversals
- Student can communicate their mathematical thinking using mathematical vocabulary and diagrams.
- Student can use multiple representations to describe a linear relationship.
- Define and use the trigonometric functions to solve for the length of an unknown side
- Students can determine whether figures are similar using similarity theorems and verify similarity theorems
- Student can prove that triangles are congruent and use the concept of corresponding parts of congruent triangles
- Student can use and justify the basic relationships and formulas for interior and exterior angles of polygons.
- Student can use the side relationships in special right triangles (45-45-90 and 30-60-90 triangles) to solve problems.
- Student can use coordinate geometry to solve problems involving finding the midpoint of a line, using the distance formula and using various forms of equations of lines and circles.
- Student can write formal proofs using justifications for each step and proofs by contradiction.
- Student can determine the properties of various polygons and quadrilaterals
- Student can determine how changes in dimensions affect the perimeter, area and volume of geometric figures and solids
- Student can calculate the perimeter and area of all regular polygons using the dissection method
- Student can calculate the surface area and volume of prisms, pyramids, cylinders, cones and spheres
- Student can prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles and inscribed and circumscribed polygons in circles

- Student can write conjectures based on observations and construct logical arguments to justify solutions and conclusions; identify inductive and deductive reasoning
- Student can use the triangle inequality theorem
- Student can use various problem solving strategies to approach a problem.
- Student can apply the Pythagorean Theorem to find unknown lengths in 1-part problems and embedded in perimeter and area problems
- Student can describe the effect of reflections, rotations and translations on figures in the coordinate plane and space.
- Student can calculate and estimate the perimeter and area of rectangles, triangles, parallelograms, trapezoids and other polygons
- Calculate and estimate the perimeter and area of rectangles, triangles, parallelograms, trapezoids and other polygons
- Apply the Pythagorean Theorem to find unknown lengths in 1-part problems and embedded in perimeter and area problems
- Describe the effect of reflections, rotations and translations on figures in the coordinate plane and space

Algebra II

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.
- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Absolute Value: Solve equations and inequalities involving absolute value.
- Function Basics: Use function notation and determine essential information about various functions such as domain, range, maximum/minimum and function family.
- Parabolas: Use parabolas to represent situations and determine relevant information about them by writing functions in factored, standard and vertex form.
- Exponential Functions: Use exponential functions to represent real-world situations involving growth and decay.
- Laws of Exponents: Develop and use the laws of exponents and simplify expressions involving fractional, negative and zero exponents.
- Factor, Multiply and Complete the Square: Factor, multiply and complete the square to generate equivalent expressions for parabolic functions.
- Sequence Families: Identify sequences, determine which families they belong to and write rules both verbally and algebraically to describe them.
- Systems of Linear Inequalities: Graph systems of inequalities to solve optimization problems.
- Systems of Linear Equations: Solve systems of equations by graphing, or by using substitution or elimination in 2 or 3 variables.
- Inverse Operations: Use inverse operations to solve equations and to find inverse functions.
- Logarithms: Find the inverses of exponential functions, use logarithms to solve equations and develop the laws of logarithms based on the laws of exponents.

- Polynomials: Use factoring and the quadratic formula to find the zeros of polynomials.
- Rational Expressions: Add, subtract, multiply, divide and simplify rational expressions.
- Complex Numbers: Interpret complex numbers graphically and as the solutions to some quadratic equations. Add, subtract, multiply and divide them.
- Probability: Calculate and estimate probabilities.
- Counting: Use counting strategies and develop counting shortcuts.
- Combinations and Permutations: Develop and use formulas to count combinations and permutations.
- Solve multi-step problems and communicate strategies clearly using academic language.

Pre-Calculus

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.
- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Addition Formulas: Develop and use addition formulas for sines and cosines.
- Applications of Trig Ratios: Use trigonometric ratios (sine, cosine and tangent) to determine unknown sides in right and non-right triangles. Find the area of any triangle given one angle and two adjacent sides.
- Approximate Derivatives and Integrals: Approximate the values of derivatives and integrals of functions (both graphically and numerically).
- Arithmetic and Geometric Series: Develop algorithms to compute sums of both arithmetic and geometric sequences. Use summation notation to express these series.
- Derivatives of Exponential Functions: Approximate derivatives of exponential functions.
- Formal Definition of Derivative: Use the formal definition of the derivative as the limit of the difference quotient to calculate the derivative of a function at any point.
- Graphs of Trig Functions: Graph the sine, cosine and tangent functions for all input values.
- Inverse Trig Functions: Define and graph inverse trigonometric functions.
- Law of Sines: Develop and use the law of sines.
- Limits: Calculate and estimate limits using graphs, tables and algebra.
- Polar Coordinates: Use polar coordinates to represent functions and complex numbers.
- Polynomials: Determine the roots of polynomials both graphically and algebraically. Determine the number of roots of a polynomial using the fundamental theorem of algebra.
- Radians: Measure angles in both degrees and radians. Translate between degrees and radians.

- Rational Functions: Determine roots and poles of rational functions both graphically and algebraically and use this information to sketch graphs of rational functions.
- Riemann Sums: Use sums to express approximations of integrals.
- Trig Identities: Use the Pythagorean Theorem and the definition of sine and cosine on the unit circle to develop trigonometric identities.
- Unit Circle: Use the unit circle to define sine, cosine and tangent ratios for angles of any measure.
- Optimization: Determine the value of independent variables to optimize the values of dependent variables.
- Solve multi-step problems and communicate strategies clearly using academic language.
- Use the fundamental theorem of calculus.
- Use the Fundamental Theorem of Calculus

Statistics

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.
- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Binomial Formula: Develop and use the binomial formula to solve for the probabilities of outcomes in situations in which there are two possible outcomes for a fixed number of trials.
- Central Limit Theorem: Apply the Central Limit Theorem to interpret sampling distributions.
- Chi-Square Test: Use the chi-square test to determine whether to accept or reject a null hypothesis
- Collecting Data: Describe the differences between surveys, experiments and observational studies and assess the statistical validity of various examples of each.
- Combinatorics: Develop and use formulas for permutations and combinations to calculate complex probabilities.
- Correlation: Determine the correlation coefficient of two variables and use this to draw conclusions about the relationship between the two variables.
- Design Surveys: Assess the pros and cons of various sampling methods and develop a sampling method to get an accurate poll.
- Determine Confidence Intervals: Describe the significance of a confidence interval and compute confidence intervals for different sampling situations.
- Expected Value: Determine the expected value in a situation involving chance and use these calculations to make choices.
- Graphing Data: Use and interpret various graphical representations of data, including frequency tables, histograms, line and bar graphs, stem-and-leaf displays, scatterplots and box-and-whisker plots.
- Line of Best Fit: Use regression methods to determine the line of best fit to a given

distribution of data.

- Mean and SD: Find and interpret the mean and the standard deviation of a set of data.
- Measures of Central Tendency: Find and interpret the significance of the mean, median and mode of a set of data. Identify clusters and outliers and describe the effect that these have on the measures of central tendency of the data.
- More Tests of Significance: Determine which test of significance to use to analyze the situation and apply the appropriate test.
- Normal Distribution: Determine whether a given set of data or situation will fit a normal distribution and use calculations of the area under the normal curve to draw conclusions about the data.
- Probability: Develop and use rules for addition, multiplication and complementation of probability distributions with independent and dependent events. Determine conditional probabilities.
- Solve multi-step problems and communicate strategies clearly using academic language.
- Communication and Problem-Solving

Physics

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.
- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Plan, carry out, and analyze data from experiments and explain that experiments are used to identify cause and affect relationships.
- Formulate explanations by using logic and evidence.
- Identify and communicate sources of experimental error. Differentiate between experimental errors and poor measurement.
- Demonstrate that scientific discoveries are often made through the collaboration of many scientists.
- Solve problems by identifying the givens, unknowns, applicable equation, and drawing a diagram.
- Solve equations (linear, quadratic, and trigonometric), using mathematics to find the unknown.
- Solve one and two dimensional problems using vector representation.
- Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display results.
- Find the best-fit line/curve for a set of data and relate it to the underlying theory (equations).
- Describe and show how static charges interact and how to charge an object through contact and induction.
- Predict voltage, current, and power in a DC circuit.
- Measure voltage and current in a DC circuit.

- Describe and apply the relationship between electricity and magnetism and apply the right-hand-rule to find the direction of the magnetic field.
- Describe and apply constant velocity and its relationship to force (Newton's 1st Law) in a variety of ways, including: graphs, equations, narratives, and force diagrams.
- Describe and apply constant acceleration and its relationship to force (Newton's 2nd Law and net force) in a variety of ways, including: graphs, equations, narratives, and force diagrams.
- Describe and apply how objects interact with each other using Newton's 3rd Law.
- Describe how a force applied perpendicular to the motion of an object affects its motion and describe and apply how a perpendicular force relates to circular motion.
- Describe common forces and apply their equations to force problems including: gravity (weight), friction, and normal force.
- Explain and apply conservation of momentum to various types of one dimensional collisions.
- Apply the concept of impulse and relate it to Newton's 2nd Law.
- Explain and apply the law of conservation of energy using the forms of kinetic and potential energy.
- Apply the relationship between work and energy and work and power in solving problems and in understanding simple machines.
- Describe and evaluate sources of energy currently in use and in development.
- Identify characteristics of waves (e.g. they carry energy, types of waves, wavelength, frequency, period, etc).
- Apply the relationship between frequency, wavelength, and period.
- Relate and differentiate between the different wavelength bands of the electromagnetic spectrum.
- Identify and apply the properties of waves (e.g. interference, diffraction, refraction, Doppler effect, and polarization).
- Explain how energy is transferred between systems (heat flow and work) and apply this understanding to engines.
- Explain and apply the concept of internal energy.
- Explain and apply the concept of entropy.
- Explain the central concepts of special relativity.
- Explain the central concepts related to nuclear processes (e.g. fusion, fission, half-life, alpha, beta, and gamma radiation, E=mc2, fundamental forces, and quarks) and perform necessary calculations.

Biology

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.
- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Bio Conventions – When responding in extended scientific academic writing, student will use grade level English conventions, MLA citation, academic vocabulary and format.

- The student will be able to construct and interpret graphs using scientific logic and evaluating evidence.
- The student will be able to use analytical skills to discern inconsistent results as well as using technology and alternative data to form hypothesis.
- The student will be able to utilize evidence, statistics and models to form theories, hypothesis and analyze natural phenomena.
- The student will understand concepts from other areas of science, including the overturning of scientific theories as well as science-based societal issues.
- Students will be able to identify parts of cells, elements in living things as well as the division of cells.
- The students will comprehend the parts of a cell and molecular biology, including cell types, cell membranes and enzymes.
- The student will understand the structure and function of cells in regards to protein secretion, photosynthesis, cellular respiration and macromolecules.
- Genetics - The student will understand inheritance, DNA's role in trait inheritance, and sexual and asexual reproduction
- The student will be able to describe and comprehend Meiosis, the unique attributes of germ cells and chromosome segregation.
- The student will understand fertilization, determination of sex, allele combinations and individual's DNA heredity.
- The student will understand Mendel's Laws and be able to predict phenotypes in a genetic cross.
- Students will be able to define and understand genetic translation, decoding and the differences and structure of mRNA and tRNA
- Students will be able to describe mutations and gene expression as well as roles and differences between proteins in genetics.
- The student will understand the function and structure of DNA, RNA and Proteins, a broad description of biotechnology.
- The Student will comprehend the causes of evolution and diversity, supportive evidence, and the studies of Charles Darwin and natural selection.
- The student will understand evolution details such as phenotypes versus genotypes, genetic diseases, mutations and genetic variation.
- The student will understand the structure and function of natural selection, fitness, diversity and survival
- The Student will comprehend genetic drift speciation within genetics and fossil evidence as it supports genetic evidence.
- Student will understand the cycles of matters through co-systems, categorizing populations and the carrying capacity of an ecosystem as well as the current impact of global warming on earth's biosphere.
- Student will understand the nuances of biodiversity, ecosystem changes including population fluctuations, chemical cycles producers and decomposers
- Student will understand the role of producers and decomposers as well as food webs and energy pyramids in ecosystems.
- Student will understand structure of plant cells, growth, energy and cycles such as respiration and reproduction.
- Student will understand structure of animal cells, animal types, respiration and food chains.

- Student will understand the organization of living things, how bones and muscles are organized and the function and structure of the heart.
- The student will understand homeostasis in humans, stimulus and response and feedback loops.
- The student will understand the function and structure of nerve impulses and neurons.
- The student will understand function and structure of the skin, antibodies and vaccination, and the role all plan in infection and immunity.
- The student will understand the function and structure of bacteria and viruses and their impact on weak immune systems
- The student will be able to dissect, identify body components and create wet slides from specimens.
- The student will understand human reproduction and female function and form
- The student will understand human reproduction and male function and form
- The student will understand STD's, STI's, contraceptive devices and abstinence as reproductive options and consequences.

Robotics

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.
- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Compete in robotics competitions.
- Demonstrate ability to modify or replace designs many times in order to meet a goal.
- Document designs consistently both in programming and building.
- Dissect and test pre-written programs to explain how they work.
- Read inputs and control outputs.
- Use logical statements and loops (if then, do for,) in a program to allow the robot to repeat steps or change its output based on different inputs.
- Utilize sensors to inform a robot's decisions.
- Create novel programs to meet a given goal.
- Create pseudo-programs that follow a logical progression to meet a goal
- Explain the function of electronic components in a circuit and identify them in schematic diagrams.
- Build and test pre-designed circuits on a breadboard from schematic diagrams.
- Design, build, and test novel circuits on a breadboard.
- Solder a circuit-board.
- Explain the function of robotics components in the construction of a robot.
- Design, build, and test a robot and the components that make up a robot.
- Predict voltage, current, and power in a DC circuit.
- Measure voltage and current in a DC circuit.
- Describe and apply the relationship between electricity and magnetism.

- Describe common forces and apply their equations to force problems including: gravity (weight), friction, and normal force.
- Apply the relationship between work and energy and work and power in solving problems and in understanding simple machines.

Crew

- HOW Responsibility- Organization: log in to Grade Ease regularly, keep an organized binder, keep and up-to date agenda
- HOW Respect- Promote a safe and respectful environment through respectful words and actions.
- HOW Classwork – Actively participate in crew: community meetings, CREW discussions & activities, check0ns and in-class assignments
- Goals: set SMART goals and monitor progress (weekly and monthly)
- Guiding Principles: demonstrate how the Guiding Principles function in your life
- Self Advocacy- demonstrate student responsibility and attend ILPs, field work and grade level specific events

Career and College Prep

- HOW: Students demonstrate their ability to stay organized, manage their time well and follow through on assignments by completing class responsibilities in a timely fashion.
- Students can describe why applying to college is important and what they need to do to successfully complete this process.
- Students can identify career options that interest them and explain how these career options affect their life choices in high school, college and beyond.
- Students compose compelling personal statements to use for college applications and scholarship opportunities.
- Students create final projects about their internships that document their work-site experience through visual images and written text.
- Students complete academic internship assignments in a thoughtful, detailed and timely manner
- Students prepare for and apply to internships with local organizations and businesses.
- Students register for, prepare for, take and evaluate their performance on at least two college entrance exams this year
- Students will select 5-10 colleges that they would like to apply to with a clear rationale for their interest in each school
- Students will select 5-10 colleges that they would like to apply to with a clear rationale for their interest in each school.

Senior Seminar

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.

- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Actively seek out financial aid for college
- Complete applications to at least TWO colleges
- Identify 4-8 colleges to which you will apply and reasons why they are a good fit for you.
- Write compelling personal statements and requests for letters of recommendation

Art 9

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.
- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Students apply artistic process and skills, using a variety of media to communicate meaning and intent in original works of art.
- Students will create a work of art that addressed a social issue.
- Students will create an expressive composition, focusing on dominance and subordination
- Students will grow in their familiarity and understanding of vocabulary words related to the elements of art and the principals of design.
- Students will refine their skills in observational drawing through repeated drills and practice.
- Students will use the principals of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

Fitness 9

- HOW - Responsible: Student comes to class on time and completes class work everyday.
- HOW - Responsible: Student comes to class prepared and with homework completed.
- HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
- Core Strength: Students can complete a number of crunches in 60 seconds according to the standard set for his/her age and gender.
- Endurance: Students can run the mile according to the standard time set for his/her age and gender.
- Endurance: boys can run a mile in 7:44 and girls can run a mile in 9:58.
- Flexibility: Students can sit and reach according to the standard range for his/her age and gender.
- Upper Body Strength: Students can complete a number of push-ups according to the standard set for his/her age and gender.
- Complete a 30-foot shuttle run according to a time set for his/her age and gender.
- Complete the standard number of sit-ups in one minute according to the standard

set for his/her age and gender.

- Demonstrate, understand and explain the rules of capture the flag.
- Demonstrate, understand and explain the rules of soccer.
- Student is able to demonstrate the proper sportsmanship while in game play
- Student is able to demonstrate the proper way to play flag football.
- Students are able to understand the rules of Ultimate Frisbee.
- Responsibility: Student comes to class dressed, on time and participates daily
- Responsibility: Student has changed into proper PE attire 80% time.

INDIVIDUALIZED STUDENT ACADEMIC AND PASSAGE PLAN
AAAAAA XXXXXX

Outcomes

IEP Goals	Associated Learning Target
Goal 1 - By 04/21/2010, Given an indirect verbal cue, AAAAAA will demonstrate comprehension of 8th grade level texts through completion of pre- and post reading activities, identifying and summarizing main ideas and supporting details in math, science, and humanities instruction on 80% of opportunities.	Humanities LTs 1, 2, 4, 6, 8, 12, 13, 21, 22.
Goal 2 - By 4/21/2010, Given graphic organizers paired with indirect verbal prompting, AAAAAA will produce final draft writing samples, with teacher feedback and revisions, that reflect grade level standards for organization conventions, and vocabulary, and convey one clear idea, as measured by work production evaluation.	Hum. LTs 3, 5, 7, 14, 15, 18
Goal 3 - By 4/21/2010,, AAAAAA will exhibit mastery of basic number skills such as mental calculations, multiplication tables. He will generalize this skill by properly solving multi-step equations with 75% accuracy given indirect verbal cues.	Math LTs 1-4, 6, 9,13
Goal 4 - By 4/21/2010, Given an initial prompt, AAAAAA will independently complete assigned tasks for specified amount of time in lieu of talking to peers or redirecting teacher on 8/10 opportunities across three consecutive weeks.	Humanities LTs 5, 9
Other Identified Learning targets - Humanities. 23, 24, 31 / Math 7, 11-13 / Life Science 1-5, 7,8,12,13,15.	

Habits of Work

Specific Student Habit	Evidence
Habit 1 - ORGANIZATION - Student maintains organized folders and binders and cleans out backpack at least once per week. Student maintains resource materials such as writers notebook, product/quotient sheets, and note cards and uses them to complete assignments.	Weekly check-ins during RSP pullouts and 2xweek in study hall.
Habit 2 - RESPONSIBILITY - Student fills out advocacy forms to receive extra help and asks clarifying questions of teachers and fellow students. Student attends scheduled resource classes and study halls and is on time.	Check records from core teachers, attendance to RSP pull-outs and study hall.
Habit 3 - FOCUS - Student stays on task without need for redirection and does not pull others off task.	Stays on task for at least five minutes at a time during class and RSP pullouts.
Habit 4 - HOMEWORK PREPAREDNESS - Student records	Track agenda from crew leaders,

homework in agenda each day, and makes sure he/she has materials and directions necessary to complete homework before leaving class.	and check preparedness in RSP study hall.
Habit 5 - PARTICIPATION - Student actively participates in classroom discussions and group work and monitors his/her understanding by volunteering for tasks, asking questions, or taking notes.	Check participation in push-ins and with core teachers.

Passage Requirements

Math / Science	Humanities	Habits of Work	Art / Fitness
☐ Meet 70% of identified LTS	☐ Meet 70% of identified LTS	☐ Meet 70% of identified HOW	☐ Meet 70% of identified LTS
☐ 2 Math POW Masterpieces	☐ 2 writing Masterpieces		☐ Meet Passage Expectations
☐ 1 Science POW Masterpieces	☐ 1 Social Studies Masterpiece		
☐ Meet Passage Expectations	☐ Meet Passage Expectations		

Passage Expectations Include:

- Persuasive Essay – Why I am ready for High School?
- Science Lab demonstration during public Passage presentation
- Passage portfolio completed and submitted by June 1, 2010
- Passage presentation completed and meeting expectations between June 14-18, 2010

SOPHOMORE PRESENTATION - PASSAGE

The Basics

Schedule
Passage work happens all year in the tenth grade. Students began their passage work in September, and in order to pass the grade, they need to show that they have been working all year, not just in the final months of the year.

Portfolio
Students will be compiling a passage portfolio and writing reflections on work and learning throughout the year. The pieces of the passage portfolio are listed below, along with date ranges for when students are working on them. All portfolio pieces must be completed on time, typed, proofread, edited, and revised.

Interview
In June, students who are passing three out of their five classes and who have completed a passage portfolio will have interviews with Lighthouse community members in which they convince their interviewer that they are ready for the 11th grade through their exhibit of work and their ability to express their ideas and explain themselves.

First Semester

September-October 2009:
Identity project: "Just because..." Poem and "Who are you?" Essay
Students will write two examinations of identity over the fall. The first is a poem that breaks down preconceptions about who they are. The second is a biographical essay about a class partner.

September-December 2009:
Guiding Principles Current Events Project
Students will bring one news article and a completed notetaking packet to crew each week, share the article with the class, and take notes on other students' articles. In December, students will write a reflection on a single guiding principle and its portrayal in the news.

November-December 2009:
Written reflections and an exhibit of learning for each academic class
Students will provide three pieces of work for each academic class (biology, math, and humanities – nine pieces total) and write a 500-word reflection in response to an assigned prompt for each class.

Supplemental documents
ILP scripts and grade reports: October and January
IA results: October and December

Second Semester

February 2010:
Philosophy of learning
Students will analyze their learning style, forms of intelligence, and academic strengths and weaknesses and write a reflection that describes their findings.

March and May 2010:
Identity project: "Who am I?" Essay and Diversity reflection
In March, students will write a reflection in response to the diversity study they have been doing in crew since October. Then, in May they will write an autobiographic pieces that reflects on their own identity.

April-May 2010:
Written reflections and an exhibit of learning for each academic class
Students will provide three pieces of work for each academic class (biology, math, and humanities - nine pieces total) and write a 500-word reflection in response to an assigned prompt for each class.

June 2010:
Ninth and tenth grade reading anthology
Students will write an annotated bibliography of the books they have read in 9th and 10th grade, both in school and out of school. The anthology must include citation information and a description of at least 15 books, and provide evidence of reading in the form of reading logs.

Supplemental documents
ILP scripts and grade reports: April
IA results: April
CAHSEE results
Interview questions and answers

Notes for parents and students:

- All passage pieces are based on work that students do in their academic classes and in crew. Students who are not keeping up in their classes will have trouble completing passage work.
- Students will work on all passage pieces in crew, but will also be expected to dedicate time to them outside of class. Due to the pace of passage work, students who fall behind will have trouble finishing their passage portfolios and will not be eligible for a passage interview.

JUNIOR PRESENTATION - INTERNSHIP

What is an Internship?

A student internship is an unpaid, career-focused experience during which students become directly involved in the workplace. This experience provides an opportunity for a student to apply the skills obtained in school to real work situations and to learn additional skills. An internship will also help students to define career goals.

Why Intern in High School?

Internships are one of the most important ways students gain experience and start to make contacts within any career field. Work experience at a respected company or organization, especially if it's related to a field you might pursue in college, will only strengthen your applications to college and future jobs. It's a great way to stand out from the crowd.

Secondly, an internship will allow you to explore potential careers and courses of study for college. You might confirm that newspaper journalism is the career of your dreams, or find out that software programming isn't exactly how you'd imagined it. You may also discover other fields and positions you hadn't considered before.

Finally, an internship can help you understand how a professional organization operates. Within that organization you'll gain access to valuable contacts who may lead you to other opportunities in both school and work.

Internship Goals

By the end of the semester, students should be able to:

- Describe whether the type of work or career field they experienced through their internship is compatible with their personal interests, values, skills, and aptitudes
- Complete a high quality job application and cover letter
- Speak articulately about themselves and their career interests
- Set priorities, plan use of time, adhere to a schedule
- *Develop valuable work habits such as reliability, critical thinking, and interpersonal skills*
- Understand the evaluation process in the workplace
- Engage in appropriate workplace etiquette and behavior

How Internships Will Work at Lighthouse

- Students must HELP secure their own internships including submission of applications and cover letters in a timely fashion; some internships may also require additional forms and/or interviews
- Internships will take place during the second semester of the year (Feb-June), *usually* on Wed.
- Students must work at least 3-5 hours per week at their internship site
- Students must represent themselves and the school in a positive manner at internship sites

- Students will be responsible for getting to and from their internship site on public transportation; Lighthouse will pay for bus/BART fare as needed
- Students will receive school credit and a grade for their internship work.
- Most internships will be unpaid but may lead to paid positions after school or over the summer
- Except in extreme situations, students may not switch internships in the middle of the semester.
- Students must regularly reflect upon and discuss their internship experience in written journal entries, CREW seminars, and individual meetings with LCCS staff.

Where You Can Find Internships

Some organizations have formal internship or volunteer programs designed for high school students and other members of the community. Other businesses might need to be convinced to take on a high school intern. Mr. Weintraub has been working to find as many internship opportunities as he can, but if nothing he has found interests you, you can take matters into your own hands by looking for an internship with an organization of your choice.

Ask your parents, your friends' parents, your relatives and anyone else who might be willing to help you if they're aware of any opportunities. Use the internet and phone book. Contact professional organizations in your area of interest. Don't give up if a business or organization you are interested in doesn't formally list an internship program for high school students. Try to identify a human resources representative or department manager to whom you can send an email or letter.

How to Apply

Companies with formal internship or volunteer programs (like hospitals and museums) generally have specific applications and procedures outlined on their Web sites. Each internship has different application requirements and workplace responsibilities, so be sure to read the information carefully.

If you're trying to create your own opportunity, you should craft a one page cover letter that outlines your skills, education and interests along with your interest in their organization (see attached directions and example).

Next Steps

- ☐ Continue thinking about your college/career goals and the type of internship(s) that you would most benefit from.
- ☐ Meet with Mr.Weintraub to discuss internship possibilities.
- ☐ If none of the available internships interests you, find your own!
- ☐ Complete applications and cover letters for internships ASAP

SOME OF THE INFORMATION HERE IS TAKEN FROM "INTERNSHIPS FOR HIGH SCHOOL STUDENTS" BY STEPHEN BORKOWSKI

College and Career Prep Assignment: Internship Cover Letter

As part of the internship application process, you will need to complete a letter to at least one internship site describing why you would like to be an intern there and what skills you have to offer. This type of letter, which is called a cover letter, is a common part of most job applications (and good practice for finding a job later on). A good cover letters is AT LEAST3 SOLID PARAGRAPHS IN LENGTH. I have attached some cover letter guidelines and an example cover letter for you to review along with the rubric below:

Just Beginning	Approaching	Meeting	Exceeding
The format and/or content of the cover letter is totally inadequate. In particular, the student's reasons for wanting this internship and description of his/her relevant skills are not clear.	Although parts of the cover letter are acceptable, there are major flaws in one or more important aspects of the cover letter. These include: (1) the letter format, (2) the student's reasons for wanting this internship, and (3) a description of his/her relevant skills.	The cover letter is formatted correctly and the student discusses his/her reasons for wanting this internship and description of his/her relevant skills in sufficient detail.	All elements of meeting plus one or more of the following literary elements: ❑ Some unique creative flair ❑ Outstanding word choice ❑ Effective use of persuasive techniques

Internship Project Guidelines

In order to get academic credit for your internship, you must complete a final project showcasing what you learned during your internship experience. Projects must be high quality pieces of work that educate the Lighthouse community through both words and images about a meaningful topic connected to your internship work. Some of you will be able to turn something you are already working on at your internship into your final project, while others of you may need to exercise some creativity and initiative in designing your final projects. Final projects may take the form of a blog, brochure, flyer, powerpoint presentation, or any other format that helps to explain what you did and what you learned at your internship. Internship projects will be exhibited at Lighthouse's Spring Expo on Wednesday, June 17, 2009.

Design Requirements for you Internship Project:

1. The topic of your project is interesting and informative to others in the Lighthouse community (students, parents, teachers)
2. The project demonstrates some of the skills you learned and/or experience you gained at your internship
3. The format of your project allows you to communicate your ideas effectively

Written Requirements for Your Internship Project:

You must address each of the following topics in detail; final draft must be free of spelling/grammar errors

1. What your internship organization does
2. Who your mentor was and what their job is

3. What your main tasks were at your internship
4. What you learned at your internship
5. How your internship has shaped your college/career interests

Visual Requirements for Your Internship Project:

1. At least three pictures/images connected to your internship work (you may wish to re-use your internship artifacts to meet this requirement)
2. Clearly written captions for each picture or image

Timeliness Requirements for Your Internship Project:

1. *Project Description:* By Thursday, May 22, 2009
2. *Project Draft:* By Friday, June 5, 2009
3. *Final Project Due:* By Wednesday, June 17, 2009

Note: If multiple interns are working on the same project, they will need to explain their individual roles and responsibilities in the project write-up. Students working on the same project can share the same project description, meetings and timeline.

SENIOR PRESENTATIONS

Senior Research Expedition

1. Develop a **guiding question** about an issue of interest in our community (that you have some capacity to research and respond to)

2. Create a **hypothesis** about what caused this issue and what you are able to do about it

3. **Research** this issue (multiples texts), conduct **fieldwork** to learn more about this issue (interviews, ethnographic observation, museum or archive visit, etc.)

4. **Identify** how the research issue connects to you and your community; **seek** community partners that are currently (or historically) working on this issue; **select** a community sponsor/partner who will assist you with designing and implementing your community service plan

5. Design a **project proposal** (make revisions as necessary)

   a. Expository writing: problem statement; historical background; community service plan; theory of action (including MLA parenthetical citations and Annotated Bibliography of sources)

   b. Power Point presentation and copies of Works Cited Page

6. **Present** project proposal to Senior Expedition Committee: CREW leader, LCCHS/LCCS mentor teacher, community partner/sponsor, LCCHS administrators

7. Implement **service plan** making reflective changes as needed

8. **Reflect** upon your Senior Expedition's Service Plan in class discussions and individual journal

9. **Evaluate, celebrate, and present** your Senior Expedition project

RESEARCH PROPOSAL ORGANIZATION GUIDE

1	Title of Project Provide a short, descriptive title for your project. Your title may change once you work on your project.
2	Statement of Purpose Explain what you hope to change with your Senior Expedition initiative. What, specifically, will this project contribute to our community? Once you have conducted significant research, you should be able to explain this in a few summary sentences.
3	Background Explain your background knowledge on this topic. Why is this a need in our community? How did this need arise? What have others done to help alleviate this need already?
4	Significance Explain why this project is important. Why should you gain approval for this project? What do you hope to contribute to our community with this project? What do you hope to learn from this project? Who will benefit most from this project?
5	Preliminary Research Description Describe the initial research you have conducted and life experience you have with this topic. If you do not have life experience with this topic, explain how this research led you to be interested in this topic.
6	Research Methodology Explain how you will conduct your project in as much detail as possible. Explain your research process (including finding a community partner/sponsor), your plan of action, the steps in this plan of action, and how all of this will answer your project question. Consider all methods of research: library research, internet research, interviews, observations, fieldwork, etc.
7	Potential Problems & Resolutions Describe the problems you expect you will encounter and how you hope to solve them.
8	Works Consulted Make a list of at least five reliable sources you have consulted or plan to consult. Consider fieldwork as well as book and internet resources. List as many sources as you feel will help you at this time, although some may become irrelevant once you begin.

Senior Seminar Calendar 2009	
Week of: Jan 12	Finish Senior Seminar College Focus
19	
26	Start Senior Expedition: Introduction, Model projects, Form Guiding Question & Statement of Purpose
Feb.2	
9	Research & Contact Community Partner/Sponsor- cycle of this research Study Exemplar Final Project: written proposal and power point
17	
23	
March 2	
9	Proposal writing time/power point work time Workshop & peer feedback on proposals* Tues .March 31 students in school for more feedback on proposals? ***April 1-3 Wednesday- Friday Proposal Presentations*** (in lieu of ILPs) Analyze senior expedition committee feedback & revise implementation plan
16	
23	
April 13	
20	Implement plan & record work in journal
27	
May 4	
11	
18	Prepare individual celebration sharing
25	
June 1	? Senior Expedition Celebrations (maybe on EXPO night?)
8	
15	Graduation Week

SENIOR PROJECT PROPOSAL PRESENTATION RUBRIC

YOU MUST MEET IN 3 OF 4 CATEGORIES IN ORDER TO EARN AN OVERALL GRADE OF MEETING

	MEETING	NOT MEETING
Presentation Skills: The student's presentation includes... o **Eye contact with audience** o **Projection of voice** o **Awareness of audience** o **Use of academic language**	o The student consistently faces and makes eye contact with audience o He/she projects voice so that audience can hear clearly o He/she engages audience by initiating questions, using rhetorical devices and using voice intonations o He/she utilizes thoughtful, sophisticated vocabulary and descriptions. Avoids colloquialisms.	o The student does not make sufficient eye contact and/or his/her back is often to audience o His/her voice is not projected consistently o He/she does not seem to be aware of audience and/or does not engage them o He/she uses colloquialisms or does not utilize academic language consistently
Content: The student clearly explains... o **His/her project's purpose** o **The project's significance** o **His/her use of research** o **His/her research methodology** o **The project's potential problems & possible resolutions** o **His/her relationship with community partner**	o The student's purpose is explicitly stated and explained in full o There is clear and specific research to support the purpose of this project o Research methodology is explained in sufficient detail o Potential problems are reviewed and resolutions are proposed o There is a clear, relevant and supportive relationship between the student and his/her community partner	o The purpose is unclear, incomplete or not stated o There is an obvious lack of research to support the purpose o There is either no research methodology or a lack of research methodology or it is mentioned but is unclear o Problems are either not mentioned, not addressed or irrelevant o The community partner is not mentioned or there is not a clear connection between the partner and the project o Overall, there is too much ambiguity or too many gaps in the content of the presentation
Power Point: ***The student's Powerpoint slides...*** o **Are used to enhance and further understanding** o **Contain relevant, thoughtful graphics** o **Are of publishable quality**	o Slides are concise and purposeful-used to support speaker's purpose o Slides contain very few errors in spelling, grammar or conventions o Graphics are relevant, thoughtful and used to enhance or support purpose	o Power point is either too short, too long or is overly verbose o Slides seem disconnected from the project's purpose OR are too wordy and do not demonstrate careful word choice o There are several errors in conventions that seems to indicate little to no editing/revision o Graphics are either inappropriate or do not adequately support the presentation's purpose OR very few graphics are used
Response to Feedback: The student... o **Is able to answer questions with confidence** o **Acknowledges and relevantly responds to questions** o **Uses academic language**	o The student can respond to inquiry with confidence and a clear level of factual information o He/she uses academic language when speaking to peers and audience members o He/she remains focused when responding to questions	o The student clearly struggles to respond to inquiry o His/her use of non-academic language is noticeable o He/she loses focus when responding OR does not respond to the questions asked.

CREW

Professional Development Goal: Knowing and Motivating Students

What Is It?

- Is an additional class that almost all secondary Lighthouse staff assume in addition to their core responsibilities.
- It is a smaller class than the typical classroom and does not meet everyday.

Why Do We Have It?

- To ensure that each student has a strong relationship with at least one caring adult at Lighthouse (one caring adult in a child's life increases their resiliency factors thus improving their ability to achieve our mission).
- To deliberately expose students to Lighthouse's culture (e.g. Guiding Principles and academic expectations)
- To nurture our larger community by convening *Community meetings* designed to reinforce our rituals, celebrate achievements, provide a space to repair relationships, and a forum for specific announcements or topics of interest.

How Do We Do It?

- Crew time should be used to:
    - Set weekly SMART goals
    - Collect evidence of goal achievement
    - Reflect upon achievement of goals
    - Prepare for ILP meetings
    - Develop community amongst crew members
    - Prepare for community meetings
    - Discuss important community topics
- Crew is differentiated to meet the unique needs of students at each grade level (passage, CAHSEE, SAT preparation)
- Crew leaders should:
    - Know how their students are progressing in all of their classes
    - Meet regularly with their grade level team to discuss all students successes and challenges
    - Consistently be in contact with the parents of their crew to discuss
        - Positive achievements
        - Areas of growth
        - Academic standing

Sample School Crew Learning Targets Inlcude:

- Maintain binder organization.
- Keep student agenda up to date by recording homework and setting work completion goals.
- Consistently login to gradebook to record learning target percentages in all classes.
- Actively participate in crew through check-ins, community meeting planning, and volunteering,
- Set SMART goals and monitor progress through weekly goal reflection, monthly portfolio checks, and triennial self-assessments for ILP conferences and successfully complete the Exhibit of Learning project for both semester 1 and semester.
- Demonstrate an understanding of how the Guiding Principles function in your own life, at Lighthouse and in the world around you by completing the guiding principle project.
- EXPO Learning Target – use effective oral communication skills when I explain to my parents my learning experiences in all of my classes during EXPO.

Crew Components	
1st	**Check Ins** Everyone sits in a circle where they can all view each other. Each student checks in - topics can be chosen or students can simply focus upon their highs and lows for the day.
2nd	**Agenda Check** Students take out agenda. Confirm that each student has entered the appropriate homework for each class
3rd	**Planning for Study Hall, Flex Time, and Homework** Students identify what they will accomplish in their agenda. Students organize their work for easy access later in he day.
4th	**Planned by grade level team**

Community Meeting Agenda	
1st	Appreciations - students appreciate specific actions of members within their community. • Students who want to make an appreciation stand • Each volunteering student makes their appreciations and then sits • Entire community applauds once finally appreciation is made
2nd	Apologies - students make specific public apologies to their community that are intended to take ownership for actions as opposed to addressing the same event again. • Students who want to make an appreciation stand • Each volunteering student makes their appreciations and then sits
3rd	Announcements
4th	Focused Activity (connected to Guiding Principles)

CREW MONTHLY PLANNING TEMPLATE

Month: Guiding Principle Focus:

Week 1

Monday	Tuesday	Thursday	Friday

Week 2

Monday	Tuesday	Thursday	Friday

Week 3

Monday	Tuesday	Thursday	Friday

Week 4

Monday	Tuesday	Thursday	Friday

Crew Planning...when planning Crew...check to ensure that you are setting time aside to...

Set weekly SMART goals	Reflect upon goal achievement	Prepare for ILP meetings
Develop community	Prepare for community meetings	Discuss community topics
Celebrate achievements	Check academic progress online	Do specific grade level work (e.g. CAHSEE prep)

Individualized Learning Plans

What Is It?
A triennial meeting between student, crew leader, and parent / advocate designed to update progress and goal set. Many new parents are confused by the inclusion of their child and have come alone in the past. While there are times for parent only meetings, this is not one of those times. Students must attend with their parents. Also, we want to make the report card and ILPs accessible to all families and we therefore offer and schedule translation services.

Why Do We Have It?
ILPs exist to achieve several goals. The important thing to realize is that all of the goals are not achieved instantly at the first meeting. What is most important is to develop a trusting relationship between you, the student and their family. With that trust in place, more complex ILP goals can be achieved.

- Build relationships between families and school **(Initial Meeting)**
- Share student academic and social progress **(Subsequent Meetings)**
- Develop student goal setting skills for students **(Subsequent Meetings)**
- Develop student public speaking and facilitation skills via student facilitated meetings **(When Developmentally Appropriate)**

When Do They Happen?
- Three times per school year:
    - **Fall**
    - **Winter**
    - **Spring**

Historical Context
When Lighthouse was developed, "Individualized Learning Plan" meetings were designed to develop a strong student-family relationship with the school and to track student progress. One thing we must never forget is that the strength of our relationships with families and their extremely high level of trust is the product of knowing at least one staff member well and we aspire to have the crew leader be that person for each family.

Prior to Lighthouse, many of our families have never had a one-on-one meeting with the teacher of their children – nevertheless a proactive student led conference. We must remember that these meetings fuel parental trust and realize that this trust is essential to students achieving the mission of college or a career of choice.

ILP Preparation

Arranging Meetings:

- Add your name and contact information to the ILP Sign-Up form and send them home to students.
- Create your schedule.
- Give Arlene your schedule and communicate translation needs.
- Inform families using the "Official ILP Meeting Time & Date" forms
- Collect confirmations from students

Preparing for ILPs With Students During Crew:

- Analyze Progress Reports
  - Clarify what assessments tied into the grades
- Identify Strengths & Challenges
  - Fill in page one of the script
- Write SMART goals
  - Guide students towards appropriate and effective goals with solid strategies ("SMART" goal sheet & "Suggested Strategies")
  - Conference with students before ILPs (ideal)
- Draft conclusion
- Practice and highlight the script when it requires them to speak out loud
  - Partner practice

ILP Meeting Prep For Crew Leaders:

- Things to have ready in student section of Crew Leader Binders:
  - Copy of student's script
  - Copies of ALL Progress Reports
  - Any anecdotal information that is relevant
  - Arranged comfortable meeting space in your room
  - Crayons or quiet games for younger siblings

ILP Actual Meeting:

- Students start meeting using highlighted scripts
- Goals recorded in ILP goal template (laptop or written)
- Follow script until conclusion

Sample ILP Script – 10th Grade

Crew Learning Targets

--10th grade Crew HOW – Responsibility CW: Student comes to class on time and completes class work everyday.
-10th grade Crew HOW - Respectful: Student follows first requests and contributes to a positive learning environment.
-10th grade Crew HOW Responsibility HW: Student comes to class prepared and with homework completed.

10th grade Crew LT 1: Demonstrate an understanding of how the guiding principles function in your own life, at LCCHS and in the world around you by completing the guiding principle project.
-10th grade Crew LT 2: Demonstrate an understanding of the multiple layers of identity by successfully completing the grade-level identity projects
-10th grade Crew LT 3: EXPO Learning Target – I use effective oral communication skills when I explain to my parents my learning experiences in all of my classes during EXPO.
-10th grade Crew LT 4: Keep academically organized in my backpack, using my planner, and keeping required class binders and HW organized.
-10th grade Crew LT 5: Lead at least 1 CREW lesson per semester.
-10th grade Crew LT 6 Read and discuss (orally or in writing) one text per week—at least 15 per semester, 30 over the course of the year.
-10th grade Crew LT 7: Set SMART goals and monitor progress through weekly goal reflection, monthly portfolio checks, and triennial self-assessments for ILP conferences and successfully complete the Exhibit of Learning project for both semester 1 and semester 2
-10th grade Crew LT 8: Successfully complete the grade level summer program and/or community service assignment.
-10th grade Crew LT 9: Write one expository essay per month (with at least 1 revision) to prepare for CAHSEE and SAT writing sections.

1. Introductions:
    a. Who are we (introduce persons present and their role(s)?

_____

_____

_____

_____

b. Why are we here?

2. Math

Exhibit of work:

a. Choose 1 piece of work from each class (or more)
b. Share the work with both crew leader, support person
c. Discuss what it shows you have learned/what you are proud of.
d. What does your grade report tell you that you need to work on?
e. Is there any work you can make up, substitute, or do towards weak learning targets?

a. Work title:

b. What did you do for this assignment? How hard was it? Did you work with anyone?

c. What does this show you have done well? What did you learn? What are you proud of?

d. What does your grade report tell you that you need to work on?

e. Is there any work you can make up, substitute, or do towards weak learning targets?

3. Humanities Report Card Grade _____
   Exhibit of work:
   a. Choose 1 piece of work from each class (or more)
   b. Share the work with both crew leader, support person
   c. Discuss what it shows you have learned/what you are proud of.
   d. What does your grade report tell you that you need to work on?
   e. Is there any work you can make up, substitute, or do towards weak learning targets?

a. Work title:

b. What did you do for this assignment? How hard was it? Did you work with anyone?

c. What does this show you have done well?

d. What does your grade report tell you that you need to work on?

REMINDER: Humanities Grade is weighted at X 2 for English LT and History LT!

e. Is there any work you can make up, substitute, or do towards weak learning targets?

4. Biology (Or Physics) Report Card Grade _____
   Exhibit of work:
   a. Choose 1 piece of work from each class (or more)
   b. Share the work with both crew leader, support person
   c. Discuss what it shows you have learned/what you are proud of.
   d. What does your grade report tell you that you need to work on?
   e. Is there any work you can make up, substitute, or do towards weak learning targets?

f. Work title:

g. What did you do for this assignment? How hard was it? Did you work with anyone?

h. What does this show you have done well?

i. What does your grade report tell you that you need to work on?

j. Is there any work you can make up, substitute, or do towards weak learning targets?

5. The Future:
   a. Are you thinking about college? What other options have you considered for when you finish high school?

   b. What might you choose to work on now to help meet these goals?

   c. Talk about intervention strategies or short term goals you need to implement for academic success.

6. Important standardized tests:

   a. CAHSEE for 10th graders (some 11th graders)

- What is it? Why does it matter?

  _____

  _____

- When is it?

  _____

  _____

- Can you retake it?

  _____

  _____

- How to prepare?

  _____

  _____

- What do your scores mean?

  _____

  _____

b. Interim Assessments

Math 1st assessment score: _____ Date Taken:____/___/_____

Humanities 1st assessment score: _____ Date Taken:____/___/_____

7. SMART goals:

   a. Reflect on the goals you have had so far this year: how have you done?

   b. Choose 3 new goals→make them SMART

   GOAL # 1:

   GOAL # 2:

GOAL #3:

8. Guiding Principles
   a. Communicate which 1 of our 10 guiding principals you feel you have achieved the best so far this year and discuss evidence.

   b. Communicate which 1 of our 10 guiding principles you feel you need to work on the most right now and discuss why this area is in need of improvement.

9. Intervention Plan/ Participation
   - ☐ Lunchtime Academic Drop in Study Hall
   - ☐ Computer Lab Flex
   - ☐ Intervention Flex Time Study Hall- Contract
   - ☐ Certified "Danger of Retention" letter
   - ☐ Other: _____

Intervention Notes:

_____

_____

Date of ILP: _____ Time: _____

Parent/ adult representative signature _____

Student Signature: _____

Crew Leader Signature: _____

Please turn in this scripts with notes and feedback from the meeting as evidence of completion towards crew learning targets. This will be stored in your passage portfolio as CREW evidence.

2009-2010 High School Graduation Requirements

All requirements must be satisfied by **June 18th** to participate in the graduation ceremony and to receive a diploma.

A-G - meet at least 60% of Learning Targets in the following courses

A (all)	B (all)	C (all)	D (2 of 3)	E (2 of same)	F (all)	G (one)
☐ English 9	☐ World History I	☐ Algebra I	☐ Biology	☐ Spanish I	☐ Art	☐ Earth Science
☐ English 10	☐ World History II	☐ Geometry	☐ Physics	☐ Spanish II		☐ Robotics
☐ English 11	☐ U.S. History I	☐ Algebra II	☐ Chemistry	☐ French I		☐ Math Analysis
☐ English 12	☐ U.S. History II			☐ French II		☐ Statistics
				☐ CC LOTE		☐ NFTE

CAHSEE - Pass both sections of the CAHSEE

☐ English Language Arts
☐ Mathematics

Lighthouse Specific Requirements

11th Grade	12th Grade
☐ Meet at least 60% of Learning Targets in Career and College Prep by: o Completing personal statement o Meeting expectations of Internship Project o Meeting expectations of one scholarship application o Meeting expectations of one summer program application	☐ Meet expectations of Senior Project; defined as meeting 3 of 4 LTs: o Written project proposal o Project proposal presentation o Completing the project (service hours) o EXPO presentation ☐ Meet expectations of Senior Seminar; defined as meeting 3 of 5 LTs: o Habits of Work o Identify 4-8 colleges to which you will apply and reasons why they are a good fit for you o Write compelling personal statements and requests for letters of recommendation o Actively seek out financial aid for college o Complete applications to at least two colleges

Graduation is defined as the opportunity to walk in the graduation ceremony, receive a diploma from Lighthouse, and participate in senior celebratory events. If the above criteria are not met, a student will not participate in any senior activities, including the graduation ceremony, nor will s/he receive a diploma. The following exceptions may occur:

☐ If a student is passing her/his courses and endures a severe medical hardship or family emergency, s/he will be given the opportunity to walk in graduation and compete missing work from the last few weeks of school during a July make-up work period. This opportunity is only available if s/he was passing classes at the time of the medical hardship.

LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL BOARD ROSTER

Name	Board Role
Brian Rogers	President
Libby Schaaf	Vice President
Sanjay Dholakia	Secretary
Susan Harper	Treasurer
Sarah Chavez	
D'Lonra Ellis	
John Hall	
Monica Montenegro	
Mike "JB" Jean-Baptiste	
Soo-Zee Park	
Jonathan Velline	

See attached resumés.

Brian Kingwell Rogers

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Berkeley, CA 94705
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brogers@rogersfoundation.org

Education

1991-1995	University of California at Berkeley – Class of 1995 B.S. Business Administration – Haas School of Business
2000 - 2001	Saint Mary's College of California – Class of 2001 State of California Teaching Credential

Work Experience

1/04 – Present	Rogers Family Foundation – Executive Director *Responsible for the strategic planning of the organization, management of staff and annual dispersement of 5 million dollars in community grants in the areas of education, medical research and youth development.*
11/01 – 8/03	Lair of the Golden Bear – Manager *Oversaw the training, supervision and scheduling of a staff of 60 employees that serviced and entertained 3000 campers each summer at the University of California Alumni Association family camp in Pinecrest, CA.*
9/00 – 9/01	Bishop O'Dowd High School – English Teacher *Taught the subjects of Grammar, American Literature and Ethnic Literature to Freshmen, Juniors and Seniors at a Catholic High School in Oakland, CA.*
2/99 – 9/00	7171 Co. LLC – President *Founded a construction development company focused on building single-family homes in Oakland, CA.*
9/98 – 1/99	Mahalovich Partners – Associate *Assisted General Partner in securing commercial real estate clients in San Francisco, CA.*
3/98 – 8/98	Il Fornaio Restaurant – Host/Waiter
5/97 – 9/97	Lair of the Golden Bear – Athletic Director *Organized and officiated over all sporting events and tournaments for 300 campers a week. Also taught tennis, volleyball, basketball and swimming lessons to both children and adults.*
10/96 – 5/97	Northstar-at-Tahoe – Ski Instructor *Instructed both children and adults of all levels to snow ski in Lake Tahoe, CA.*

Board Service (Current)

Oakland Small Schools Foundation
Lighthouse Community Charter School (President)
Bring Me A Book Foundation
UC Berkeley Graduate School of Education - Advisory Board
Oakland Literacy Coalition – Managing Director

Board Service (Past)
Bishop O'Dowd High School Board of Regents
Sigma Alpha Epsilon Cal Beta Alumni Housing Corporation – President
Collegeworks
St. Elizabeth's Elementary School – Advisory Board

Other Achievements, Pursuits and Memberships
One Hundred Club, Member
Oakland Rotary, Member
Candidate, Oakland Unified School District Board of Education– District 1 - 2008

2000 – 2004	Head Tennis Coach – Bishop O'Dowd High School
5/91 – present	Eagle Scout
5/96 – 9/96	U.S. Baseball Stadium Tour
1/99	Reached the summit of Mount Kilimanjaro in Tanzania
1994	Head Yell Leader – University of California at Berkeley

MONICA MONTENEGRO

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monica@eastbayconsortium.org

EDUCATION

BA in Chicano Studies, University of California, Berkeley, 1986
BA in Spanish, University of California, Berkeley, 1986

PROFESSIONAL EXPERIENCE

The primary goal of the East Bay Consortium of Educational Institutions, Inc. (EBC) and Cal-SOAP is to prepare an increased number of students from backgrounds and communities with historically low eligibility and college-going rates for admission into colleges by improving secondary college-preparatory programs. It does so by initiating, planning, and administering the combined efforts of a consortium of secondary and postsecondary institutions. The EBC operates under the auspices of the University of California, Berkeley and with a Board of Directors consisting of representatives of public and private secondary schools, 4-year colleges, community colleges and community agency.

2000-present Executive Director
East Bay Consortium of Educational Institutions, Inc., Oakland, CA

Duties and Responsibilities

1. Under the general direction of the Board of Directors, shape the direction of the program, develop initiatives, implement them and evaluate outcomes.
2. Manage a staff of over 50, including five full time employees, 10 part-time credentialed secondary school teachers, 40-50 part-time college students.
3. Manage the budget, including ensure grant compliance, monitor expenditures and determine program expenditures
4. Prepare quarterly and annual comprehensive and fiscal operations reports.
5. Support the Board of Directors in guiding the Consortium in its mission and achievement of its goals, and ensuring communication with the Board and Consortium members.
6. Maintain a comprehensive student information system
7. Engage in fundraising.

1990 - 2000 Assistant Director
East Bay Consortium of Educational Institutions, Inc., Oakland, CA

Duties and Responsibilities

Under minimum supervision from the Executive Director, I had the following responsibilities:

1. Develop, plan, implement and evaluate all programs and services offered by EBC, including the Pre-Collegiate Academy, family math and family science, Saturday school, tutoring, mentoring, college advising, college information workshops, and student referrals.

2. Oversee the administrative details of programming such as negotiating with academic program teachers and staff, securing facilities and resources, and controlling the quality of services delivered to secondary school clients.

3. Communicate and negotiate with local school district personnel with regard to their commitments to EBC programs.

4. Supervise one full-time employee; hire, train and supervise 13 part-time credentialed secondary school teachers, 13 part-time student teachers, 20 college students, 2-4 tutors and several program consultants.

5. Facilitate Education 97/197 class at UC Berkeley for EBC's college student staff.

6. Initiate, plan, and implement special events or programs aimed at disseminating information about college to secondary school students and their parents, including College Information Day at UC Berkeley and College Making It Happen events at various locations in the Bay Area.

7. Collaborate in the implementation of Counselor Community Connection Live TV shows in the district's station KDOL

8. Maintain a student information database, including records of student contacts and services provided to students and parents.

9. Edit and publish EBC's Resource Guide and other student publications including the Scholarship Directory, and translate materials for parents and students to Spanish.

10. Prepare annual final reports and annual program plans to the State.

11. Represent EBC in campus and community meetings; on statewide committees, such as the Intersegmental Coordinating Committee's Task Force on Expanding Information Dissemination and Outreach, and on regional committees such as the East Bay College Connection Fair Committee at St. Mary's College. Coordinate program participation in special educational events.

12. Attend quarterly Cal-SOAP statewide Directors and Advisory Board meetings.

13. Recommend budget priorities, review all expenditures, determine program expenditures,prepare matching contribution reports, assist in the preparation of quarterly reports and other reporting procedures, and engage in fundraising.

1987-1989 **Program Specialist II**
East Bay Consortium of Educational Institutions, Inc., Oakland, CA.

Duties and Responsibilities

1. Coordinate program services to low income and underrepresented students.
2. Plan and conduct informational meetings and workshops for students and parents.
3. Assist with program administration: data collection, reports to funding sources and budget management.
4. Maintain a student information database.

1985-1986 **Assistant I / Tutor Coordinator**
East Bay Consortium of Educational Institutions, Inc., Oakland, CA.

Duties and Responsibilities

1. Set up an after school tutoring program at Richmond High School.
2. Wrote proposals and received funding from the Community Projects Office at UC Berkeley to pay tutors' salaries, materials and transportation. Solicited donations from local merchants to purchase refreshments for parent meetings.
3. Organized and conducted district wide bilingual parent information nights at Richmond High School.
4. Designed and led college going process and financial aid workshops in English and Spanish for students and parents.

1984-1985 **Volunteer Tutor**
East Bay Consortium of Educational Institutions, Inc., Oakland, CA.

Duties and Responsibilities

1. Tutored students in after school tutoring program at St. Elizabeth High School.
2. *Advised students about higher education opportunities available.*

1981-1983 **ESL Teacher Assistant/EOPS Recruiter**
Contra Costa Community College, San Pablo, CA.

Duties and Responsibilities

1. Taught English as a Second Language to groups of 8 - 12 adults.
2. Recruited prospective students to enroll at Contra Costa Community College.
3. Advised students and parents about higher education opportunities available.

PROFESSIONAL AFFILIATIONS

- Festival Internacional de Matemáticas, Costa Rica, 2006 - present
- LeaderSpring, Alumni Committee Member, Oakland, 2005 - present
- Lawrence Hall of Science, Community Advisory Board Member, Berkeley, 2005 -present
- Governing Board Member, Lighthouse Community Charter School, Oakland, 2005 - present
- Member of the Planning and Oversight Committee for the Oakland Fund for Children and Youth, Appointed by City Councilmember Ignacio de la Fuente, 2003 - 2008
- Advisory Board Member, SOAR Project (GEAR UP) 2002 - present
- Intersegmental Coordinating Committee's Task Force on Expanding Information Dissemination and Outreach, Sacramento, CA 1994 - present
- East Bay College Connection Fair Committee Member, St. Mary's, CA 1992 - present
- California Association for Bilingual Education Member, Los Angeles, CA 1997 - present
- Marcus Foster Educational Institute Scholarship Committee, 1995 - present
- WACAC (Western Association for College Admission Counseling) Outreach Sub-Committee Member, St. Mary's, CA 1997 - 1998
- Education and Technology Expo '94 Planning Committee Member, Oakland, CA 1994 - 1996
- LatinoNet Key Partner, San Francisco, CA 1992 - 1996

AWARDS

- National College Access Network Changing the Face of Education – College Access Executive Leadership Award of Excellence, September 2009.
- Oakland Unified School District, Board of Education's Resolution awarded for outstanding work as the Executive Director of the East Bay Consortium for service to students, teachers and families of Oakland, 2009.
- The First Tee of Oakland, Community Champion Award, in appreciation for service, dedication and contributions to the children, youth, and families in the community of Oakland, 2009.
- Distinguished Service Award, Undergraduate Admission and Relations with Schools, University of California, Berkeley, 1996-1997
- Kennedy-King Scholarship, Contra Costa Community College, awarded for community service and academic achievement, 1983

LANGUAGES

- Bilingual / Bicultural, English and Spanish

SANJAY DHOLAKIA

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EXPERIENCE

2008 – current **LITHIUM TECHNOLOGIES – *Chief Marketing Officer*** Emeryville, CA

- Executive officer with leader in social customer community software. Grew business 100% in 2009. Responsible for driving Lithium's vision, go-to-market strategy, and customer acquisition programs.
- Led marketing team to define strategy and re-position company, moving to #1 market visibility.
- Drove global marketing program improvement and focus, doubled pipeline to $100M while keeping spend flat.

2001 – 2008 **SUMTOTAL SYSTEMS (NASDAQ: SUMT) – *SVP & GM, Learning and Talent Unit*** Mountain View, CA

- Executive officer with leader in enterprise learning and talent management software. Grew business from $10M in 2008 to $130M in 2008. Responsible for $125M P&L of core business unit, with 800+ direct and indirect employees. Led organization with responsibility across Marketing, Product Management, Inside Sales, Channel & OEM, and Corporate Development. Acquired by Vista Equity Partners.
- Defined corporate strategy and drove execution. Responsible for all M&A, completing 4 acquisitions.
- Led marketing team to define strategy and re-position company, moving from #3 to #1 market share position.
- Drove global marketing program improvement and focus, doubling pipeline to $100M while keeping spend flat.
- Guided product management innovations, earning leadership reviews from Gartner, IDC, Forrester and Bersin.
- Identified new market segments and led team to develop new SaaS offerings, growing segment 40%/year.
- Key point of contact for financial and industry analysts. Regularly present company to investors and conferences.
- Developed and led alliance and channel sales business, signing key partners such as Accenture, EDS, IBM, Raytheon, Hewitt, ACS and Webex. Grew partner-related business to $15M+ annually.

2000 **WALKER DIGITAL – *Director, Business and Corporate Development*** San Francisco, CA

- Founding member of a new portfolio company with patented consumer and market research process.
- Targeted and signed key beta clients including Nabisco and American Express prior to product development.
- Served as acting COO, leading all operating activities for team of ten.

1997 - 2000 **McKINSEY & COMPANY, INC. - *Engagement Manager*** Los Angeles, CA

- Served as COO for client's e-commerce start-up to drive business launch. Directed decision-making for 30-person organization across functional areas of television, website, merchandising, and fulfillment. Led team to develop business model and presented to strategic investor groups. Company sold for over $30M.
- Led client sub-team at a major apparel retailer. Improvements to drive $7mm in annual savings.
- Created business case and implementation requirements for coordination of music and video business back office functions at a major media company. Identified $20mm working capital improvement opportunity.
- Led five-member client team at a leading PC manufacturer. Identified $30mm in annual savings.
- Rated as top performer among peer group throughout tenure.

Summer 1996 **DREAMWORKS SKG – *Strategy and Finance Intern*** Universal City, CA

- Developed financial models for animation joint venture. Negotiated recovery of over $400K in initial costs.
- Created variance model to help new company manage consolidated operations of all five business units.

1991 - 1995 **ANDERSEN CONSULTING – *Senior Consultant*** Los Angeles, CA

- Led twelve-member team to transition company to redesigned business process at a major apparel manufacturer.
- Led team of five consultants at think tank developing retail industry strategies. Led and facilitated business development discussions with senior management of prospects ranging from $20mm to $25bn in revenues.
- Rated in top 5% of class (highest category).

EDUCATION

1995 - 1997 **KELLOGG SCHOOL OF MANAGEMENT – NORTHWESTERN UNIVERSITY** Evanston, IL

Master of Business Administration with majors in strategy and marketing, June 1997. GPA: 3.9/4.0.

- Chairperson, Strategic Options Committee, Graduate Management Association.

1987 - 1991 **WHARTON SCHOOL OF BUSINESS – UNIVERSITY OF PENNSYLVANIA** Philadelphia, PA

Bachelor of Science in economics with concentration in finance, May 1991. Cum laude.

- Managed $4mm in family-owned, commercial real estate assets while attending full-time program.
- Member, Lightweight Varsity Football Team, Real Estate Club.

OTHER DATA

- Board Member, Lighthouse Community Charter School
- Class Representative, Webb School of California Alumni Board.

JONATHAN VELLINE
990 Grosvenor Place
Oakland, California 94610

velline@wellsfargo.com (415) 222-1976 (Office)
jonathan@velline.com (510) 225-8116 (Home)

SUMMARY

Over fifteen years of providing thought leadership and delivering innovation at one of the country's best retail banks. Proven track record of developing and implementing new business models and technology to acquire, service, and strengthen customer relationships while simultaneously managing risk. Able to create consensus at all levels of the organization and lead a team to move an idea forward from concept to full implementation.

WORK EXPERIENCE

Wells Fargo Bank, Distribution Strategies & Services Group *March 2000 – Present*
SENIOR VICE PRESIDENT, HEAD OF ATM BANKING & STORE STRATEGIES

Lead a highly matrixed team to define and implement distribution strategies for 6,600 stores and 12,000 ATMs to create better customer experiences, improve team member engagement, and increase profitability.

ATM Business

- Run Wells Fargo and Wachovia business of more than 12,000 ATMs, the third largest bank ATM network in the U.S., providing a high quality customer experience almost 800 million times per year.
- Unified fragmented ATM channel strategy, a product of several mergers, and led team to execute and promote the new business model. Obtained broad partnership and support from across the bank and with ATM manufacturers.
- Pioneered web-enabled and Talking ATMs, and led Wells Fargo to be the first bank to complete their roll-out.
- Created the Envelope-Free ATM and converted a check at the ATM into a digital image under Check 21 before any other financial institution.
- Transitioned ATM into a sales channel, delivering cross sales through targeted offers and advertising.
- Chaired bank-wide committee to reduce enterprise costs of cash and check transportation. Identified and began implementing savings of $47MM through image capture, procurement, and management.

Retail Branch Technology & Process Design

- Lead Wachovia integration efforts, overcoming markets for Community Banking. Create strategy and lead team to deliver the best of Wells Fargo and Wachovia to our customers while minimizing risk and expense.
- Developed store hardware technology strategy, creating a regular technology refresh schedule that improved computing power, introduced image processing, and reduced costs through open source competition.
- Designed store processes, defining how bankers and tellers provide excellent customer service while supporting Bank and regulatory policy. Lead process change strategy and implementation across 2,300 retail stores.
- Created new methods for managing ATM and store technology pool, allowing for continuous innovation development, and refresh while managing steadily growing earnings.
- Built an "assisted self-service" prototype, delivering a combination of ATM-like self-service with a full-service teller experience.
- Implemented Regional Banking Risk Council of senior leaders to assess and manage risk associated with banker and teller behavior.

Distribution Planning & Analysis

- Lead distribution planning for combined Wells Fargo and Wachovia network of 6,600 stores and 12,000 ATMs.
- Developed Wells Fargo's store and ATM distribution analysis process, providing the framework and analytic support for growing 100 high quality new stores and 400 new ATMs each year, responsible for adding over $10 billion in new deposits over the last five years.
- Rigorous process of analysis feeds a learning model and ensures that each year's crop of new stores outperforms the previous years.
- Launched Test & Learn practice, providing a scalable investment in technology innovation.

SARAH M. CHÁVEZ

EXPERIENCE

2006–Present SunCal Companies Oakland, CA

Project Coordinator

- Organize and coordinate community meetings and internal project meetings.
- Meet regularly with city staff, project consultants and others to move development project forward.
- Coordinate law enforcement/search & rescue trainings at project site

1999–2006 City of Oakalnd Oakland, CA

City Council Aide-City Councilman Larry Reid

- Organized and coordinated community meetings within council district
- Met with constituents, determined problem and coordinated problem solving efforts with city and county agencies
- Developed policy recommendations for public safety and other programs. Coordinated policy implementation with other city agencies.
- Worked with Police Department to develop and sustain violence reduction strategies.
- Met regularly with city staff to develop and implement geographically based problem-solving projects.

2001–2003 Martin Luther King, Jr. Freedom Center Oakland, CA

Youth Outreach Coordinator

- Designed and implemented after-school and summer youth programs
- Evaluated programs to determine most effective for youth involvement.
- Recruited youth for participation in after-school and summer programs

VOLUNTEER ACTIVITIES

2007–Present East Oakland Boxing Association/Smart Moves Oakland, CA

Board of Directors

- Responsible for overall policy and direction of the EOBA/ Smartmoves Program
- 2008-Present: Board Secretary; responsible for keeping records of Board actions, including taking of minutes at all Board meetings; sending out meeting announcements, distributing copies of minutes, and the agenda to each Board member. The official custodian of the records of the Corporation

2008–Present Lighthouse Community Charter School Oakland, CA

Board of Directors

- The LCCS Board of Directors makes the major business decisions in relation to the school's legal and fiscal viability

EDUCATION

1999–2003 California State University Hayward Hayward, CA

- B.A., Political Science & International Studies

2005–2007 California State University East Bay Hayward, CA

- Master of Public Administration
- Graduated Phi Alpha Alpha Honor Society

REFERENCES

Available upon request

E-MAIL SCHAVEZ381@SBCGLOBAL.NET

3409 FIGUEROA DRIVE • SAN LEANDRO, CA 94578 • PHONE (510) 501-2635

Susan Harper

363 Valencia #8, San Francisco, CA 94103 415.830.0483 susanharper49@yahoo.com

Highlights

- OVER 15 YEARS EXPERIENCE IN COMMUNITY ECONOMIC DEVELOPMENT
- **Leader of capital and product innovation serving the charter school industry, a growing field within community development and community development finance; and**
- ***Significant experience underwriting and structuring real estate and working capital loans ranging in size from $100,000 to $25 million, as well as targeted equity investments.***

PROFESSIONAL EXPERIENCE

Bank of America, Senior Vice President, January 2009 - Present

Ms. Harper manages the bank's activities in California, Oregon and Washington with Community Development Financial Institutions (CDFIs) that finance housing, small businesses, and community facilities providing health care, education, childcare and other needed social services in underserved communities.

Merrill Lynch Community Development Company (MLCDC), Vice President, May 2008 – December 2008

MLCDC provided more than $1 billion of loans and investments to spur development in low-income communities nationwide through strategic partnerships with non-profit organizations, government and other financial institutions. As Vice President, Ms. Harper:

- Structured, underwrote, and closed $40 million of credit facilities in less than six months to non profit financial institutions that finance community facilities (including charter schools), small businesses, and housing developments (both for sale and rental) in low-income communities. These facilities financed a range of activities, including New Markets Tax Credit (NMTC), acquisition and construction projects.
- Developed new relationships and business to increase MLCDC's presence and activities in California.
- Designed and led the implementation of MLCDC's micro-enterprise initiative for California, which resulted in $250,000 in grants and $1 million in loans.

Low Income Investment Fund (LIIF), December 2002 – April 2008

LIIF supplies affordable capital and technical assistance to non-profit organizations working to alleviate poverty in low-income neighborhoods. LIIF supports affordable housing, childcare, education, and other community-building initiatives. Since 1984, LIIF has provided more than $750 million in capital and leveraged $4.6 billion for low income families and communities. LIIF's programs have served more than 410,000 people by supporting affordable housing, quality child care, and high performing schools in underserved neighborhoods.

Director, Education Program (January 2005 – April 2008)

- Grew the charter school loan portfolio from $4 million in 2003 to more than $150 million by 2008
- Led LIIF's successful efforts to structure and implement more than $70 million in capital for two charter school loan funds, including the first-ever NMTC fund for charter schools
- Co-authored a NMTC application that resulted in a $50 million award, and
- Represented LIIF on a statewide and national basis on charter school and NMTC coalitions and led LIIF's policy, technical assistance and research efforts for charter school facilities finance.

Senior Loan Officer, Community Facilities (December 2002 – December 2004)

- Identified new customers, marketed LIIF's loan products, originated and structured loans, and managed the on-going childcare and charter school loan portfolio
- Trained LIIF staff on underwriting and structuring charter school loans, and
- Contributed to product design, market analysis, and development of loan policies and credit guidelines for the child care and charter school markets.

NCB Development Corporation (NCBDC), 1999 - December 2002

NCBDC is a non-profit development finance and technical assistance organization that works with cooperatives and other community-based non-profit organizations and their for-profit affiliates to improve the conditions in low-income communities nationwide.

Assistant Vice President, January 2001 – December 2002; Credit Analyst, September 1999 – December 2000

- Managed NCBDC's $10 million economic development loan and investment portfolio
- Led tactical and strategic planning, as well as product development efforts, for economic development
- Identified potential new customers and originated, underwrote, structured, and closed loans, and
- Provided professional development for junior staff.

Calvert Social Investment Foundation (Calvert), 1998

Calvert serves as a facility for individuals and institutions, seeking to place capital on softer terms to finance affordable homes, fund small and micro businesses and to make available essential community services. Calvert seeks to create "community investment" as a new asset class in the financial services industry through a range of innovative financial instruments, web-based information services and philanthropic products.

Summer Intern

- Developed a framework and ratios for critically analyzing the financial strength of 75 of Calvert's borrowers, primarily community development financial institutions and development banks.
- Researched and wrote programmatic and financial profiles of the borrowers as a means of increasing awareness of and investment in the CDFI industry.

Price Waterhouse LLP (PW), Office of Government Services, 1994 - 1997

PW provided management and technical assistance to the U.S. Department of Housing and Urban Development (HUD), Office of Community Planning and Development, as part of HUD's efforts to implement the Empowerment Zone (EZ) and Enterprise Community (EC) Initiative. EZ and ECs were created as part of an initiative to rebuild communities in America's poverty-stricken areas through regulatory relief, public and private partnerships, and incentives.

- Analyzed strategic plans and benchmarks to assess performance and investment activities of EZ/ECs.
- Researched and facilitated the design of three community development financial institutions.

EDUCATION

- **Venture Capital Institute**, September 2001.
- **Harvard University, John F. Kennedy School of Government**, Master in Public Policy, June 1999. Awards: Coleman Young Prize for Urban Policy.
- **University of Southern Maine (American Economic Development Council)**, Certificate in Economic Development, 1995.
- **Williams College**, Bachelor of Arts, Spanish and History, 1994, *cum laude.*

INTERESTS/ACTIVITIES

- Board member and Treasurer of Lighthouse Community Charter School (Oakland, CA) and Loan Committee member of The Reinvestment Fund (Philadelphia, PA)
- San Francisco 49ers and Giants
- Trying new things, book readings, cultural events, and wine tasting
- Recreational tri-athlete

John J. Hall

[redacted]
San Francisco, CA 94158

phone [redacted]
e-mail [redacted]

Professional Experience

2006–Present — Oakland Unified School District, Oakland, CA — *Project Manager*

- Develop and review policies regarding instruction, professional development, and leadership.
- Provide professional development support for Central Office leaders, principals, and teachers.
- Coordinate relationships with external support organizations, researchers, and funders.
- Conduct research on leadership development, professional learning communities, and budgeting; craft papers and presentations synthesizing this research.
- Managed the development, implementation, and review of the district's academic strategic plan.
- Evaluated and redesigned the district's Office of Charter Schools.

2003–2006 — Leadership Public Schools, San Francisco, CA — *Vice President, Curriculum and Instruction*

- Nurtured the development of six schools, designing systems, strategies, and programs.
- Designed and revised policies in operations, human resources, enrollment, and development.
- Coordinated the development and implementation of the 9 – 12 curriculum.
- Planned and facilitated the teacher and administrator professional development programs.

1998–2003 — International School of Lausanne — *Science Teacher, Department Head*
1993–1998 — The Urban School of San Francisco — *Curriculum Designer, Professional Developer*
1992–1993 — Burton High School, San Francisco
1991–1992 — American School of Milan
1986–1988 — Casablanca American School
1981–1986 — West Seattle High School

- Taught AP & IB Biology, Chemistry, and Physics; Neurobiology; Algebra; Theory of Knowledge, Health and Physical Education.
- Designed and implemented faculty professional development programs.
- Member of Board of Trustees at two schools; Head of Science at four schools.
- Presented at national and international conferences on curriculum, school design, and leadership.

1988–1991 — University of California, San Francisco — *Laboratory Manager, Lecturer, Technician*
1979–1981 — University of Washington

- Supervised and trained laboratory personnel and post-doctoral fellows.
- Planned and coordinated studies of neuronal cell regeneration, cerebrovascular disease, and cancer.
- Performed procedures in molecular biology, immunocytochemistry, and electron microscopy.
- Researched, wrote, and edited papers, posters, and presentations; author of sixteen publications.

Education

Ph.D. Program in Education Policy	University of California, Berkeley	Present
B.A. Education	University of Washington	1981
B.S. Biology	University of Washington	1982

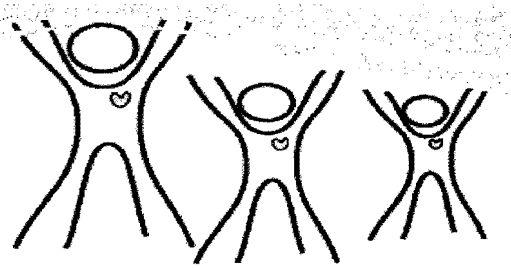
LIGHTHOUSE COMMUNITY CHARTER SCHOOL

GUIDING EVERY CHILD TO A BRIGHT FUTURE

Student/Family Handbook

ESSENTIAL INFORMATION FOR ALL PARENTS/GUARDIANS

2009-10



DEAR FAMILIES –

WELCOME TO THE LIGHTHOUSE COMMUNITY CHARTER SCHOOL! WE ARE THRILLED THAT YOU HAVE CHOSEN LIGHTHOUSE AS THE SCHOOL FOR YOUR CHILD. AT LIGHTHOUSE, WE ARE FOCUSED ON ENSURING EVERY CHILD GRADUATES PREPARED FOR COLLEGE AND A CAREER OF THEIR CHOICE

WHAT FOLLOWS IN THIS DOCUMENT IS ESSENTIAL INFORMATION THAT EVERY PARENT AND STUDENT NEEDS TO KNOW TO HAVE A SUCCESSFUL SCHOOL YEAR. PLEASE REFER TO IT THROUGHOUT THE YEAR, AS YOUR QUESTIONS COME UP.

AT LIGHTHOUSE, WE BELIEVE THAT PARENTS PLAY THE MOST VITAL ROLE IN THEIR CHILD'S SUCCESS IN SCHOOL, REGARDLESS OF THEIR AGE. WE WILL EXPECT GREAT THINGS FROM YOUR STUDENT AND WE EXPECT YOU TO STAY INFORMED AND BE INVOLVED IN THE EDUCATION OF OUR CHILD. IN RETURN, YOU CAN EXPECT OUR ENTIRE STAFF OF TEACHERS, AIDES, AND ADMINISTRATORS, TO BE FOCUSED ON PROVIDING THE BEST POSSIBLE EDUCATION FOR YOUR CHILD.

IT'S GOING TO BE A GREAT YEAR!
YOUR ADMINISTRATIVE TEAM

THE MISSION AND VISION OF LIGHTHOUSE COMMUNITY CHARTER SCHOOL

History of Lighthouse

Lighthouse Community Charter School was founded in the fall of 2002 by a team of educators and parents to serve the diverse community of Oakland and to ensure that all children and youth – regardless of ethnicity, first language, or income, have access to a college preparatory education. After taking two years to carefully plan the school's design and ramp up for opening, the school opened in a renovated storefront with 92 students in Kindergarten and 6th grade. Each year, the school has grown by about 100 students each year and now in 2009, we will serve 650 students in grades K – 12. In June 2009, we graduated our first class of seniors – 21 students, all of whom will go to a four-year college this fall. In addition, we are thrilled to be moving into our permanent home at 444 Hegenberger Road.

Mission

The mission of the Lighthouse Community Charter School is to prepare a diverse K – 12 student population for college and a career of their choice by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner.

Vision

In order to achieve our mission, Lighthouse Community Charter School has committed to five priorities in its school design:

- High Expectations
- A Rigorous Curriculum
- Serving the Whole Child
- Family Involvement
- Professional Learning Community

It is through these five tenets that we believe we will best achieve our mission. They are the vision that guides us in our work.

IMPORTANT DATES

IMPORTANT STUDENT CALENDAR DATES

First Day of Classes for Students	**August 31, 2009**
Labor Day Holiday (No School)	September 7, 2009
Family Picnic	September 12, 2009
First Day of After School Program	September 14, 2009
Back to School Night (Mandatory Parent Event)	September 23, 2009
Fall Intersession (School Closed/Paid Childcare Available)	October 26 - 30, 2009
ILP Meetings (Mandatory Student / Parent Event)	October 26 & 27, 2009
Veterans' Day Holiday (No School)	November 11, 2009
Thanksgiving Holiday (No School)	November 25 - 27, 2009
Winter EXPO (Mandatory Parent Event)	December 16, 2009
Winter Recess (No School)	Dec. 21, 2009 – Jan. 1, 2010
Winter Intersession (School Closed/Paid Childcare Available)	January 4 - 8, 2010
ILP Meetings (Mandatory Student / Parent Event)	January 7 & 8, 2010
School Resumes	**January 11, 2010**
Martin L. King, Jr. Day Holiday (No School)	January 18, 2010
President's Day Holiday (No School)	February 15, 2010
Spring Intersession (School Closed/Paid Childcare Available)	March 29 – April 1, 2010
ILP Meetings (Mandatory Student / Parent Event)	March 29 & 30, 2010
Cesar Chavez Day Holiday (School Closed/No Childcare)	April 2, 2010
Spring Recess (No School)	April 5 - 9, 2010
Memorial Day Holiday (No School)	May 31, 2010
8th Annual Walk-a-thon	June 12, 2010
Spring EXPO (Mandatory Parent Event)	June 16, 2010
Last Day of After School Program	June 18, 2010
Passage Presentations (Minimum Days)	June 21 - 25, 2010
12th Grade Graduation	June 24, 2010
8th Grade Graduation	June 25, 2010
Last Day of Classes for Students	**June 25, 2010**

SCHOOL CALENDAR NOTES

Intersession Weeks

There are three weeks throughout the school year during which school will not be in session. A limited number of childcare spots will be available and families will need to pay for childcare those weeks. Sign-ups for childcare will occur as the dates approach. The three intersession weeks are:

- October 26 - 30, 2009
- January 4 - 8, 2010
- March 29 - April 2, 2010
-

Report Cards & Progress Reports

It is our goal to keep you informed of how your child is doing in school. To that end, you will receive at least two report cards (includes grades/narratives) & two progress reports (includes only grades) that describe how your child is doing in their classes. You will receive report cards or progress reports at approximately the following dates (subject to change):

- October 26, 2009
- January 4, 2010
- March 29, 2010
- July 7, 2010

In addition, parents of students in grades 7 - 12 will be able to check their child's grades and progress online at anytime. Information for how to do this will be shared at a later time.

School Hours

		Grades K - 8	**Grades 9- 12**
M, T, Th, F	Regular Instructional Day	8:30 - 3:30	8:30 - 3:45
M, T, Th, F	After School Program	3:30 - 6:00	3:45 - 6:00
W	Minimum Day for Students	8:30 - 1:30	8:30 - 1:30
W	After School on Minimum Days	1:30 - 6:30	1:30 - 6:30

STUDENT POLICIES

UNIFORM POLICY

We believe that students should focus their energy and attention upon their academic development and not on style or the clothes of their peers. Dress code is important to school safety since students are often outside of the school facility and students in uniform are easily recognized to all school community members. The LCCS dress code is simple:

LIGHTHOUSE COMMUNITY CHARTER SCHOOL (K-8) UNIFORM	
TOP	**LCCS Shirt:** Forest Green Polo-style shirt or T-shirt with LCCS logo (Uniforms without logos accepted when color matches forest green (and no additional logo or writing) If T-shirts are worn underneath, they must be white, green, or khaki.
BOTTOM	**Khaki (cotton twill)** **Pants, skirt or Shorts**
SHOES	**Rubber bottom, flat soled shoes**

LIGHTHOUSE COMMUNITY CHARTER HIGH SCHOOL (9 -12) UNIFORM	
TOP	**LCCS Shirt:** T-shirt with LCCHS logo, shirt. LCCHS fitness or soccer shirts Sweatshirts can be black or gray or white. **No patches**
BOTTOM	**Black or Blue Jean Pants or skirt, shorts(no patches, pajama pants, no sagging, or other lettering)**
SHOES	**Rubber bottom, flat soled shoes**

- All other clothing items are to be made of plain material and are not to have any words or decorations other than school logo
- The uniform must be worn throughout the school day - Student MAY NOT wear other clothing over their uniform.
- Students are to enter and leave the school in uniform
- Changing clothes at school, unless for a school sponsored activity, is not allowed
- No sweat pants.
- No head wear of any kind, including hats (unless outside for sun protection), headbands, and handkerchiefs for both genders.

Uniforms must be kept neat and clean at all times and must fit appropriately. Specific suggestions are listed below:

- Pants must be appropriate size
- Skirts and shorts must not be shorter than four inches above the knee.
- Pants must be worn at the waist – No Sagging.
- Shirts must fit appropriately--neither too small or too big.

Students not admitted to school/class until ghey purchase a uniform, or Parents bring an appropriate uniform.

If parents find abiding by the LCCS dress code is financially difficult, financial aid is available. Please contact a School Director if you need more information about dress code financial aid.

Free Dress Days

On occasion, students will be given "free dress passes" or the entire school may have a free dress day. You will be notified by phone or in writing if a there is a free dress day.

ABSENCES AND TARDIES

Philosophy

At LCCS, we view every day as an essential learning opportunity. Therefore, we expect excellent attendance of all of our students. Student attendance becomes a pattern and missing school regularly not only is detrimental to a child's learning, but also can create poor learning habits. In addition, a child's poor attendance is detrimental to the school. For everyday a child does not attend, LCCS loses vital state funds that help to run the educational program at school. A child is considered absent when he/she is not in school.

We also believe that a child is sick and cannot operate at school or has a communicable illness, that it may be best for the child to stay at home to rest and recover.

Students are required to make up any and all work missed during their absence. Students are responsible for contacting teachers for making up work missed during any absence, regardless of the reason. In order to participate in any extra-curricular after school or evening activity, students must be present at school the entire day, and may not leave school before the regular dismissal time without prior approval of an administrator.

Absences Policy

Excused Absences

Excused absences are absences where a student is too ill to report to school or has a medical, legal, dental appointment or a death in the family. All absences require appropriate documentation, i.e. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation is not provided, the absence will be considered unexcused (see below).

A parent or caring adult must notify the school the **same day** of absence by telephone, letter, fax, e-mail, or in person. Please do your best to inform of us an absence by 8:30 a.m. If the school is not notified or the student does not report to school the next day with a note, the absence will be considered unexcused (see below).

The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, if necessary.

Keeping Your Child Home When They are Sick

Please help keep our entire community healthy by keeping your child home if your child:

- Has a temperature of 100 degrees or higher or has had a fever in the last 24 hours
- Has vomited in the last 24 hours
- Has red, crusty, or irritated eyes
- Has any sign of head lice

- Has a severe cough

Absences

There will be a limit to the number of absences allowed. Consequences for absences are detailed below.

Unexcused Absence Number	*Consequence*
Ten (10)	Official Notice From the School
Fifteen (15)	Meeting with an administrator
Twenty (20)	Student **may be** retained at their current grade level for the following year or will be dismissed from the school

Tardy Policy

School begins at 8:30 a.m. each day. . All students are expected to arrive at school on time. A student is considered tardy if he or she is late to school A student must report to the office if he or she is late for school.

Tardiness is only excused if a student has a medical, dental, legal appointment or there has been a death in the family. Traffic, oversleeping, missing the bus are all UNEXCUSED tardies. All excused tardies require appropriate documentation, such as a note from the doctor.

There will be a limit to the number of tardies allowed.

Unexcused Tardy Number	*Consequence*
Ten (10)	Official Notice From the School
Fifteen (15)	Meeting with an administrator
Twenty (20)	Student may be retained at their current grade level for the following year or will be dismissed from the school.

Short-Term Independent Study (STIS)

We do not recommend that you take your child out of school for any reasons, but if you must take your child out of school for something like an extended trip or a prolonged illness, we strongly recommend you put your child on Short-Term Independent Study. The length of STIS may be from one day to no more than four weeks.

There are a variety of reasons to request STIS. Most students who apply for STIS are out of the country or state during their STIS term to participate in cultural, religious, or family events. Another common application for STIS is for students with behavioral issues. Occassionally, removing a student from one class setting to a home or other educational placement is more appropriate. Finally, another STIS application is for students who have periodic health episodes that may result in frequent absences, i.e. asthma, serious allergies,

etc. Also, a student may be recovering from an injury that does not require hospitalization, but precludes daily attendance at school.

Any student who participates in STIS must complete the appropriate school assignments, and meets with the supervising teacher upon return will be counted present at the school for the STIS period. The student's parent or guardian must fill out the application and agreement for STIS and must supervise the student's work during the student's participation in STIS. Average Daily Attendance (ADA) while on STIS is accrued to the school.

In order to fully complete STIS, a student must complete the following hours of home work:

- Kindergarten: 2 hours of homework per day (10 hours per week)
- Grades 1 – 5: 3 hours of homework per day (15 hours per week)
- Grades 6 – 12: 4 hours of homework per day (20 hours per week)

If the student does not complete their Agreement according to the terms for a portion or all of the time enrolled in STIS, the student will marked absent for the corresponding days. The consequences of such absences (partial or the entire period) shall be the same for any other student. This could result in disenrollment from the school.

If your child requires STIS, please inform the school **at least one week in advance.** See the School Secretary for application forms.

Student Use of Electronics and Games at School

At Lighthouse, we understand that students will bring electronic devises to school, but students bring phones, ipods, and other games to school at their own risk. Lighthouse will not take responsibility for the security and safety of these devices. If a student is using a devise at an inappropriate time or place, the devise will be confiscated by LCCS staff and returned to the parent only.

- **Cell Phones**
  - K – 8 students may never use their cell phone while on campus
  - 9 – 12 students may use their cell phone outside the HS building, never inside
- **MP3 Players or iPods**
  - K-8 – students may never use their MP3 while on campus
  - 9-12 – students may use their MP3 outside the HS building
- **Portable Playstations**
  - K – 12 students may never use portable playgames on campus at any time
- **Cards, such as YuGiOh**
  - Out when appropriate

School Norms & Student Discipline

The aim of student discipline at Lighthouse is to ensure students are physically and emotionally safe, to ensure that time for teaching and learning is maximized, and to maintain a strong sense of culture and crew amongst students and teachers. At the heart of student discipline and school norms at Lighthouse are the school's guiding principles of *RESPECT, RESPONSIBILITY, AND COMPASSION.* These are character traits that are required for achievement of our mission and success in college, and beyond.

We have ten guiding principles that we expect all adults and students to model on a daily basis. They are:

- **Respect**
- **Responsibility**
- **Compassion**
- **Persistence**
- **Integrity**
- **Curiosity**
- **Communication**
- **Collaboration**
- **Courage**
- **Reflection**

Common Behavior Modification Practices

We know that there will be students who test the boundaries of these principles and who defy the rules and norms set forth. We believe that these opportunities allow for "teachable moments" for students. We aim to not judge the child or youth, but rather to modify the behavior they are exhibiting. In all of our classrooms, we expect to see the following behavior modification techniques:

- Adults will name the behavior that does not fit within the community's norms
- Adults will give students a warning and time to correct their behavior
- Students will have time, when necessary, to reflect independently upon their behavior. In K-5, this takes the form of a "time out" and in 6-12 as a "refocus."
- Adults will give students one-on-one attention when necessary, to support them in re-entry to the classroom.

Should a child's behavior reach one of the following points, an office referral may be written and the child may be sent to the office:

- When the students actions cause great danger to the physical and/or emotional well-being of other students
- When multiple attempts at behavior modification have been made, without result
- When the actions of the one student is greatly inhibiting the learning of the other students

The Use of Consequences

At times students will continue to violate behavior expectations, despite the use of our common behavior modification practices. At this point, teachers may choose to use consequences for students' negative actions within the following parameters:

- Consequences must be logical, predictable, and consistent. Examples include the warnings and time-outs mentioned earlier, as well as loss of playtime or phone calls home.
- Consequences, whenever possible, are logical and linked to the action. For example, a student who tags in the bathroom will clean up their tagging and spend an afternoon or more working with the janitorial staff to clean the building.

Office Referrals

If a student violates any behavior expectations, they may be referred to the office with an Office Referral at the discretion of the teacher or adult working with the child. Depending upon the specific circumstances surrounding the student's behavior, a student may remain

in the office for a "time out" period, and an appropriate consequence will be devised. Depending on the violation, a student's parent or guardian might be called to immediately pick up the child and the student will remain in the office until he/she is picked up.

There are a series of consequences/events that occur if a student accrues several office referrals due to misconduct or violation of school norms.

Office Referral # 3: A special meeting will be conducted with parents, administrators, and teachers

Office Referral # 4: The student will be suspended

Office Referral # 8: The student will be suspended and placed on conditional enrollment

Office Referral # 12: The student will be suspended

Office Referral # 16: The student will be recommended to the Board of Directors for Expulsion

Conditional Enrollment

Historically at Lighthouse, there are always a handful of students for whom discipline is a consistent issue. If a student receives 8 office referrals throughout the course of a school year, the student may become subject to conditional enrollment, meaning they can stay enrolled at Lighthouse if certain conditions are met. Each conditional enrollment case is student-specific and can look differently depending on the special situation a student has. Conditional enrollment criteria are developed and shared with families by the school directors with teacher and school counselor input. Examples of conditions of enrollment may include:

- A shortened or lengthened school day
- Counseling for student
- Counseling for families
- Removal from classroom setting to an independent study setting
- Removal from certain times of the school day

Other special situations may warrant a student being placed on a special behavior plan. This can be devised by the teacher or with an administrator.

The ultimate goal is to serve all of our students to the best of our ability, yet we also realize that some issues students present are outside the realm of our expertise. It is then that we will work with the family and outside partners to find the best solutions. This may or may not include finding a school placement other than Lighthouse for the student.

Suspension and Expulsion Policy

See addendum at the end of these policies for a full explanation of these policies.

LCCS RETENTION POLICY

Acronym Key:

JB = Just Beginning (to meet grade-level standard); also is 1 on a 4 point scale, with 1 being the lowest possible score.

AP = Approaching (grade-level standard); also is 2 on a 4 point scale with 4 being the highest possible score.

IEP = Individual Education Plan (term for educational plan for students with special needs) – not to be confused with ILP (Individualized Learning Plan that each LCCS student has)

SST = Student Study Team is comprised of teacher and other experts. SSTs meet if a student is thought to have special needs or is in need of additional supports

Grounds for retention **in grades K-4 <u>may be</u>** one or more of the following:

- Student is more than one semester behind in reading, writing, **and** mathematics (does not meet previous semester benchmarks*
- Student is more than one year behind in **reading** (does not meet benchmarks for end-of-previous-grade) **and** has not made at least one year's progress.
- Student has been absent 20 days or tardy 36 days in the current academic year. Student's social/emotional development lags considerably behind his/her same age peers.

Grounds for retention in **grades 5-12 <u>may be</u>** one or more of the following

- In **grades 5 and 7**
  - The student is more than one semester behind in **all** academic areas (does not meet previous semester benchmarks; receives an overall grade of JB in all areas). Academic areas are defined as mathematics, reading, writing, social studies, and science.
  - Student is more than one year behind in **one or more** academic areas (does not meet benchmarks for end-of-previous-grade; receives an overall grade of JB or JB/AP), **and** has not made at least one year's progress in this area.
- In **grades 6 and 8**
  - The student's passage portfolio does not meet loop-level passage requirements; and/or
  - the student is more than one semester behind in **all** academic areas (does not meet previous semester benchmarks and/or does not meet grade-level passage requirements; receives a grade of JB in all areas). Academic areas are defined as mathematics, reading, writing, social studies, and science.
  - Student is more than one year behind in **one or more** academic areas (does not meet benchmarks for end-of-previous-grade; receives a grade of JB), **and** has not made at least one year's progress in this area.

- In **grades 9 though 12**
  - 9th
    - Meet at least 60% of Learning Targets in Humanities
    - Meet at least 60% of Learning Targets in Math

- 10th
  - Meet at least 60% of Learning Targets in Humanities
  - Meet at least 60% of Learning Targets in Math or Science
  - Complete Passage Requirements
- 11th
  - Meet at least 60% of Learning Targets in Humanities
  - Meet at least 60% of Learning Targets in Math or Science
  - Complete Internship Requirements
- 12th
  - Meet at least 60% of Learning Targets in Humanities
  - Meet at least 60% of Learning Targets in Math or Science
  - Competed ALL A-G Requirements
  - Complete Senior Project Requirements

In all grades, retention/promotion decisions for **students with IEPs** will be made in accordance with the requirements laid out in that students' IEP.

RETENTION PROCESS

At each reporting period (October, January, March, and June), teachers inform the Director of Elementary or Director of Secondary Programs of any students who may be at risk of retention. As soon as a teacher or teaching team identifies a student as meeting one or more of the above criteria for retention, the following steps must be taken:

- The student and parent will be notified of their current not passing status. This notification will happen at the end of the Individualized Learning Plan meeting and will achieve the following:
  - The student and family will know exactly which criteria is currently qualifying the student for retention
  - The student will create goals and strategies that directly address their current academic needs
  - Schedule a follow up meeting to measure progress toward passing
- Collect and maintain both academic and social/emotional data on student.
- Check-in with Director on a regular basis about student progress.
- Families of students who are possible candidates for retention should be informed no later than the January ILP meeting. At this time, a plan should be drawn up detailing the student's current achievement levels and the goals that the student must meet in order to be promoted to the next grade. (In some cases, these goals may be different than the usual end-of-grade benchmarks.)

The final decision to retain a student will be discussed by a committee including the student's teacher(s), the Director, and the student's parent/guardian. This committee should consider the student's progress to date, the amount of effort put forth by the student, and any other relevant factors. While the Director will accept input from teacher(s) and family of the student, in grades 1-10 the final decision to promote or retain will be made by the Director. In Kindergarten, a recommendation for retention may be made by the Director, but must be approved by the student's parent/guardian.

LOGISTICS

PARKING

PARKING INSIDE THE GATES AT 444 HEGENBERGER ROAD IS LIMITED TO STAFF-USE ONLY. PARENTS WHO ARE VISITING THE CAMPUS WILL NEED TO PARK ON HEGENBERGER LOOP.

PICK-UP AND DROP-OFF

Pick-up and Drop-off Procedures

Drop-Off

- **Time:** Drop off can begin at 7:30 a.m.
- **Location:** Students should be dropped off in the 444 Hegenberger Loading Zone.

Pick-Up

- **Time:** Pick-up is at 3:30 for K – 8 and 3:45 for 9 – 12 on M, T, Th, F and 1:30 on W for K - 12
-
- Only designated adults may pick up your children. If someone new is picking your child up from school, please call the main office of the school to inform the staff of the change.

GETTING TO AND FROM SCHOOL ON PUBLIC TRANSPORTATION

*THERE ARE SEVERAL WAYS TO GET TO SCHOOL ON PUBLIC TRANSPORTATION. 444 HEGENBERGER ROAD IS LOCATED ABOUT 1.5 MILES FROM THE COLISEUM BART STATION. IF YOU CAN ACCESS THE SCHOOL FROM THE 98 AND ** BUS LINES.*

MEALS PROGRAM

This year, we are thrilled to be able to serve breakfast and lunch through a partnership with Revolution Foods Revolution Foods.

LUNCH

Students will be served healthy, organic lunches five days. Lunch costs are as follows:

- Free to students who qualify for FREE MEALS
- $0.65 per day for students who qualify for REDUCED MEALS
- $3.20 per day for students who do not qualify for free or reduced lunch

BREAKFAST

Breakfast will also be served at 8:00 a.m. and ending by 8:20 a.m., breakfast costs are as follows:

- Free to students who qualify for FREE MEALS
- $0.55 per day for students who qualify for REDUCED MEALS
- $2.05 per day for students who do not qualify for free or reduced lunch

SNACK

STUDENTS WHO ARE IN THE AFTER SCHOOL PROGRAM WILL BE PROVIDED A SNACK AT NO EXTRA CHARGE.

Tracking Meals and Billing

Students will be provided ID cards that will serve as their method for "paying" for lunch. These cards need to be kept with the student at all times, except students in grades K - 2. When students receive a meal, they will swipe their card at a point of sale. Students who qualify as "free" will not need to pay. Families of students who qualify for reduced or paying will be billed monthly. If you are delinquent on paying your meals bill, your child may be denied meals until you pay off your balance. If your income status changes at any time, please inform Oscar Bermeo.
There is a $5.00 replacement fee for lost meal swipe cards.

Please fill out appropriate paperwork at registration if you want your child to participate. You will be asked to provide income information. Inform the school if any of your income information changes. Please make us aware immediately if there are any food allergies.

Tuesday Envelope (K – 12)

Your child will receive an envelope EVERY Tuesday. Please carefully read the contents of the envelope each week. Sign and return the envelope each Wednesday.

Phone Messages

In order to ensure you get important information and announcements in a timely way, we will use a phone messaging service that calls your home with information about once per week. This message will be no longer than 60 seconds and will serve as an important reminder of upcoming events, etc. The system will also be used in the case of an emergency closure, important school reminders, or other such situations.

SUPPLIES YOUR CHILD NEEDS FOR SCHOOL

One step to creating a college-going mindset in your student is making sure they are prepared for school each day with supplies used in class. Please make sure your child comes prepared with the supplies each day. Teachers may provide more detailed lists of supplies at Back to School Night and throughout the year.

In addition, this year, the state budget is tighter than ever and we have needed to make cuts to our budget and will have less funds for supplies that students should be providing.

K – 4th Grade

- Thermos or water bottle for drinks
- Uniform
- A Backpack to transport homework, communication
- One box of Kleenex and one roll of paper towels for use in the classroom
- Pencils, Scissors, crayons, glue, and colored pencils
- Homework supplies (to be kept at home)
  - Pencil, Glue Stick, Scissors, Crayons, Pencil Sharpener

5th and 6th Grade

- Assignment Notebook
- Thermos or water bottle for drinks
- Uniform
- A Backpack
- One box of Kleenex and one roll paper towels
- Two 3-ring binder (2" ring)
- Two packs of dividers for the binder
- Two spiral bound notebooks
- Two pencils
- Two pens
- Loose leaf lined paper
- Box of colored pencils
- Pencil Sharpener with attached shavings catcher
- Supply container (box or zipped bag acceptable)

7 – 12th Grade

- Assignment Notebook
- Thermos or water bottle for drinks
- Uniform
- $10 Flash drive – this is a memory device for students to save their computer work. They can be purchased at Office Depot, Office Max, Best Buy, or Radio Shack.
- A Backpack
- Two 3-ring binder (2" ring)
- Two packs of dividers for the binder
- Two spiral bound notebooks
- Two pencils

- Two pens
- Loose leaf lined paper
- Box of colored pencils
- Pencil Sharpener with attached shavings catcher
- Supply container (box or zipped bag acceptable)

FAMILY INVOLVEMENT AT LCCS

At Lighthouse Community Charter School, we believe that families are an essential part of their child's education. After all, you are your child's first and most important teacher!

THE MOST IMPORTANT WAY YOU CAN BE INVOLVED: **Be engaged in your child's education.**

- Reinforce the idea that school is a place to work hard and get smart.
- Let your child know that you believe in them, that getting smart will take hard work, and that you and the school are there to support them every step of the way in preparing for college.
- Create a quiet environment at home for studying and homework with no TV.
- Read with your child each night. If your child is older, have a home reading time when everyone reads each night. Turn off the TV, computer, and cell phone.
- Come to all required meetings.
- Read all communications from the school.
- Talk to your student's teachers.
- Monitor your child's homework (**Students in grades K – 12 will have homework almost every single day)** Check over it and discuss it with your student daily.
- Carefully read and respond to their progress reports and report cards.
- Have a computer available for your child to use to do homework, research, etc.

We hope and expect that you are fully involved with the school in many ways.
Here are some sample ways for you to get involved in the broader life of the school

- Become a Room Parent by organizing other parents and helping the teacher.
- Volunteer in your child's classroom. Talk with your child's teacher to arrange this.
- Chaperone fieldwork trips.
- Help in the office.
- Attend parent workdays.
- THE POSSIBILITIES ARE ENDLESS AND WE VALUE ANY CONTRIBUTION YOU CAN MAKE!

Mandatory Expectations
All parents must attendThree Individualized Learning Plan Meetings throughout the year in the months of October, February, and June (to be scheduled with your teacher or crew leader)

- Back to School Night in September
- Winter and Summer EXPOS of Student Work
- Mandatory Community Meetings throughout the year, as scheduled

Getting Involved

Satisfaction Surveys

Each year, we ask parents to take satisfaction surveys to inform of us of how we are doing. If you have a concern, do not hesitate to contact your child's teacher or an administrator.

Lighthouse Parent Advisory Committee

The Lighthouse Parent Advisory Committee (LPAC) is a group of dedicated parents who meet monthly to address family concerns, plan events, and shape school policy. You are welcome to come to any meeting that you like. **It is open to all parents every month. <u>All parents</u>** are welcome to attend any meeting.

LPAC meets the first Wednesday of each month at 6:15 p.m. Spanish translation and childcare are provided.

Fundraising

One way that families help the school is to participate in fundraising events and to donate to the school. Our goal for the 2009-10 school year is have families raise $20,000! Here are all the ways you can make donations to the school (only do whatever you can, whenever you can!):

- Donate $5.00 per week to the school in the Tuesday Envelope
- Attend fundraising events like the Winter/Spring Potlucks
- Participate in annual fundraising events like Cinco De Mayo, Dia De Los Muertos, etc.
- Enroll in E-scrip
- Use the Target Red Card and register Lighthouse as your chosen place of donation
- Assist your child in collecting pledges for the Walk-a-Thon, scheduled for June 6, 2009
- Have your employee match your donation
- Schedule an automatic donation withdrawal from your checking account

COMMITMENT TO THE EDUCATION OF ALL IMMIGRANT CHILDREN

Lighthouse is committed to serving all students, regardless of their first language, ethnicity, income, race, sexual orientation, ability, and immigrant status. In June of 2008, the Lighthouse Community Charter School Board of Directors approved a policy stating its commitment to immigrant children. The policy is stated below:

COMMITMENT TO THE EDUCATION OF ALL IMMIGRANT CHILDREN

WHEREAS, the City of Oakland, like many other major cities in the United States, is the home and workplace of large immigrant communities with both "legal" and "undocumented people;" and

WHEREAS, in 1982, the United States Supreme Court ruled in *Plyler v. Doe* that public schools were prohibited from denying immigrant students access to elementary and secondary public education; that undocumented children have the same right to a free public education as citizens of the United States and permanent residents; and

WHEREAS, there are no numbers of how many undocumented children are enrolled in Lighthouse Community Charter Public Schools, however, approximately 76% of the students are English Language Learners;

WHEREAS, since the massive immigrant rights and civil rights marches and student walkouts in 2006, federal, state and local government officials throughout the country have proposed or passed laws and ordinances that aim to stem the tide of undocumented immigrants by cutting off opportunities for government benefits, including education, thereby increasing tensions in immigrants communities; and

WHEREAS, recent reports that United States Immigration and Customs Enforcement Office (ICE') has conducted raids in Oakland and other Bay Area cities have caused immigrant communities to fear sending their children to school and leaving their homes;

WHEREAS, on May 15, 2007, the Oakland City Council passed a resolution affirming Oakland's City of Refugee ordinance forbidding city resources from being used to enforce federal immigration laws or to gather or disseminate information regarding the immigrant status of residents of the City unless such assistance is required by federal or state statute, or regulation or court decision,

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Lighthouse Community Charter School, in solidarity with immigrant community organizations and consistent with the Oakland City Council's designation of Oakland as a City of Refuge, in light of the increasing tensions in immigrant communities, and the possible chilling effect on the educational rights of immigrant students by the enactment of the aforementioned laws and ordinances,

restates its position that all students have the right to attend school regardless of the immigration status of the student or of the student's family members; and

BE IT FURTHER RESOLVED that the Board of Directors further states that all students who register for school services and meet the federal and state criteria, are entitled to receive all school services, including free lunch, free breakfast, and educational services, even if they or their family are undocumented and do not have a social security number and that no school district staff shall take any steps that will deny students access to education based on their immigration status or any steps that will "chill" the *Plyler* rights of these students to public education; .

BE IT FURTHER RESOLVED that in order to provide a public education, regardless of a child's immigration status, absent any applicable federal, state, local law or regulation or local ordinance or court decision, the school shall abide by the following conduct:

1. School personnel shall not require students or their families to supply documentation of immigration status or a Social Security number, at initial registration or at any other time;

2. School personnel shall not make inquiries of students or their families for the purpose of exposing immigration status of the student or his/her family;

3. If parents and or students' have questions about their immigration status, school personnel shall not refer them to ICE;

4. It is the general policy of the school not to allow any individual or organization to enter the school site if the educational setting would be disrupted by that visit. The Board of Directors has found that the presence of ICE is likely to lead to a disruption of the educational setting. Therefore, any request by ICE to visit the school site must be made should be forwarded to the school Directors for review before permitting ICE to access the site;

5. If ICE officers come onto campus without advance notice, school personnel should request the person's identification and ask whether the officer has a warrant; and

6. All requests for documents by ICE should be forwarded to the school Directors who, in consultation with the legal counsel, shall determine whether the documents can be released to ICE.

THE SAFE HARBOR AFTER SCHOOL PROGRAM

The Safe Harbor After School Program is a free, 5-day/week after school program that is a rich combination of academic support/homework help, recreation, snack, and a wide array of enrichment classes. The program will accept about 2000 K - 12 grade students in 2009-10.

Sample Schedule (K - 8)

3:30 - 3:45	Snack Provided
3:45 - 4:15	Recreation
4:15 - 5:00	Homework Help and Enrichment Classes
5:00 - 6:00	Homework Help and Enrichment Classes

Academic Support

This year, the after school program will offer an array of academic supports to students. The support your child receives depends on their needs and the resources available. Once your child is signed up for academic support (will happen the first week of the program), we ask that you commit to their attendance in the program and do not pick them up early from academic support.

Academic supports will include:

- One-on-one literacy tutoring
- Computer-based literacy program, *Fast ForWord*
- Homework help

Enrichment Classes

The Safe Harbor program offers several enrichment classes in the after school program. Once your child is signed up for an enrichment class (will happen the first week of the program), we ask that you commit to their attendance in the program and do not pick them up early from enrichment classes. Enrichment classes this year will include:

- Guitar Class
- Filmmaking
- Yearbook
- Choir
- Art Studio for Boyz Only!
- Soccer
- Cooking
- Science Lab AND MORE!

SPECIAL INFORMATION FOR KINDERGARTEN PARENTS

Gentle Start

In order to best help our youngest students adjust to the new environment of school, we will start this school year with "Gentle Start." Your child has been assigned to Group A or Group B. Here is the schedule for Gentle Start

	Group A	Group B
Week 1 8/18 - 8/22	Monday 8:30 - 12:30* Wednesday 8:30 - 12:30 Friday 8:30 - 12:30	Tuesday 8:30 - 12:30* Thursday 8:30 - 12:30 Friday 8:30 - 12:30
Week 2 8/25 - 8/29	Monday 8:30 - 12:30 Tuesday 8:30 - 12:30 Wednesday 8:30 -1:30 Thursday 8:30 - 3:30 Friday 8:30 - 12:30	Monday 8:30 - 12:30 Tuesday 8:30 - 12:30 Wednesday 8:30 - 1:30 Thursday 8:30 - 12:30 Friday 8:30 - 3:30
Week 3 9/2 - 9/5	NO SCHOOL MONDAY Every day (except Wednesday with early dismissal at 1:30)8:30 - 3:30 No After School Program for K	NO SCHOOL MONDAY Every day (except Wednesday with early dismissal at 1:30) 8:30 - 3:30 No After School Program for K
Week 4 9/8 - 9/12	Regular Schedule: Every day (except Wednesday with early dismissal at 1:30)8:30 - 3:30 After School Program Available**	Regular Schedule: Every day (except Wednesday with early dismissal at 1:30) 8:30 - 3:30 After School Program Available**

IN ADDITION TO THE "GENTLE START," THERE ARE THINGS YOU CAN DO NOW TO HELP PREPARE YOUR KINDERGARTNER FOR THIS TRANSITION. THESE INCLUDE:

- Practice how to dress. Students will need to know how to tie shoes, fasten buttons, close zippers, and fasten belts. If your child cannot tie his or her shoes, please use shoes with Velcro or buckles instead of laces.
- Reinforce toileting skills. Students should be able to go to the bathroom and wash up all by themselves.
- Work on writing their name. Practice with your child how to write his or her name. This one of your child's first literacy skills.
- Spend time with other children. Your child will need to be able to take turns and share materials. The more time children spend with other children, the better prepared they will be for this in the classroom.
- Speaking up when they need help. Your child will need to be able to tell a teacher when they need help, have a question, or need to go to the bathroom.

IV. UNDERSTANDING

V. LIGHTHOUSE COMMUNITY CHARTER SCHOOL LANGUAGE

Ago Ame—an African call and response practice. When the teacher or adult calls out "Ago" the students respond back "Ame". This signals that the students are ready to listen and learn.

Assessment—a method for evaluating your understanding of skills, concepts, and Learning Targets. Assessments take many forms such as tests; projects; problems of the week; reports; essays; etc. Assessments are scored on a 4 point scale: 1-Just Beginning; 2-Approaching; 3-Meeting; 4-Exceeding.

Attentive Listening—eyes on speaker, sitting or standing still, listening and no talking.

Charter School---Lighthouse is a Charter School. Charter Schools are public schools that are given freedom by the local school district to design and structure their own school calendar, school day, and school curriculum. Charter Schools must also follow the state standards and take the state standardized tests in the spring.

College Ready Friday—This is a time of celebration for students who have qualified. College Ready Friday activities might involve pizza parties; visiting colleges; going hiking; playing games; etc.

Crew—This is another name for a class or group of students at Lighthouse that is working together to achieve our mission of every student being able to apply and get in to college. "We are crew, not passengers" is a common phrase you will hear. This phrase is to help remind us that we need to be active learners and helpers of others. In the middle and high school, a crew is made up of ~15 students and 1 teacher.

Draft—this is the first step, sketch, plan or version of an assignment. Drafts are one part of the process of producing high quality work. A draft is not a finished product, but a work in progress.

Expo—Expo is a chance for students to display their work to the entire school, family, and outside community. Expo happens in December and June.

Fieldwork—Fieldwork is when students and teachers go out into the community to places that will help them gather information about their learning investigation topic.

Guiding Principles

- *Collaboration*—working with other people to complete a task or goal. Two heads are better than one!
- *Communication*—speaking, writing, and listening clearly and carefully are important for all of us to reach our school's mission of everyone being prepared to go to college.
- *Compassion*—being kind and helpful. Learning to understand other people's point of view or perspective is also an important part of developing compassion.
- *Courage*—taking risks to raise our hand and share our ideas in class and to try new learning experiences.
- *Curiosity*—asking questions and wondering about the world.
- *Integrity*—being honest and telling the truth.
- *Persistence*—working hard, especially when things are challenging.
- *Reflection*—looking back at what has happened or what we have done and thinking about how we could have done things differently to make things even better.
- *Respect*—treating people with kindness.
- *Responsibility*—coming to school prepared to learn

HOW - Habits of Work—are a measure of how well you are doing at being a

student. They assess your homework and classwork completion as well as how respectful you are of our community.

Individualized Learning Plans (ILPs)—this is a document that is created in October by a teacher, student, and family to set academic, physical, or social and emotional goals. ILP goals and strategies are revisited in January and in March. Sometimes new goals are set when others have been achieved and sometimes new strategies are developed if goals have not been met.

Learning Target—these are the standards or objectives or knowledge that students must learn for a particular subject or grade level. Students must master all of the Learning Targets in order to be promoted to the next grade.

Lighthouse Community Charter School (Why is our school called this?)—A Lighthouse serves to guide ships to safety when it is dark or foggy. Lighthouse is a community of people working together to guide students to the safety and security of getting an excellent education.

Meeting Expectations—This indicates that a student has mastered our grade level standards in academics and in character. It is what all students at Lighthouse need to do in order to be on the right path for promotion to the next grade and for college.

Passage—This is the process for how students pass on from one loop to the next. Students must complete all portfolio and learning target expectations and meet the expectations of the Passage Presentation.

Passage Portfolio—Students organize work that meets the expectations for different learning targets in a 3 ring binder. Students must complete all of the requirements for a passage portfolio in order to be promoted to the next grade level.

Passage Presentation—This is a 30-45 minute presentation that ranges from an oral examination, to an interview with an Oakland community member, to a senior thesis defense in front of an expert panel. Presentations happen in June.

Transition—This is when we switch from one class to another, or from one location to another. Transitions happen a lot at Lighthouse. Transitions are

indicated by signals such as Ago, Ame, holding a fist in the air, teacher request, etc. During transitions, students must be quiet and must be still.

Reset—This is an opportunity for students to change their behavior so that they are doing the right thing. This is expected of students when they are given a warning by a teacher.

Refocus—If students are given more than 2 warnings, they will be asked to remove themselves from the classroom and complete a refocus form to help them prepare to re-enter the learning environment.

Referral—If students are unable to follow the expectations of completing a refocus form and following through with class expectations, they will be sent to the office with a referral. If their behavior yields 4 referrals, they will be suspended and miss out on important learning opportunities.

Revision—This is the process of improving a piece of work by looking at feedback and changing the work to make it better and of higher quality.

Rubric—This is a document to help students evaluate and assess their work and for the teacher to formally evaluate and assess their work. The rubric communicates expectations for their work in four different levels: 1-Just Beginning; 2-Approaching; 3-Meeting; 4-Exceeding.

Addendum 1 . SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

THIS PUPIL SUSPENSION AND EXPULSION POLICY HAS BEEN ESTABLISHED IN ORDER TO PROMOTE LEARNING AND PROTECT THE SAFETY AND WELL BEING OF ALL STUDENTS AT LIGHTHOUSE CHARTER SCHOOL ("CHARTER SCHOOL"). WHEN THE POLICY IS VIOLATED, IT MAY BE NECESSARY TO SUSPEND OR EXPEL A STUDENT FROM REGULAR CLASSROOM INSTRUCTION. THIS POLICY SHALL SERVE AS CHARTER SCHOOL'S POLICY AND PROCEDURES FOR STUDENT SUSPENSION AND EXPULSION, AND IT MAY BE AMENDED FROM TIME TO TIME WITHOUT THE NEED TO AMEND THE CHARTER SO LONG AS THE AMENDMENTS COMPORT WITH LEGAL REQUIREMENTS.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at Charter School or at any other school, or 3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;
b) while going to or coming from school;
c) during the lunch period, whether on or off the school campus; or
d) during, going to, or coming from a school-sponsored activity.

B. ENUMERATED OFFENSES

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Accrued 16 office referrals in one school year

2. Caused, attempted to cause, or threatened to cause physical injury to another person.

3. Willfully used force of violence upon the person of another, except self-defense.

4. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

5. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

6. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

7. Committed or attempted to commit robbery or extortion.

8. Caused or attempted to cause damage to school property or private property.

9. Stole or attempted to steal school property or private property.

10. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

11. Committed an obscene act or engaged in habitual profanity or vulgarity.

12. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

13. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

14. Knowingly received stolen school property or private property.

15. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

16. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

17. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

19. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

20. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional,

immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family..

21. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

22. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive..

23. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

24. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. *SUSPENSION PROCEDURE*

SUSPENSIONS SHALL BE INITIATED ACCORDING TO THE FOLLOWING PROCEDURES:

1. *CONFERENCE*

SUSPENSION SHALL BE PRECEDED, IF POSSIBLE, BY A CONFERENCE CONDUCTED BY THE DIRECTOR OR THE DIRECTOR'S DESIGNEE WITH THE STUDENT AND HIS OR HER PARENT AND, WHENEVER PRACTICAL, THE TEACHER, SUPERVISOR OR SCHOOL EMPLOYEE WHO REFERRED THE STUDENT TO THE DIRECTOR. THE CONFERENCE MAY BE OMITTED IF THE DIRECTOR OR DESIGNEE DETERMINES THAT AN EMERGENCY SITUATION EXISTS. AN "EMERGENCY SITUATION" INVOLVES A CLEAR AND PRESENT DANGER TO THE LIVES, SAFETY OR HEALTH OF STUDENTS OR SCHOOL PERSONNEL. IF A STUDENT IS SUSPENDED WITHOUT THIS CONFERENCE, BOTH THE PARENT/GUARDIAN AND STUDENT SHALL BE NOTIFIED OF THE STUDENT'S RIGHT TO RETURN TO SCHOOL FOR THE PURPOSE OF A CONFERENCE.

AT THE CONFERENCE, THE PUPIL SHALL BE INFORMED OF THE REASON FOR THE DISCIPLINARY ACTION AND THE EVIDENCE AGAINST HIM OR HER AND SHALL BE GIVEN THE OPPORTUNITY TO PRESENT HIS OR

HER VERSION AND EVIDENCE IN HIS OR HER DEFENSE.

THIS CONFERENCE SHALL BE HELD WITHIN TWO SCHOOL DAYS, UNLESS THE PUPIL WAIVES THIS RIGHT OR IS PHYSICALLY UNABLE TO ATTEND FOR ANY REASON INCLUDING, BUT NOT LIMITED TO, INCARCERATION OR HOSPITALIZATION.

NO PENALTIES MAY BE IMPOSED ON A PUPIL FOR FAILURE OF THE PUPIL'S PARENT OR GUARDIAN TO ATTEND A CONFERENCE WITH SCHOOL OFFICIALS. REINSTATEMENT OF THE SUSPENDED PUPIL SHALL NOT BE CONTINGENT UPON ATTENDANCE BY THE PUPIL'S PARENT OR GUARDIAN AT THE CONFERENCE.

2. *NOTICE TO PARENTS/GUARDIANS*

AT THE TIME OF SUSPENSION, THE DIRECTOR OR DESIGNEE SHALL MAKE A REASONABLE EFFORT TO CONTACT THE PARENT/GUARDIAN BY TELEPHONE OR IN PERSON. WHENEVER A STUDENT IS SUSPENDED, THE PARENT/GUARDIAN SHALL BE NOTIFIED IN WRITING OF THE SUSPENSION AND THE DATE OF RETURN FOLLOWING SUSPENSION. THIS NOTICE SHALL STATE THE SPECIFIC OFFENSE COMMITTED BY THE STUDENT. IN ADDITION, THE NOTICE MAY ALSO STATE THE DATE AND TIME WHEN THE STUDENT MAY RETURN TO SCHOOL. IF SCHOOL OFFICIALS WISH TO ASK THE PARENT/GUARDIAN TO CONFER REGARDING MATTERS PERTINENT TO THE SUSPENSION, THE NOTICE MAY REQUEST THAT THE PARENT/GUARDIAN RESPOND TO SUCH REQUESTS WITHOUT DELAY.

3. *SUSPENSION TIME LIMITS/RECOMMENDATION FOR PLACEMENT/EXPULSION*

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- A copy of Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. *Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences*

THE CHARTER SCHOOL MAY, UPON FINDING A GOOD CAUSE, DETERMINE THAT THE DISCLOSURE OF EITHER THE IDENTITY OF THE WITNESS OR THE TESTIMONY OF THAT WITNESS AT THE HEARING, OR BOTH, WOULD SUBJECT THE WITNESS TO AN UNREASONABLE RISK OF PSYCHOLOGICAL OR PHYSICAL HARM. UPON THIS DETERMINATION, THE TESTIMONY OF THE WITNESS MAY BE PRESENTED AT THE HEARING IN THE FORM OF SWORN DECLARATIONS WHICH SHALL BE EXAMINED ONLY BY THE GOVERNING BOARD, ADMINISTRATIVE PANEL, OR THE HEARING OFFICER. COPIES OF THESE SWORN DECLARATIONS, EDITED TO DELETE THE NAME AND IDENTITY OF THE WITNESS, SHALL BE MADE AVAILABLE TO THE PUPIL.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time

he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may

include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A RECORD OF THE HEARING SHALL BE MADE AND MAY BE MAINTAINED BY ANY MEANS, INCLUDING ELECTRONIC RECORDING, AS LONG AS A REASONABLY ACCURATE AND COMPLETE WRITTEN TRANSCRIPTION OF THE PROCEEDINGS CAN BE MADE.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name

2. The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Governing Board decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or Charter School shall be in the sole discretion of the Governing Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. Theses services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

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

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

i. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
ii. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
iii. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b) The parent has requested an evaluation of the child.

c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child,

directly to the Director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

VI. Acknowledgment of Family/Student Handbook

I understand and agree that I have read and will comply with the LCCS Family/Student Handbook.

_____ _____

Student's Printed Name

_____ _____

Parent/Guardian's Printed Name

_____ _____

Parent/Guardian's Signature

_____

Date

Acknowledgment of Handbook and At-Will Employment

I understand and agree that I will read and comply with the LCCPS Faculty and Staff Handbook.

I understand and agree to my at-will employment as described in the Handbook summarized as follows:

- This handbook does not in any way reflect a contract of employment, either express or implied between you and the School. The School is an at-will employer.

- Just as I am free to terminate the employment relationship with the School at any time, the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason. Nothing in this handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for any employee.

- Other than the LCCPS Board of Directors, no other entity or person has the authority to modify this Handbook.

I understand that other than the Director of Strategic Development or designee, no supervisor or representative of the School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Director of Strategic Development or her designee has the authority to make any such agreement and then only in writing signed by the Director of Strategic Development or her designee.

_____

Employee's Signature Date

_____

Employee's Printed Name

PLEASE RETURN TO THE Director of Strategic Development
AS SOON AS POSSIBLE

I. Welcome to Lighthouse Community Charter Public Schools

Welcome and Our Mission

On behalf of the Board of Directors, faculty, families, and students of the Lighthouse Community Charter Public Schools (referred to as "LCCPS" throughout the rest of the document), we would like to welcome you to our community of learners at Lighthouse. We believe that each one of us has strengths to offer in addition to having areas for growth. We deeply value your commitment to work at the LCCPS and to engage in our collaborative process of learning for all. We are excited to learn and grow with you.

The mission of the Lighthouse Community Charter Public Schools (LCCPS) is to prepare a diverse, K-12 student population for college the career of their choice by equipping each child with the skills, knowledge, and tools to become a self-motivated, competent, lifelong learner.

In order for every child to reach his or her fullest potential, we prioritize the following tenets:

-
- Holding every student to high expectations
- Providing a rigorous curriculum
- Serving the Whole Child
- Involving Families
- Fostering a Professional Learning community

This handbook is a guide for all LCCPS employees as we seek to carry out our important work and achieve our mission.

Handbook Use and Purpose

This Handbook is designed to help employees get acquainted with LCCPS. It explains some of our philosophies and beliefs, and describes in general terms, our employment guidelines. Although this Handbook is not intended to be an official policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at LCCPS. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of LCCPS or its employees. In no way does the Handbook replace the official plan documents (i.e., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Because LCCPS is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. LCCPS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Director of Strategic Development has the authority to enter into any employment or other agreement that modifies LCCPS's policies. Any such modification *must* be in writing.

This Handbook is the property of LCCPS, and is intended for personal use and reference by employees of LCCPS. Circulation of this Handbook outside of LCCPS requires the prior written approval of the Director of Strategic Development.

Employees should sign the acknowledgment form, tear it out, and return it to the Director of Strategic Development as soon as possible. This will provide the LCCPS with a record that each employee has received this Handbook.

Equal Opportunity Employer

LCCPS is an equal opportunity employer. It is the policy of LCCPS to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, LCCPS will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact the LCCPS representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. LCCPS then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. LCCPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, LCCPS will make the accommodation.

At-Will Status Employment

It is the policy of LCCPS that all employees are employed at the will of LCCPS for an indefinite period. Accordingly, either LCCPS or the employee can terminate this relationship at any time, for any reason, without cause, and with or without notice.

Nothing contained in this Handbook, employment applications, LCCPS memoranda or other materials provided to employees in connection with their employment shall require LCCPS to have "cause" to terminate an employee or otherwise restrict LCCPS's right to terminate an employee at any time for any reason. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict LCCPS's right to terminate at will. Other than the Director of Strategic Development with ratification by the LCCPS Board of Directors, no LCCPS representative is authorized to modify this policy for any employee.

No LCCPS representative is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with LCCPS that are not consistent with LCCPS's policy on "at will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, LCCPS memoranda, or other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

II. The Professional Environment of the Lighthouse Community Public Schools

Charter School Background

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted in California is 5 years. At the end of the term, the entity granting the charter may renew the school's contract. Charter schools are accountable to their sponsor—in our case, the Oakland Unified School District -- to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them, and the public that funds them.

Mission and History of Lighthouse Community Public Schools

The mission of the Lighthouse Community Charter Public Schools (LCCPS) is to prepare a diverse, K-12 student population for college the career of their choice by equipping each child with the skills, knowledge, and tools to become a self-motivated, competent, lifelong learner.

In order for every child to reach his or her fullest potential, we prioritize the following tenets:

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- Holding every student to high expectations
- Providing a rigorous curriculum
- Serving the Whole Child
- Involving Families
- Fostering a Professional Learning community

The vision of the Lighthouse Community Charter Public Schools was borne out of the belief that every child has the right to an excellent education. This vision has inspired teachers, parents, and community members to design a school where every child is held to high expectations, that is small enough so that every child is known well, where families are an integral part of the school, and where teachers are constant learners. The Lighthouse Community Charter Public Schools was unanimously approved by the Oakland Unified School District in June of 2001. In 2002, Lighthouse opened with 92 students in grades K and 6 and has added about 90 students each year. In 2005, the K - 12 charter was amended to a K - 8 charter and a 9 - 12 charter. The 9 - 12 charter goes up for its first renewal in 2009-2010; the K - 8 will go up for its second renewal in 2011. In 2008-09, the Lighthouse received a six-year accreditation from WASC and graduated its first class of seniors, with 21 of 21 with plans to attend a four-year college.

General Professional Expectations

At Lighthouse Community Public Schools, we consider the work we do of utmost importance. Therefore, we have very high expectations for professionalism and performance of each one of our employees. All employees should treat all individuals, students, teachers, directors, volunteers, and family members, with respect and approach all situations as opportunities to learn.

III. Employment at Lighthouse Community Public Schools

Licensure and Certification

Core, College Preparatory Teaching Staff

Full time, regular teaching staff, further defined by the terms of the charter as "core" teachers, shall be certified by the Commission On Teacher Credentialing with either a clear or preliminary credential in their area of teaching However, teachers-in-training who are working toward a credential and others with specialized and appropriate experience may also be retained if their skills and abilities will further the educational mission of the Charter School and if they are in the process of securing a credential. Staff who do not have, nor make progress on obtaining the appropriate credentials may be terminated.

Non-Core, Non-College Preparatory Teaching Staff

Non-core teachers may be required to hold credentials. If not, they must demonstrate subject knowledge and the ability to work well with children, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

Other Staff, Substitutes, and Consultants

All other staff must demonstrate the abilities necessary to effectively carry out their responsibilities but may not require a California Teaching Credential.

Evaluation of Teachers and Staff

Formal and Informal Observations

The Directors, using both formal and informal observations, will observe all employees on an ongoing basis. Informal observations can occur during any time and will include a post-observation conference. Formal observations will include a pre-observation conference as well as a post-observation conference. Pre-observation may be in person. Post-observation conferences will be in person and will be occur within three (3) school days. During the school year, each teacher may be observed at least once per month using a variety of methods and will include at least one (1) formal observation per year. Results of formal and informal observations, consisting of the employee's and the Director of Instruction's observations and recommendations, will be put in writing and included within the school's personnel file. Nothing in this section limits the Director of Instruction from conducting other observations of an informal or unannounced nature.

Evaluations of non-teaching staff will be conducted using formal and informal techniques, which may include check-ins, self-evaluations, and peer observation.

The Board of Directors evaluates the three School Directors on an annual basis. Portfolios of work and evidence are assembled and evaluated and the board interviews members of the different school constituencies to assess Director performance.

Response to Observation and Review Findings

All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep the Director of Strategic Development advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable LCCPS to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a LCCPS representative, at a mutually convenient time. No copies of documents in your file may be made with the exception of documents you have previously signed. You may add your comments to any disputed item in the file. LCCPS will restrict disclosure of your personnel file to authorized individuals within LCCPS. A request for information contained in the personnel file must be directed to the Director of Strategic Development. Only the Director of Strategic Development. or her designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, LCCPS will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

IV. Compensation and Benefits

Faculty and Staff Compensation

The Director of Strategic Development. shall propose a salary schedule in accordance with the terms of the Charter and will present it for approval to the Board of Directors. Individual faculty and staff salaries will be determined each year according the LCCPS Salary Schedule. In 2009-10, the salary schedule is frozen at 2008-09 rates.

Faculty and Staff Benefits

LCCPS will attempt to provide health, dental, and vision insurance coverage for current staff that is reasonably comparable with coverage provided by the sponsor district to its employees, provided such coverage is commercially or otherwise available at reasonable cost. LCCPS will pay the cost of such coverage for full time employees. Part time employees working 1/2 time may also request such coverage and the cost of such coverage will be prorated between the LCCPS and the Employee. The LCCPS contribution shall represent the proportion the hours worked by the employee to a full-time equivalent position. No staff member will receive paid health benefits beyond their term of employment.

LCCPS will cover children/dependents at 50% for full-time, regular employees. LCCPS does not currently pay for spouse or domestic partner benefits. If an employee wishes to have their spouse covered by Kaiser Permanente, a deduction equivalent to the spouses cost will be withdrawn from their pay post-taxes.

Medical Plan

Eligibility

You are eligible for medical coverage if you are a full-time regular employee working for LCCPS or a part-time regular employee working for LCCPS. Medical benefits are provided under the 15-N plan of Kaiser Permanente which includes medical and vision coverage.

"Full-time" employee means that you are hired to work at least 40 regular hours per week. "Part-time" employee means that you are hired to work at least 20 regular hours per week. Temporary and internship employees are not eligible to participate in the plans.

When Coverage Starts

Your medical coverage begins on the first of the month following thirty (30) days of full employment. Your enrollment form must be submitted to the Director of Strategic Development as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

Cost of Coverage

The current costs for coverage under the plan is available from the Director of Strategic Development. These costs may change from time to time. Full-time, regular employees are not required to contribute toward the payment of their medical benefits. A part-time employee will pay a prorated portion of their benefits each month that will be withdrawn from their pay after taxes.

Dental Plan

You are eligible for dental coverage if you are a full-time regular employee working for LCCPS or a part-time regular employee working for LCCPS. Lincoln National Life Insurance provides dental benefits. Details of coverage are available upon request.

Eligibility

You are eligible for dental coverage if you are a full-time regular employee working for LCCPS or a part-time regular employee working for LCCPS.

"Full-time" employee means that you are hired to work at least 40 regular hours per week. "Part-time" employee means that you are hired to work at least 20 regular hours per week. Temporary and internship employees are not eligible to participate in the plans.

When Coverage Starts

Your medical coverage begins on the first of the month following thirty (30) days of full employment. Your enrollment form must be submitted to the Director of Instruction as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

Retirement Plan

LCCPS administers a defined contribution plan called the Lighthouse Community Charter Public Schools Retirement Plan. It is defined as a 457 plan. LCCPS will annually contribute 4.00% of employee salaries to their individual retirement plans. All eligible staff will contribute an additional 4.00% of their salary, which will be automatically deducted. LCCPS contributions vest 20% every year and employees become 100% vested after five years of service.

Due to the nature of this plan, LCCPS employees do not contribute to social security and are not eligible for social security benefits connected to your employment at Lighthouse.

Payroll Information

Payroll Withholdings

LCCPS is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and, of course, the gross pay amount.

2. State Income Tax Withholding: The same factors that apply to federal withholdings apply to state withholdings.

3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by LCCPS.

4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Director of Strategic Development to explain them to you. You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Director of Strategic Development Your office maintains a supply of these forms.
All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Director of Strategic Development and to fill out a new W-4 form.
At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows, taxes withheld and total wages.

Paydays
Paydays are scheduled on the last day of each month. If you observe any error in your check, please report it immediately to your supervisor.

Wage Attachments and Garnishments

Under normal circumstances, LCCPS will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require LCCPS, by law, to withhold part of your earnings in their favor.

You are strongly encouraged to avoid such wage attachments and garnishments. If LCCPS is presented a second garnishment request concerning you, your managers will discuss the situation with you.

Holidays

See School Calendar for paid holidays.

Paid Absences

Personal/Sick Days

Sick Leave

Personal/Sick leave is a form of insurance that employees accumulate in order to provide a cushion for incapacitation due to illness, injury, or to conduct personal business. Time off for medical and dental appointments will be treated as sick leave.

The School offers paid sick/personal leave to regular full-time employees at the rate of 7 days per school year for 200-day employees and 8 days per fiscal year for 220-day employees. If specified in the employee's contract, part-time staff, or staff working part of the school year shall accrue sick/personal leave on a prorated basis to reflect the proportion of time or working months that the employee's schedule represents in relation to a full time schedule. Employees may accrue up to 3 unused days of sick/personal leave to be carried over across school year if their annual contract is renewed, for a total maximum accrual of 10 or 11 days of sick/personal leave. Sick/personal leave is granted for only the reasons listed above and will not be paid out if not utilized, if the employee is terminated, or if the employee's contract is not renewed. All employees shall inform the Director of Strategic Development **and** their direct supervisor of an anticipated absence as soon as possible, and such leave (other than for unexpected circumstances) must be pre-approved by the Director. The Director of Strategic Development may require an employee to verify the claimed reason for any absence.

Bereavement Leave

Salaried employees who have worked for more than six months are entitled to a leave of up to three (3) workdays without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off. If an employee requires more than three days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued vacation time.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote (Elections Code 14001). Such time off shall be taken at the beginning or the end

of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. The employee requesting time off to vote shall give his or her supervisor at least two (2) days notice.

Unpaid Absences

Unpaid Leave of Absence

The School recognizes that special situations may arise when an employee must leave his or her job temporarily. At its discretion, the School may grant employees unpaid leaves of absence.

The granting of an unpaid leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay any appropriate premiums. Whether you are required to pay your own premiums will depend on the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay any appropriate premiums. Benefits are terminated the day any other type of leave begins.

No vacation time is accrued during unpaid leave of absence.

Jury Duty

Upon notification by a court to report for jury duty, the employee shall immediately request jury duty during non-school months. Any employee, when advised of his/her notification of jury duty, must immediately inform the Director. Leaves under this section will be unpaid.

Family Care and Medical Leave

This policy explains how LCCPS complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require LCCPS to permit each eligible employee to take up to 12 workweeks of FMLA leave in any 12-month period for the birth/adoption of a child, the employee's own serious illness or to care for certain family members who have a serious illness. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by LCCPS for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

Events That May Entitle An Employee To FMLA Leave

The 12-week FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

- To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by LCCPS, they will be entitled to a combined total of 12 weeks of leave for this purpose.
- Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by LCCPS's separate pregnancy disability policy).
- To care for a spouse, child, or parent with a serious health condition.
- A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

Amount of FMLA Leave Which May Be Taken

- FMLA leave can be taken in one or more periods, but may not exceed 12 workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve of the employee's normally scheduled workweeks. For a full-time employee who works five eight-hour days per week, "twelve workweeks" means 60 working and/or paid eight-hour days.
- The "12 month period" in which 12 weeks of FMLA leave may be taken is the 12-month period immediately preceding the commencement of any FMLA Leave.

Pay During FMLA Leave

- An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave and may use any or all accrued paid vacation time at the beginning of any otherwise unpaid FMLA leave period.
- An employee on FMLA leave for child care or to care for a spouse, parent, or child with a serious health condition may use any or all accrued paid vacation at the beginning of any otherwise unpaid FMLA leave.
- All other FMLA leaves are unpaid leaves.
- The receipt of vacation pay, sick leave pay, or State Disability Insurance benefits will not extend the length of the FMLA leave. Vacation pay and sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of LCCPS's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by LCCPS during the leave at the same level and under the same conditions, as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, LCCPS will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Seniority

An employee on FMLA leave remains an employee and the leave will not constitute break in service. An employee who returns from FMLA leave will return with the same seniority he or she had when the leave commenced.

Medical Certifications

- An employee requesting FMLA leave because of his or her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by LCCPS. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.
- If LCCPS has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, LCCPS may request a second opinion by a health care provider of its choice (paid for by LCCPS). If the second opinion differs from the first one, LCCPS will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- Re-certifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required re-certifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

- An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Director of Strategic Development An employee asking for a Request for Leave form will be given a copy of LCCPS's then-current FMLA leave policy.
- Employees should provide not less than 30 days' notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt LCCPS's operations.

- If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two weeks, except that LCCPS will grant a request for FMLA leave for this purpose of at least one day but less than two weeks' duration on any two occasions.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- In most cases, LCCPS will respond to a FMLA leave request within two days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within 10 days of receiving the request. If an FMLA leave request is granted, LCCPS will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

- Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous economic injury to LCCPS's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
- When a request for FMLA leave is granted to an employee (other than a "key" employee), LCCPS will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
- Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.
- If an employee can return to work with limitations, LCCPS will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from LCCPS.

Limitations on Reinstatement

- LCCPS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous economic injury to LCCPS's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of LCCPS's employees within 75 miles of the employee's worksite.
- A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if LCCPS determines that substantial and grievous economic injury to LCCPS's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, LCCPS will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause LCCPS to suffer substantial and grievous economic injury. If LCCPS realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment During Leave

An employee on FMLA leave may not accept employment with any other employer without LCCPS's written permission. An employee who accepts such employment will be deemed to have resigned from employment at LCCPS.

Pregnancy Disability Leave

This policy explains how LCCPS complies with the California Pregnancy Disability Act, which requires LCCPS to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle An Employee to Pregnancy Disability Leave

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

- The employee needs to take time off for parental care.

Duration Of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does not count against the leave, which may be available as Family Care, and Medical Leave.

Pay During Pregnancy Disability Leave

- An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
- The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
- Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

The provisions of LCCPS's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, LCCPS will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Seniority

An employee on pregnancy disability leave remains an employee of LCCPS and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

Medical Certifications

- An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by LCCPS. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
- Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.

Requesting And Scheduling Pregnancy Disability Leave

- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to her supervisor. An employee asking for a Request for Leave form will be referred to LCCPS's then current pregnancy disability leave policy.
- Employee should provide not less than thirty (30) days or as short of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt LCCPS's operations.
- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
- In most cases, LCCPS will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, LCCPS will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return To Work

- Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine LCCPS's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
- When a request for pregnancy disability leave is granted to an employee, LCCPS will give the employee a written guarantee of

reinstatement at the end of the leave (with the limitations explained above).

- Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
- If the employee can return to work with limitations, LCCPS will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from LCCPS.

Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without LCCPS's written permission. An employee who accepts such employment will be deemed to have resigned from employment with LCCPS.

State Disability Insurance

LCCPS employees contribute 1.1% of their salary toward State Disability Insurance. The State Disability Insurance (SDI) Program provides temporary benefit payments to workers for no-work-related disabilities.

Within SDI are two benefit programs, Disability Insurance (DI) and Paid Family Leave (PFL). DI benefits are paid to eligible California workers experiencing a loss of wages when they are unable to perform their regular or customary work due to a non-work-related illness or injury, pregnancy or childbirth. PFL benefits are paid to individuals unable to work because they need to care for a seriously ill family member or bond with a new minor child.

The first seven days of your claim is a waiting period for which no benefits are payable. Benefits begin with the eighth day of disability. You cannot receive DI and Unemployment Insurance (UI) or Paid Family Leave (PFL) benefits for the same period. DI is payable for a maximum of 52 weeks.

ARE YOU COVERED BY STATE DISABILITY INSURANCE?

Most workers covered by California Unemployment Insurance are also covered by State Disability Insurance (SDI). The program is financed entirely by covered workers through a payroll tax withheld from their earnings. The contribution is based on a percentage of a worker's earnings. The contribution rate may vary from year to year depending on the balance in the Disability Fund. Specific information about the contribution rate is available from any EDD office.

FILING YOUR DISABILITY INSURANCE CLAIM

- Obtain a claim form from any public EDD office. You may call the DI toll-free number and request a form be mailed to you. Your medical provider, hospital, or employer may have a claim form, or you may obtain a form through EDD's website at www.edd.ca.gov.

- The Claim for State Disability Insurance (SDI) Benefits provides you with instructions for completing the claim form. It is very important to include your social security number and sign and date the claim form. Please print your information clearly and review it for completeness and accuracy. If you need help in completing the form, call the DI toll-free number for assistance.

- Give the claim form to your medical provider to complete the "Doctor's Certificate."

- Your claim must be mailed within 49 days from the first day you become disabled to be timely. If your claim is submitted later than 49 days, you may lose benefits for the number of days that the claim is late unless you can establish "good cause" for late filing. To establish good cause, attach a detailed explanation to your claim from telling DI why it is late.

HAVE YOU HAD EXCESS STATE DISABILITY INSURANCE TAX WITHHELD?
If you worked from more than one employer and earned more than $86,698 in 2008 or more than $90,669 in 2009, you may be eligible for a refund or credit of excess payroll deductions. For information about claiming a refund or credit, please review the Instruction Booklet for the State of California, Personal Income Tax Return, Form 540.

IF YOU NEED MORE INFORMATION ON STATE DISABILITY
Visit EDD's website at www.edd.ca.gov. For the SDI pages, select "Disability Insurance." Or you may call one of the following numbers.

EDD DISABILITY INSURANCE TOLL-FREE NUMBERS

English	1-800-480-3287
Spanish	1-866-658-8846
TTY (Non-voice)	1-800-563-2441

PAID FAMILY LEAVE

Paid Family Leave (PFL) benefits may be available to you if you are unable to work because you need to care for a seriously ill family member or bond with a new child. You cannot receive PFL and Disability Insurance (DI) or Unemployment Insurance (UI) benefits for the same period. PFL benefits are payable for a maximum of six weeks in a 12-month period.

Deductions for Paid Family Leave coverage began January 1, 2004.

ARE YOU COVERED BY PAID FAMILY LEAVE?
PFL is a component of the SDI program. Workers covered by SDI will also be covered for PFL. Workers who are covered by a Voluntary Plan for SDI will be covered for PFL through their Voluntary Plan.

HOW DO YOU FILE A PAID FAMILY LEAVE CLAIM?
Obtain a claim form from any public EDD office. You may call the PFL toll-free number and request a form be mailed to you. Medical Providers, hospitals, or employers may have a claim form, or you may obtain a form through EDD's website at www.edd.ca.gov.

The Claim for Paid Family Leave (PFL) Benefits provides you with instructions for completing the claim form. Follow the instructions carefully for your type of claim (i.e., caring for a seriously ill family member or bonding with a new child). It is very important to provide your Social Security Number and sign and date the claim form. Please print your information clearly and review it for completeness and accuracy. If you need help in completing the form, call the PFL toll-free number for assistance.

Mail your claim form within 49 days from the first day of your period of family leave. If you submit your claim later than 49 days, you may lose benefits for the number of days that the claim is late unless you can establish "good cause" for late filing. To establish good cause, attach a detailed explanation to your claim form telling PFL why it is late.

IF YOU NEED MORE INFORMATION
Visit EDD's website at www.edd.ca.gov and select "Paid Family Leave." Or you may call one of the following numbers.

EDD PAID FAMILY LEAVE TOLL-FREE NUMBERS

English	1-877-238-4373	Armenian	1-866-627-1567

Spanish	1-877-379-3819	Punjabi	1-866-627-1568
Cantonese	1-866-692-5595	Tagalog	1-866-627-1569
Vietnamese	1-866-692-5596	TTY	1-800-445-1312

Industrial Injury Leave (Workers' Compensation)

LCCPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to your supervisor;
- Seek medical treatment and follow-up care if required:
- Complete a written Employee's Claim From (DWC Form 1) and return it to the Director of Strategic Development; and
- Provide LCCPS with a certification from your health care provider regarding the need for worker's compensation disability leave as well as your eventual ability to return to work from the leave.

It is LCCPS's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. LCCPS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the LCCPS operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the employee's supervisor and to the individual responsible for reporting to LCCPS's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to LCCPS approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Worker's Compensation Bureau and the insurance.
- When there is a job-related injury that results in lost time, the employee must have a medical release from LCCPS's approved medical facility before returning to work.

- Any time there is a job-related injury, LCCPS's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give his or her supervisor 30 days notice before returning from leave. Whenever LCCPS is notified of an employee's intention to return from a leave, LCCPS will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult Director of Strategic Development.

Arrangement for Substitutes

Once teachers know of their anticipated absence, they are required to call the Director of Instruction and then make arrangements for substitutes using designated individuals from the LCCPS Substitute Pool.

Punctuality and Attendance

Any employee who is unable to report for work on any particular day must call their direct supervisor or the main office at least one hour before the start of the scheduled workday. If an employee fails to report to work without notification to their supervisor, the school may consider that employee has abandoned his/her employment and has voluntarily terminated the employment. In such cases, LCCPS must provide notice to the employee of the decision, and the employee may file a grievance pursuant to the process outlined in the section below if the employee disputes the decision.

If an employee is absent for medical reasons for more than seven (7) working days, the employee must, immediately upon his or her intended day of return to work, provide the Director of Strategic Development with a physician's statement certifying that the employee is able to return.

Personal Appearance and Conduct

Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Because each employee is a representative of LCCPS in the eyes of the public, each employee must report to work properly groomed, wearing appropriate clothing and maintaining a professional appearance that sets a good example for LCCPS students.

Policy Against Sexual Harassment

All employees should be able to work in an atmosphere free of sexual harassment. LCCPS will not condone or tolerate sexual harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. LCCPS will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, if warranted.

Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually suggestive nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of employment.
2. Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination.
3. Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile or offensive working environment.

Each director, teacher, and staff member has the responsibility to maintain a work place free from any form of sexual harassment. Consequently, should a faculty or staff member become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct.

Employees are expected to act in a positive and professional manner and to contribute to a productive work environment that is free from harassing or disruptive activity.

Prohibited conduct by anyone includes but is not limited to:

- Sexual flirtations, touching, advances or propositions;
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body;
- Sexually degrading words;
- The display in the workplace of sexually suggestive or offensive objects or pictures.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Any employee who has experienced or is aware of a situation, which is believed to be sexually harassing, has a responsibility to report the situation immediately to the individual's director. A Sexual Harassment Complaint Form may be obtained from your School Director. The School Director will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A written report, including findings related to the allegations, will be completed. In all cases, when the allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the School Director or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of the President of the LCCPS Board of Directors.

All complaints of sexual harassment will be investigated promptly, objectively and as-confidentially as possible. Employees are required to cooperate in any investigation. Retaliation against any employee for filing a complaint or participating in an investigation is strictly prohibited and shall be cause for termination.

Smoking

All LCCPS buildings and facilities are no-smoking facilities.

Faculty and Staff Complaints and Grievances

In the event of a dispute involving employment or the implementation of the personnel policies, and after a good faith effort with the supervisor to thoroughly resolve the dispute, all employees may submit their complaint following the procedures outlined

below. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file. Failure to follow the procedures and timelines below constitutes a waiver of the employee's right to grieve.

Grievance Filing Process

1. The employee may submit his/her grievance in writing to the Chair of the Board of Directors within five days of a failed good faith effort to resolve the dispute.
2. Within ten working days of receipt of the written complaint, the Board of Directors or a sub-committee of the Board of Directors shall schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 20 days after receipt of the written complaint and after notification to the employee. Board members who are interested parties shall excuse themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings.
3. A decision as established by a majority vote of the members of the Board of Directors or a sub-committee of the Board of Directors hearing the grievance shall be rendered within five working days of the completion of the hearing. Any such proceedings shall be conducted in closed session, unless requested otherwise by the employee. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision shall be made within five working days of the last committee hearing, or as soon thereafter as is practicable. Any additional proceedings shall be completed as soon a practical.

Health and Safety Requirements for Employment

Tuberculosis Test

Before the first day of employment, all employees must submit proof of an examination within last four years that the employee is free of active tuberculosis as described in Education Code 49406. Thereafter, all employees shall be required to undergo the foregoing examination at least once every four years, excepting "food handlers," who shall be examined annually. The current physician's statement must be on file in the office before the first day of employment. Failure to provide documentation on time may result in immediate termination.

Criminal Background Check

All first year employees must submit fingerprints to the Department of Justice and Federal Bureau of Investigation for the purpose of obtaining a criminal record summary as required by Education Code Section 44237. Such fingerprints must be submitted prior to employment and are a condition of employment. Criminal record summaries will be maintained by the Directors in a secured file separate from personnel files, as required by Section 44237.

First-Aid and CPR Training

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, directors) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

Child Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. Child abuse is defined as *"a physical injury which is inflicted by other than accidental means,"* sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, to the child's health or welfare. School employees are required to report instnces of child abuse when the employee has a "reasonable suspicision" that child abuse has occured. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported immediately by phone to a child protective agency. The phone call is to be followed by a written report within thirty-six (36) hours.

There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required as in other instances of removal.

Before your first day of employment at Lighthouse Community Public Schools, state law requires you to sign a statement signifying (1) that you have knowledge of the laws relating to child abuse reporting requirements specified in California Penal Code section 11166 and (2) that you will comply with these laws and reporting requirements. Please see your Employee Processing Packet for this important statement.

Security Protocols

LCCPS has developed guidelines to maintain a secure school site. Be aware of unknown persons loitering in walkways, entrances, and exits of the school. Report any suspicious persons or activities to office staff. Secure your classroom or office at the end of each day. When called away from your classroom for an extended length of time, do not leave valuable or personal articles unattended. The security of our facility is directly related to the health and safety of our students and our colleagues. **You should immediately notify a school director when keys are missing or if security access or codes have been breached.**

Emergency Plans and Disaster Service Worker Responsibilities

Appropriate fire exit and earthquake preparedness drills will be administered at least two times per year. California Government Code Section 3101 states that all school employees are considered disaster service workers when a local, state, or federal disaster declaration has been made. During a declared disaster, school employees are required by law, to serve as disaster service workers and cannot leave their school site until formally released up to 72 hours. During an emergency, teachers must always have a roster of students under their direct supervision.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during school activities or on the LCCPS premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency to office staff or school directors. In addition, all employees should know the local emergency numbers such as 911.

Guests and Visitors

All guests and visitors must report to the main office to sign in and receive a guest pass to enter the Lighthouse Community Public Schools.

VIII. Information and Communication

Confidentiality of Internet and Electronic Mail

The LCCPS recognizes that its employees have reasonable expectations of privacy with regard to the use of voice mail and e-mail, even when this use is restricted to LCCPS business and information is stored in LCCPS computers.

LCCPS reserves the right to access and disclose the contents of employee voice mail and e-mail messages, but will only do so when it has a legitimate business need and the urgency of the need is sufficiently strong to offset the school's commitment to employee privacy.

LCCPS does not and will not monitor voice mail and e-mail as a routine matter. LCCPS may inspect the contents of voice mail and e-mail or information stored on computers in the course of an investigation into improper or unlawful behavior or as necessary to locate substantive information that is not readily available by some other means. LCCPS may disclose a voice mail or e-mail message or information stored on a computer to law enforcement officials if the school has reason to believe that it may have been the victim of a crime or is legally obligated to do so.

Access to Personnel Records

The school shall maintain a confidential personnel file for each employee. The personnel file will contain the evaluation documents discussed in this section, as well as any other employment-related documents or correspondence. All concerned parties will have signed all documents placed in the personnel file. Only the concerned Employee, LCCPS Directors, and the Board of Directors may access confidential personnel files.

Media Relations

It is our goal to give the press a clear, consistent, and up-to-date message about our school and its programs and services. Since information about our activities change often, it is easy to provide the press with information that may be inaccurate or misleading.

Please refer all calls from newspapers, magazines, or radio and television reporters to the Director of Strategic Development.

IX . Ending Employment

Dismissal, Discipline, and Termination of Employment

The Director of Strategic Development may suspend and/or terminate the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists.

LCCPS reserves the right to terminate any employee at any time, with or without cause or notice. The following list, while not complete, gives examples of behavior that can result in the immediate termination of employment. Specification of these causes will not negate the at-will agreement:

- Breaching confidentiality.
- Theft.
- Fighting, roughhousing, or using abusive language or conduct that is hostile or disrespectful to a student, co-worker, supervisor, board member, volunteer, or any other persons associated or served by the school, including parents.
- Disregarding established safety procedures.
- Advertently placing students and/or in a dangerous situation.
- Falsifying or altering school records.
- Possessing weapons or firearms on school property or during school activity.
- Violating the school's equal opportunity or harassment policies.
- Unauthorized use of school property.

In the event an employee finds it necessary to resign during the school year, the employee shall give written notice to the Director of Strategic Development as soon as possible, but preferably, at least 10 calendar days prior to leaving employment.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined in the Grievance section of these policies.

Exit Interviews

All employees who leave employment at Lighthouse will take part in an exit interview with the **Director of Strategic Development** to reflect upon their challenges and growth while being employed at the Lighthouse Community Public Schools. Information shared during an exit interview will be treated as confidential and acted upon in a timely and appropriate manner.

SEXUAL HARASSMENT COMPLAINT FORM

It is the policy of LCCPS that all its employees be free from sexual harassment. This form is provided for you to report what you believe to be sexual harassment, so that LCCPS may investigate and take appropriate disciplinary or other action when the facts show that there has been sexual harassment.

If you are an employee of LCCPS, you may file this form with the LCCPS **Director of Strategic Development**. *Please review LCCPS's policies concerning sexual harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be sexual harassment.*

LCCPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, LCCPS will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, LCCPS will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize LCCPS to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that eth LCCPS will be able to address your complaint to your satisfaction.

Charges of sexual harassment are taken very seriously by LCCPS both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate the complaint.

Your Name:_____ Date:_____

Date of Alleged Incident(s):_____

Name of Person(s) you believe sexually harassed you or someone else:_____

List any witnesses that were present:_____

Where did the incident(s) occur?_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.). Attach additional pages, if needed:

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize LCCPS to disclose the information I have provided as it finds necessary in pursuing its investigation.
I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date

Printed Name

Received By:_____
Date:_____

LIGHTHOUSE

Appendix
Student Survey Data

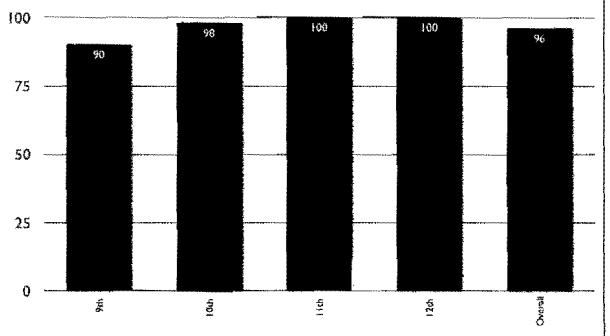
n=170 (of 195)

LIGHTHOUSE

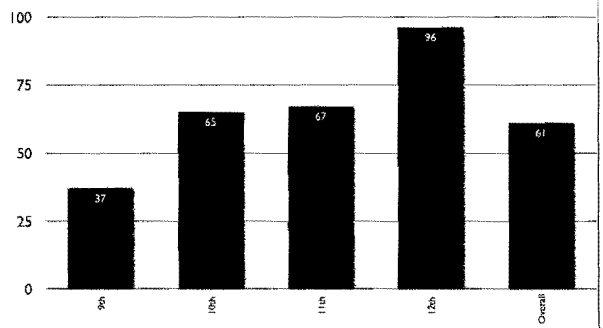
Appendix
Student Survey Data

n=170 (of 195)

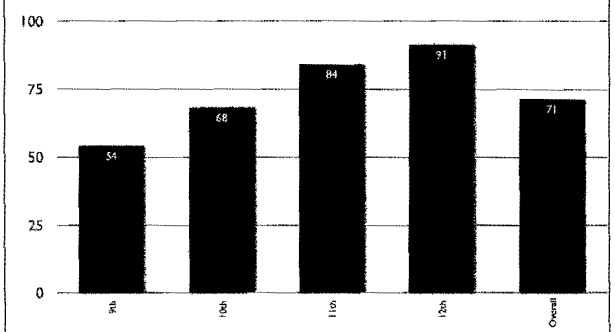
I am learning reading and writing skills in my English class that will prepare me to be successful in college.



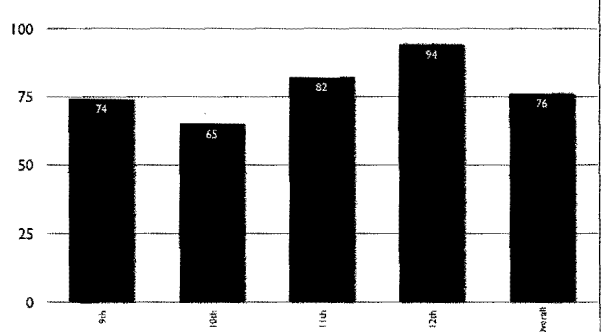
Most of my class lessons are interesting and make me want to learn more.



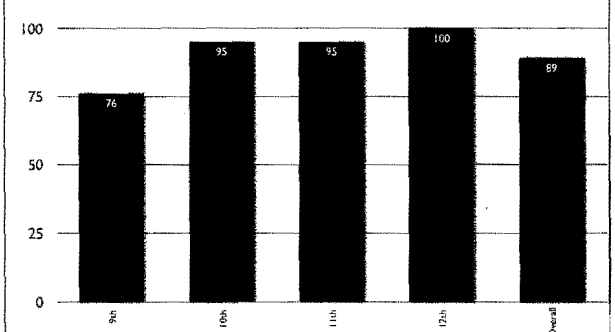
My math class has made me more confident to solve math problems on my own.

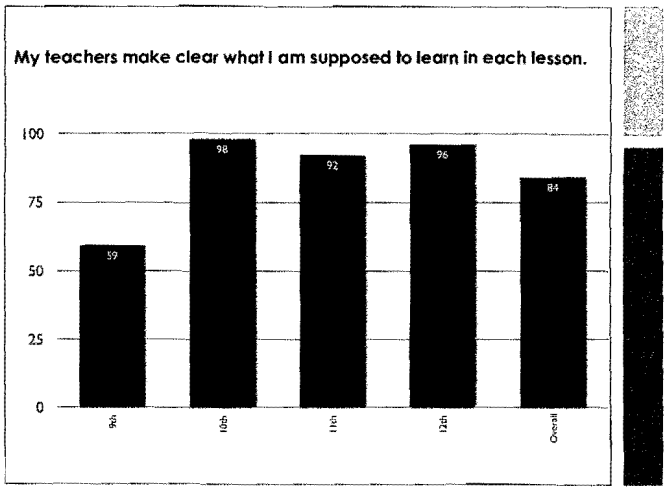


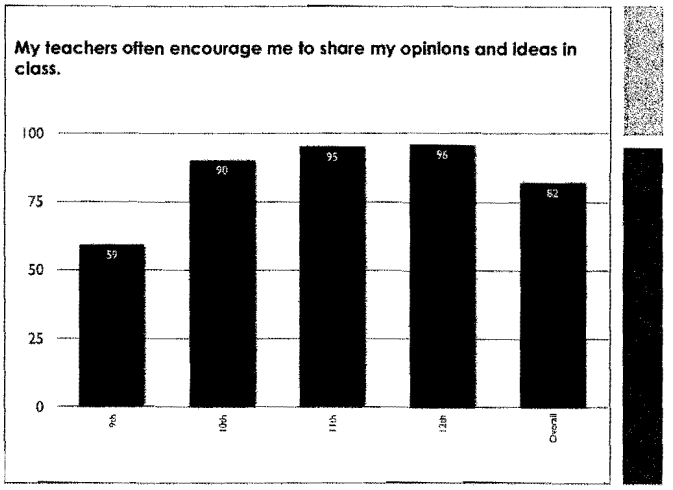
My school offers high quality after school programs to help me do better in my classes.

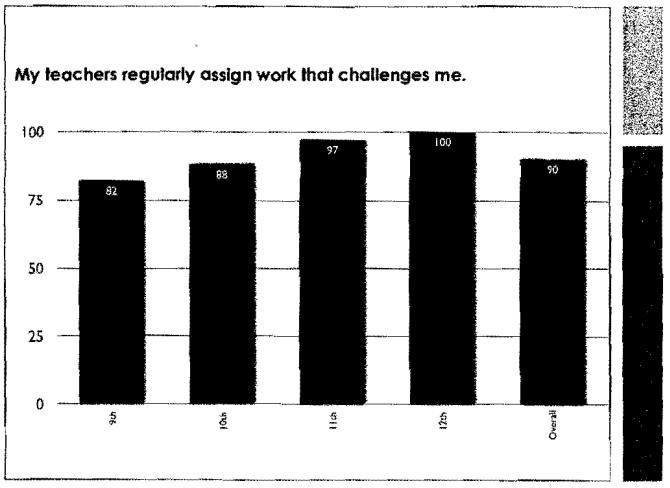


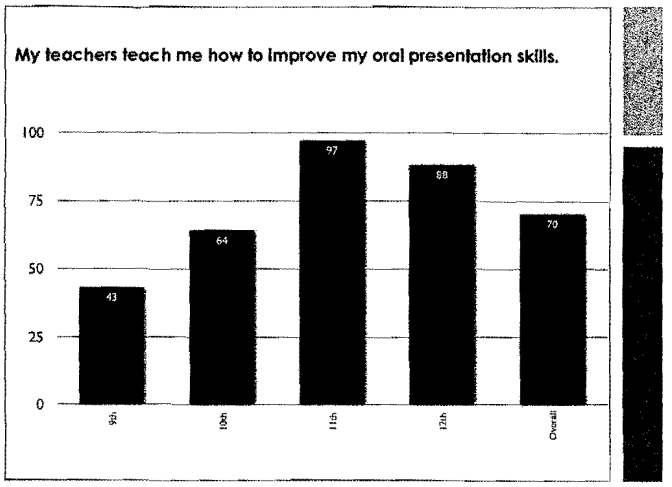
My school provides support to help me catch up if I fall behind in my classes.

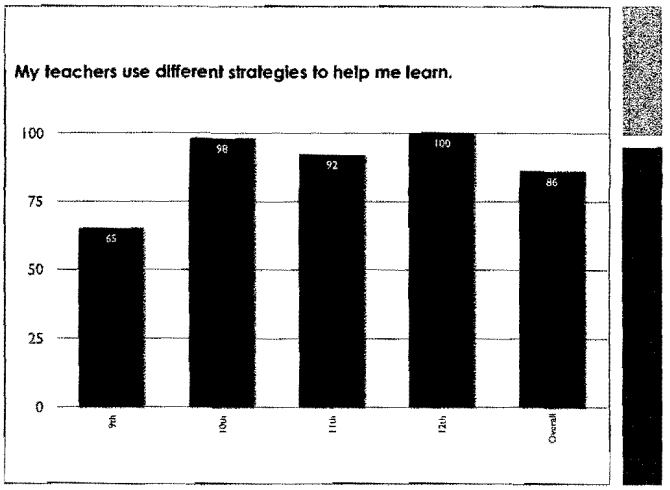


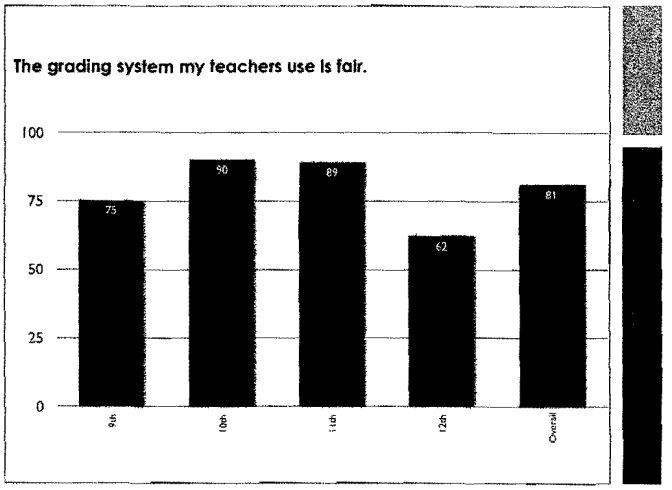

My teachers make clear what I am supposed to learn in each lesson.
100
75
50
25
0
59
98
92
96
84
9th
10th
11th
12th
Overall


My teachers often encourage me to share my opinions and ideas in class.
100
75
50
25
0
59
90
95
96
82
9th
10th
11th
12th
Overall

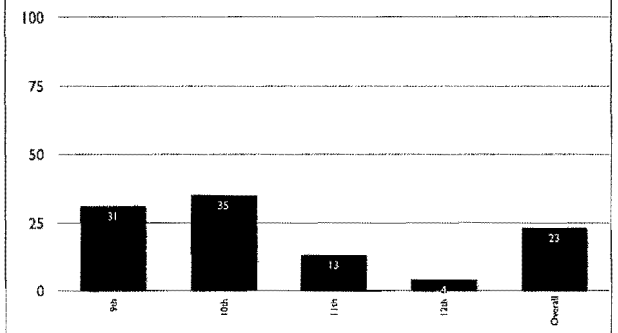

My teachers regularly assign work that challenges me.
100
75
50
25
0
82
88
97
100
90
9th
10th
11th
12th
Overall


My teachers teach me how to improve my oral presentation skills.
100
75
50
25
0
43
64
97
88
70
9th
10th
11th
12th
Overall

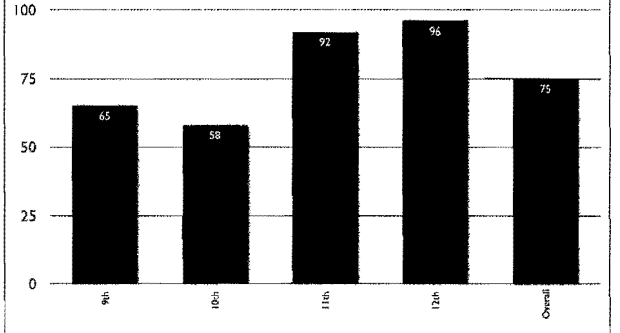

My teachers use different strategies to help me learn.
100
75
50
25
0
65
98
92
100
86
9th
10th
11th
12th
Overall


The grading system my teachers use is fair.
100
75
50
25
0
75
90
89
62
81
9th
10th
11th
12th
Overall

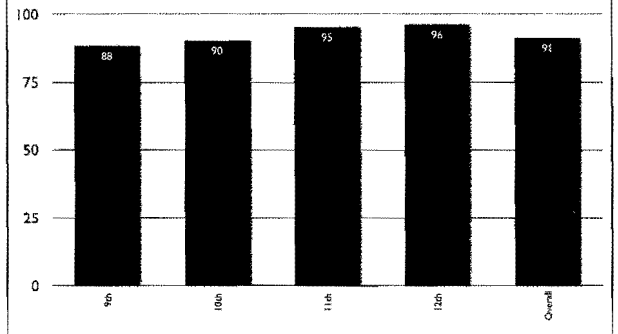
The lessons in my classes are too easy for me.



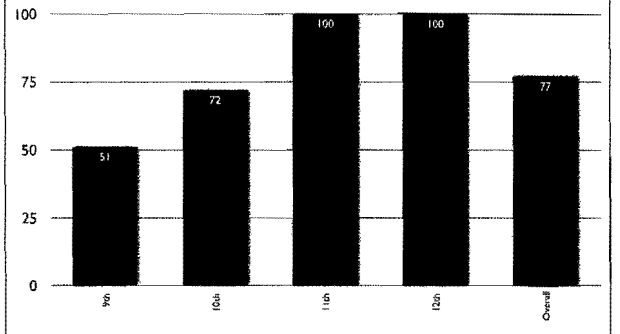
Teachers and staff help students solve student conflicts.



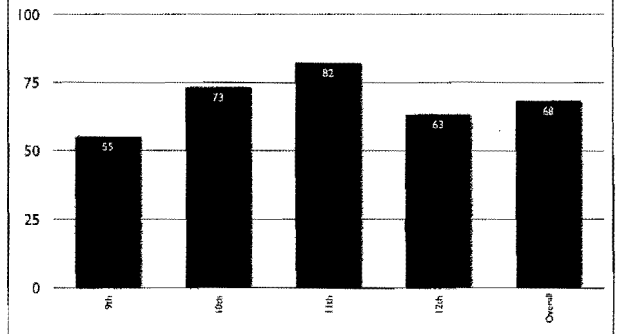
There is at least one adult at my school I can go to for good advice and support.



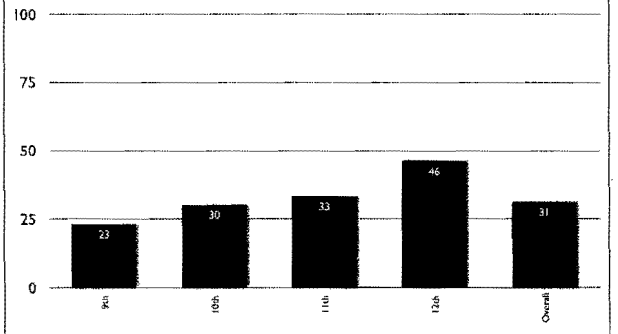
This school feels like a caring and supportive environment.



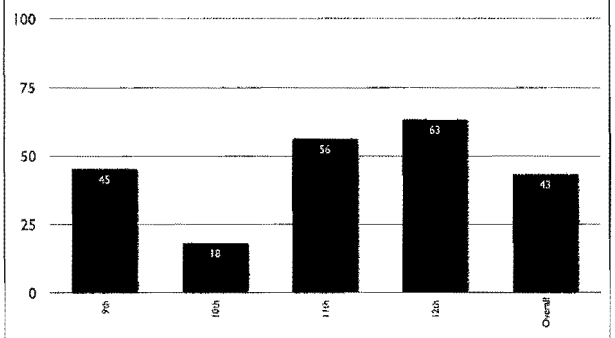
When I don't understand something in class, my teachers work with me until I do.



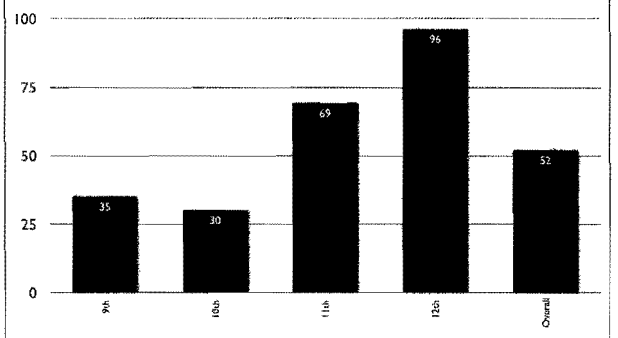
I do volunteer work outside of school.



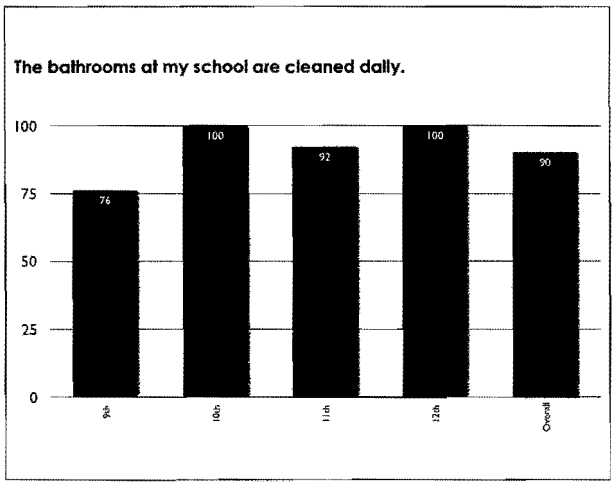
When students do something wrong, they take responsibility for it.



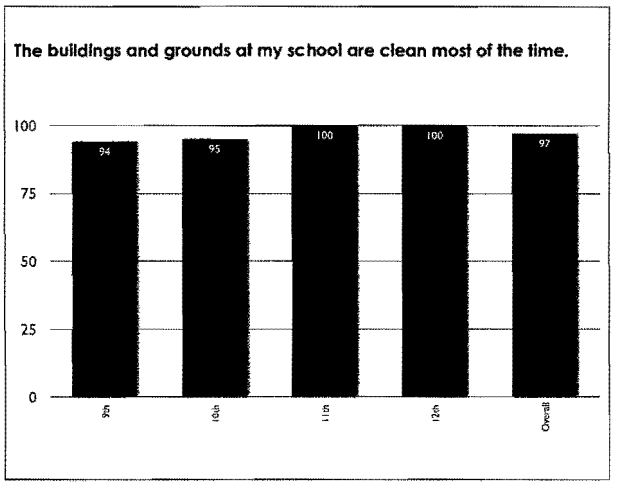
Students at this school help to keep the school clean.



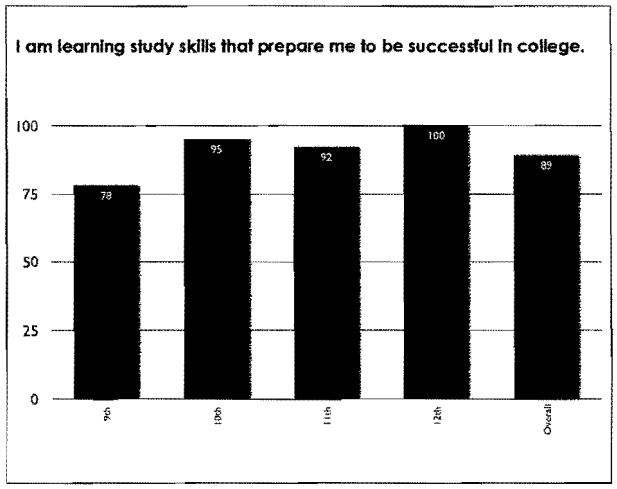
The bathrooms at my school are cleaned daily.



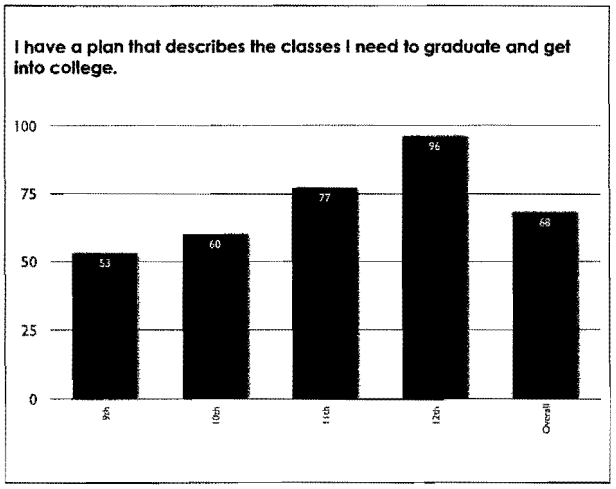
The buildings and grounds at my school are clean most of the time.

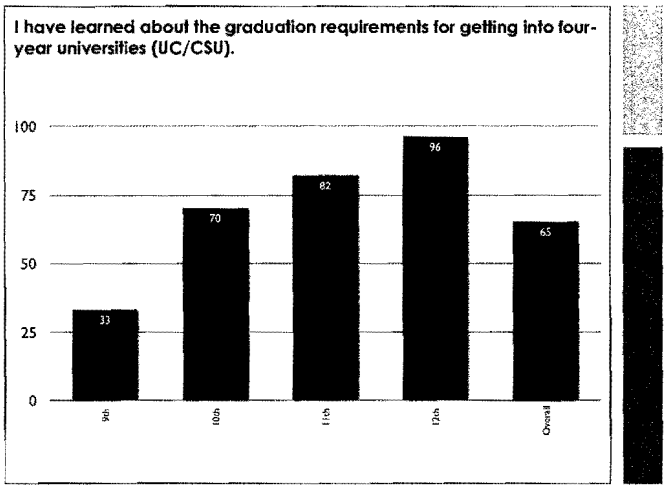


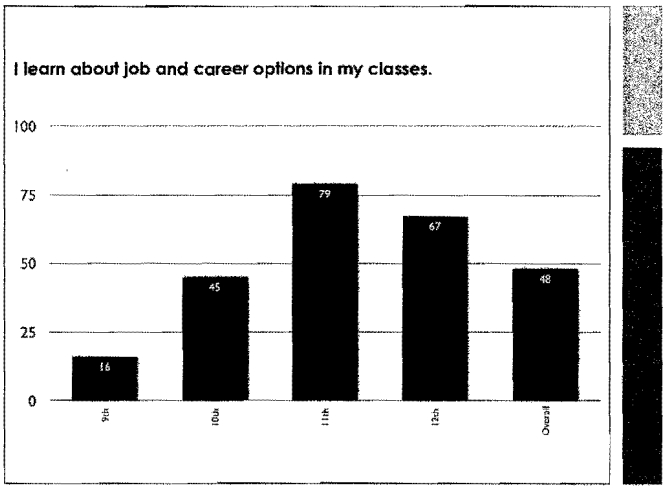
I am learning study skills that prepare me to be successful in college.

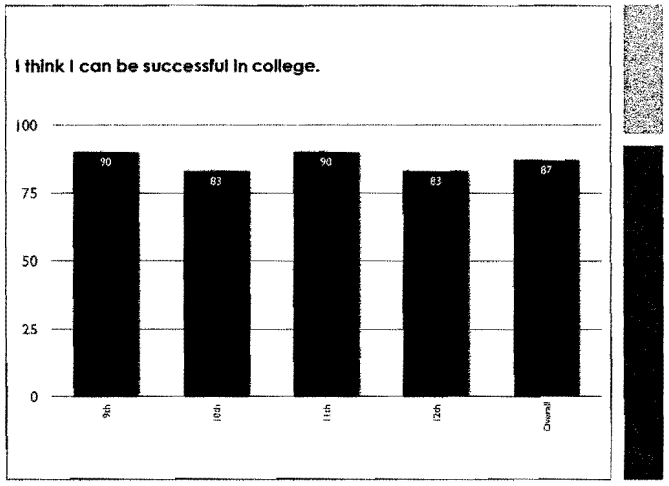


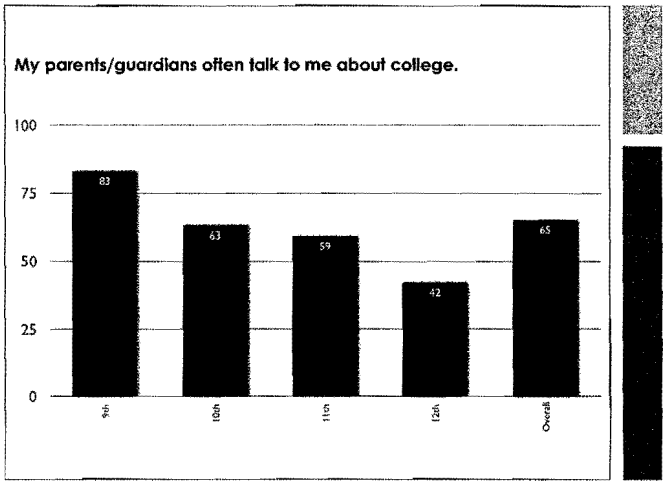
I have a plan that describes the classes I need to graduate and get into college.

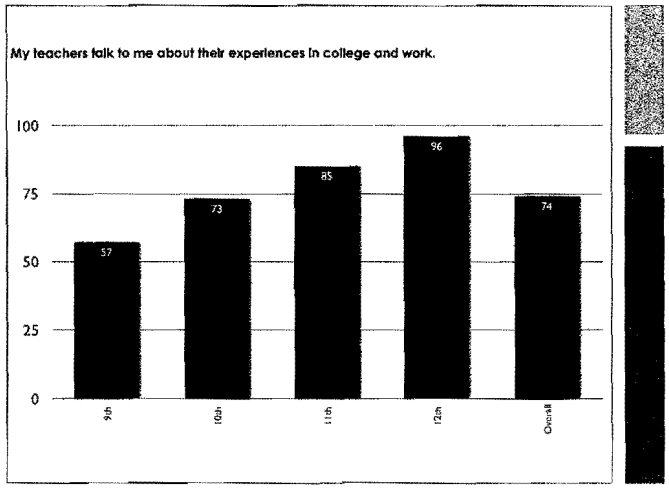


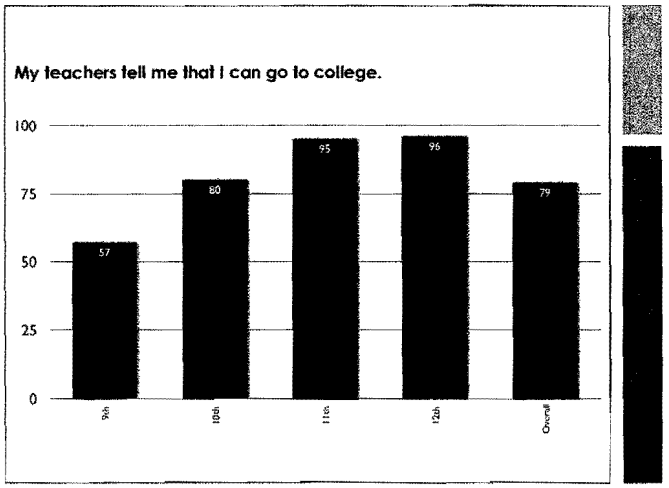

I have learned about the graduation requirements for getting into four-year universities (UC/CSU).
100
75
50
25
0
33
70
82
96
65
9th
10th
11th
12th
Overall

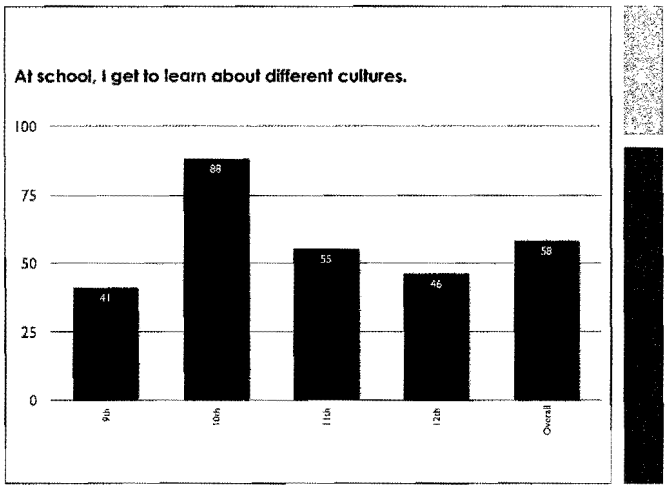

I learn about job and career options in my classes.
100
75
50
25
0
16
45
79
67
48
9th
10th
11th
12th
Overall

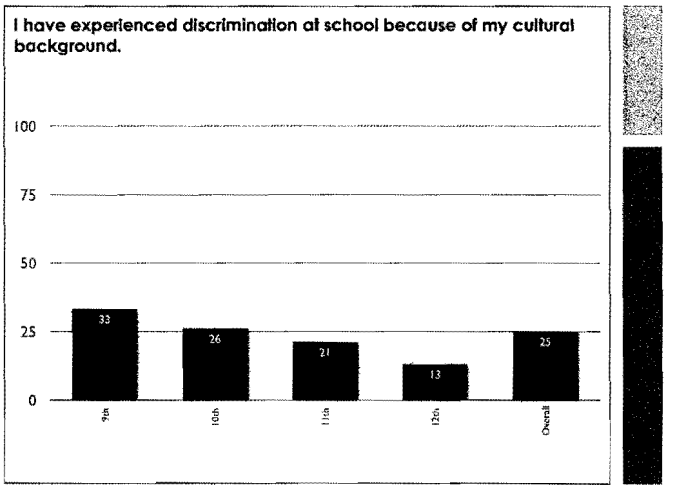

I think I can be successful in college.
100
75
50
25
0
90
83
90
83
87
9th
10th
11th
12th
Overall

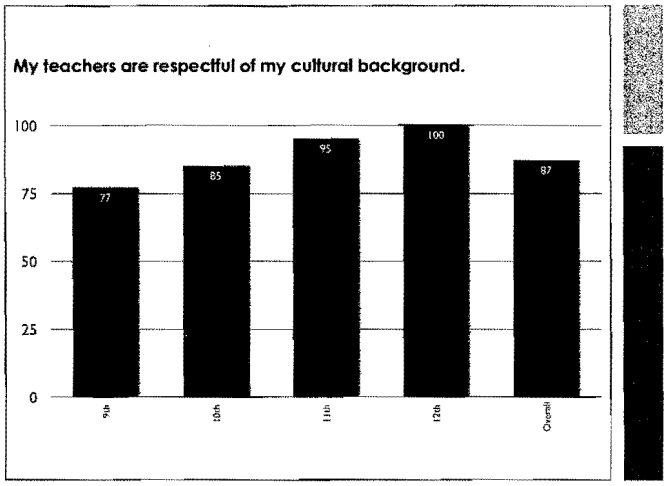

My parents/guardians often talk to me about college.
100
75
50
25
0
83
63
59
42
65
9th
10th
11th
12th
Overall

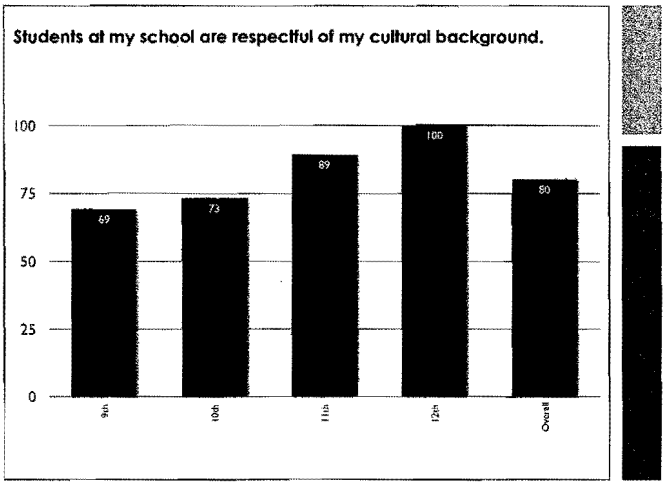

My teachers talk to me about their experiences in college and work.
100
75
50
25
0
57
73
85
96
74
9th
10th
11th
12th
Overall

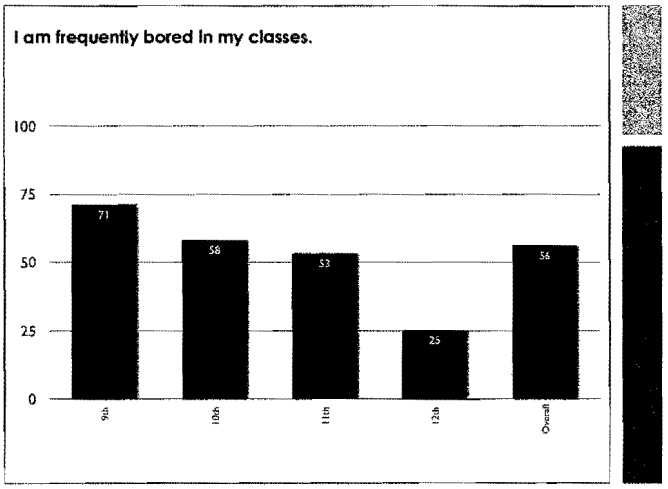

My teachers tell me that I can go to college.
100
75
50
25
0
57
80
95
96
79
9th
10th
11th
12th
Overall

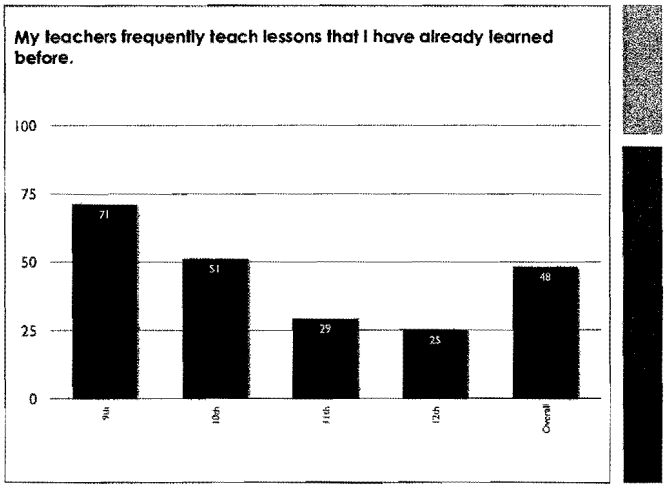

At school, I get to learn about different cultures.
100
75
50
25
0
41
88
55
46
58
9th
10th
11th
12th
Overall


I have experienced discrimination at school because of my cultural background.
100
75
50
25
0
33
26
21
13
25
9th
10th
11th
12th
Overall

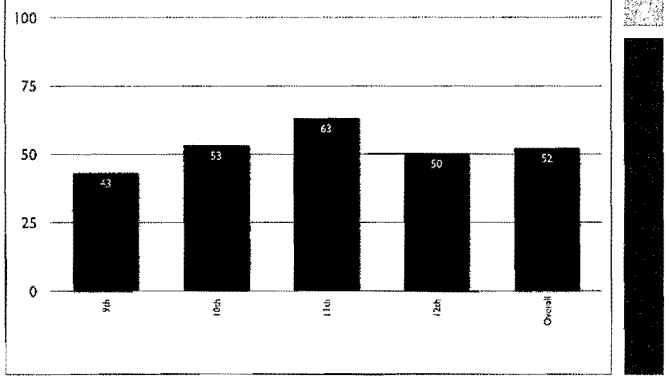

My teachers are respectful of my cultural background.
100
75
50
25
0
77
85
95
100
87
9th
10th
11th
12th
Overall


Students at my school are respectful of my cultural background.
100
75
50
25
0
69
73
89
100
80
9th
10th
11th
12th
Overall

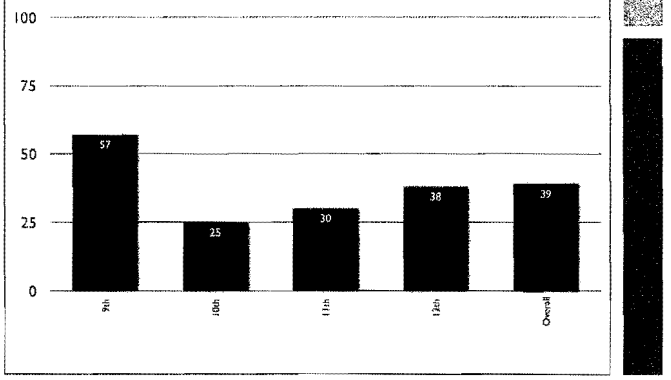

I am frequently bored in my classes.
100
75
50
25
0
71
58
53
25
56
9th
10th
11th
12th
Overall


My teachers frequently teach lessons that I have already learned before.
100
75
50
25
0
71
51
29
25
48
9th
10th
11th
12th
Overall

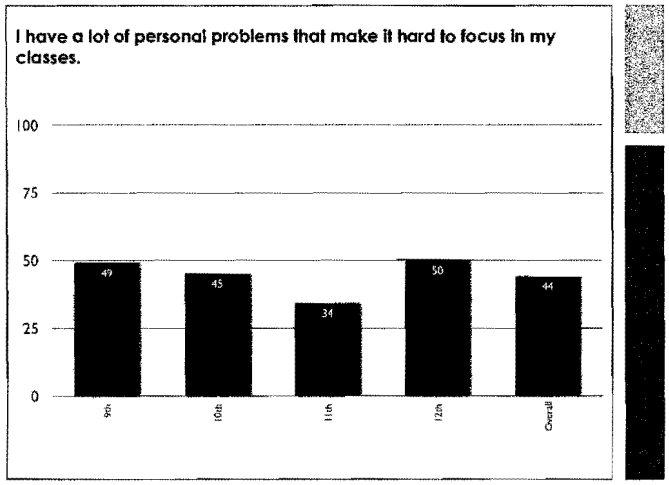
At school, I learn about how to live a healthy life.



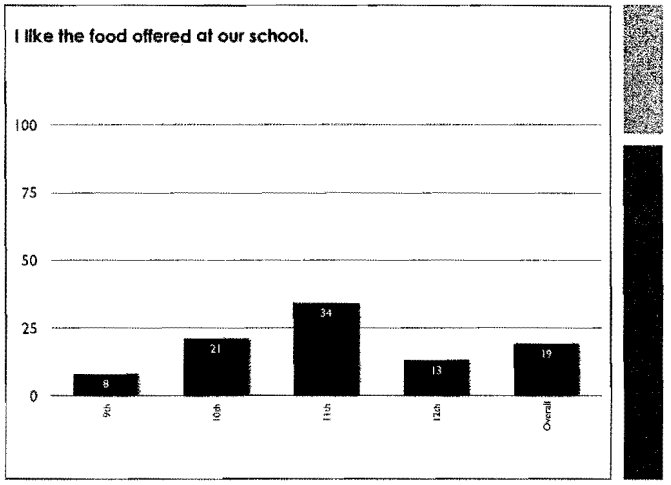
At school, I regularly exercise or do a physical activity that makes me sweat.



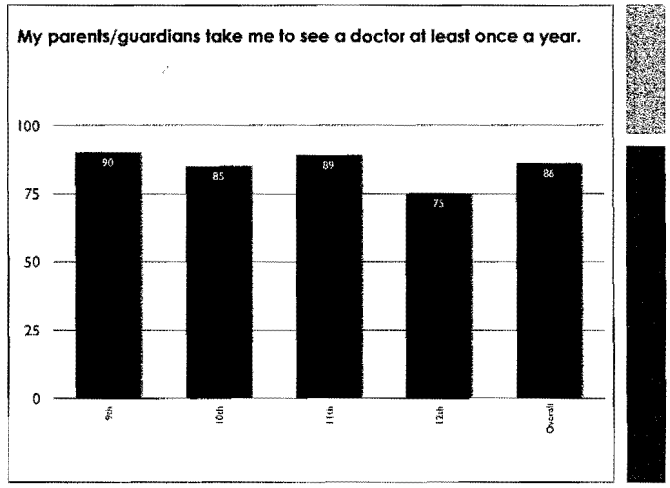
I have a lot of personal problems that make it hard to focus in my classes.



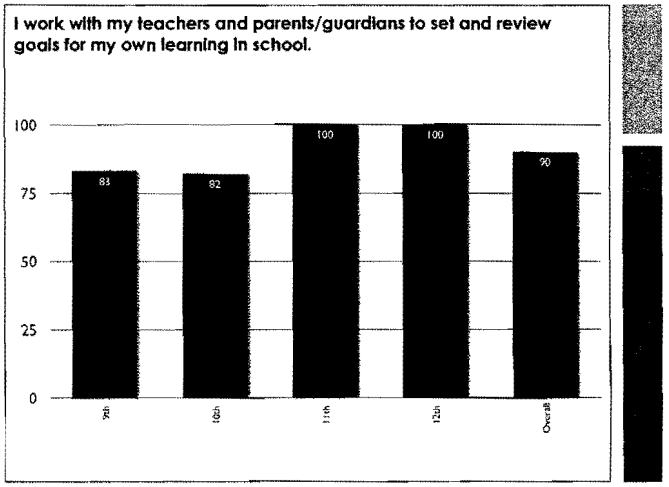
I like the food offered at our school.

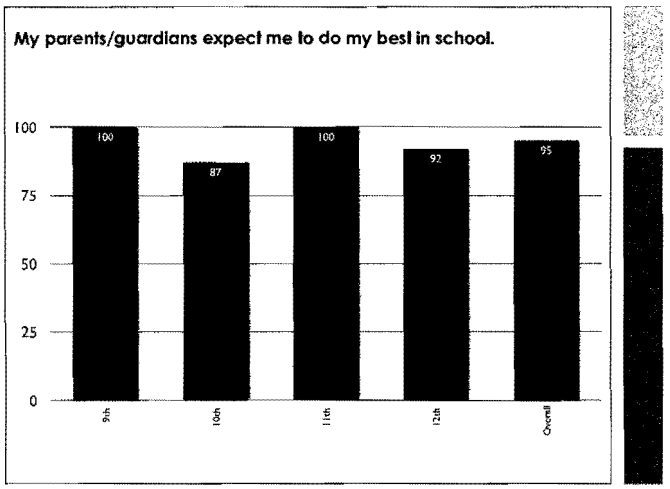


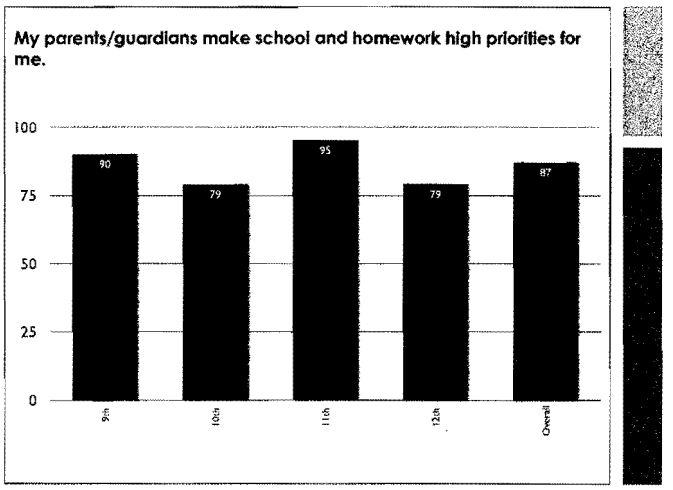
My parents/guardians take me to see a doctor at least once a year.

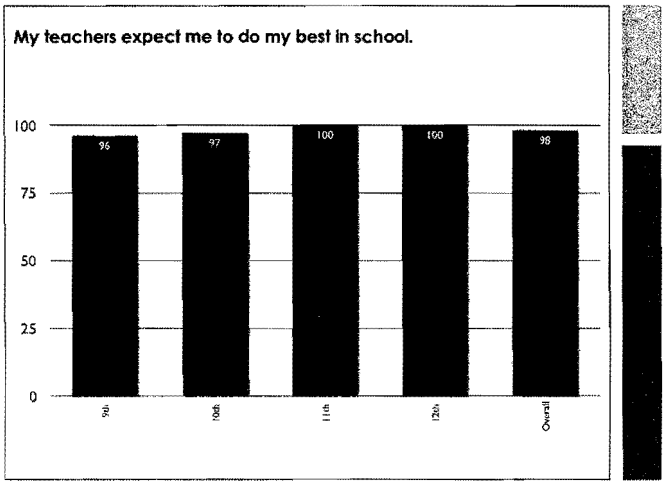


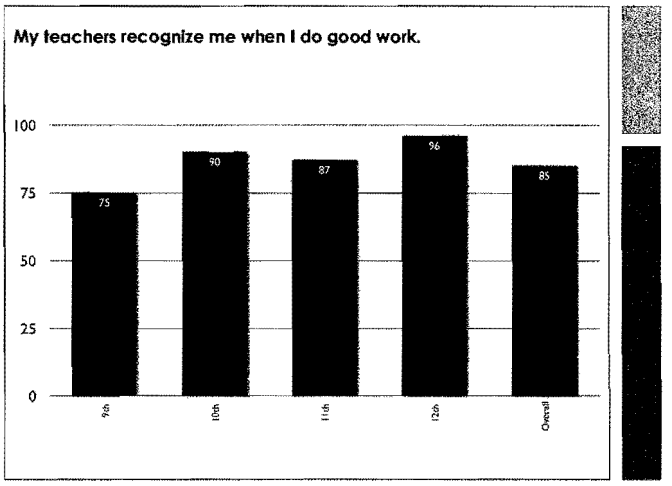
I work with my teachers and parents/guardians to set and review goals for my own learning in school.

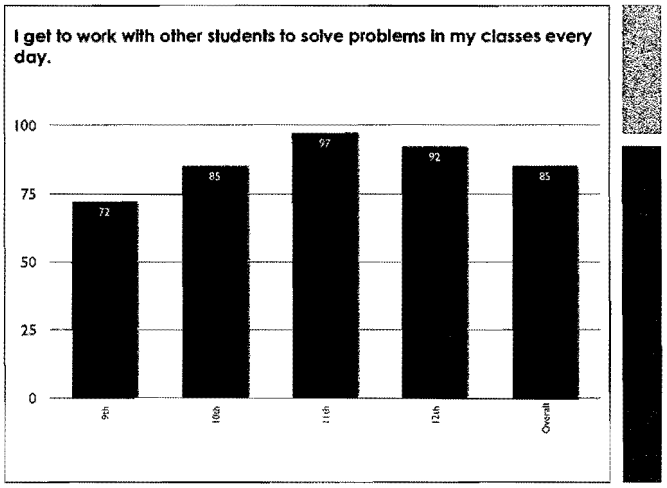


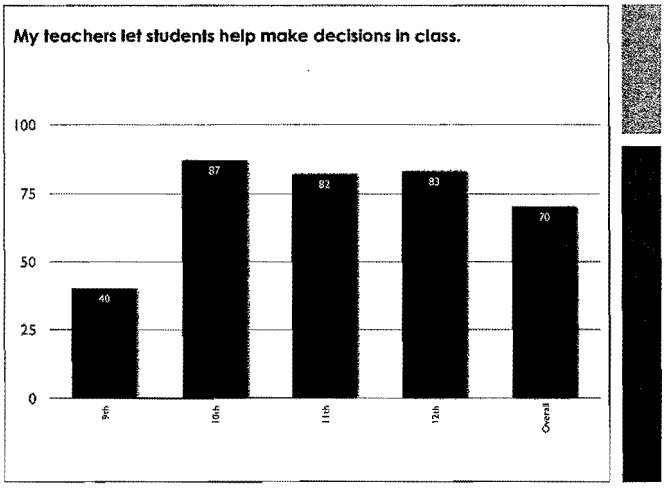

My parents/guardians expect me to do my best in school.
100
75
50
25
0
100
87
100
92
95
9th
10th
11th
12th
Overall

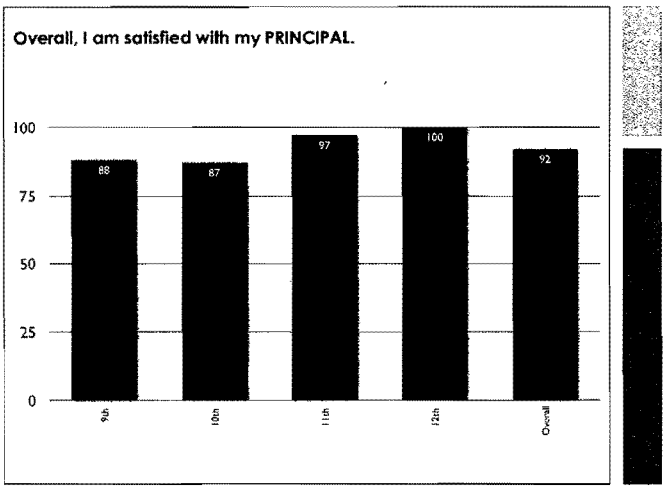

My parents/guardians make school and homework high priorities for me.
100
75
50
25
0
90
79
95
79
87
9th
10th
11th
12th
Overall

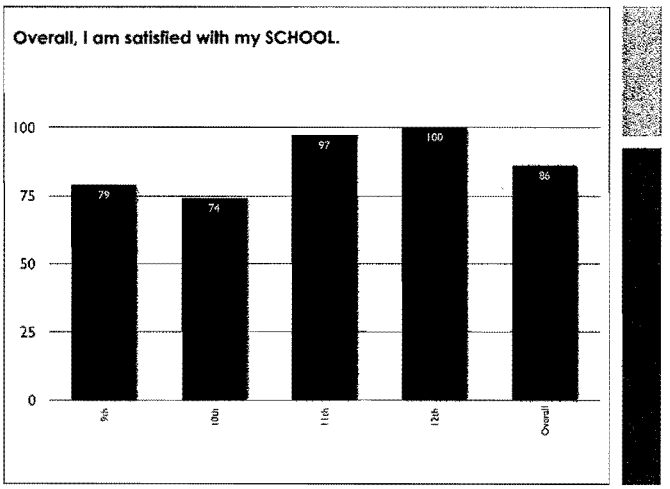

My teachers expect me to do my best in school.
100
75
50
25
0
96
97
100
100
98
9th
10th
11th
12th
Overall

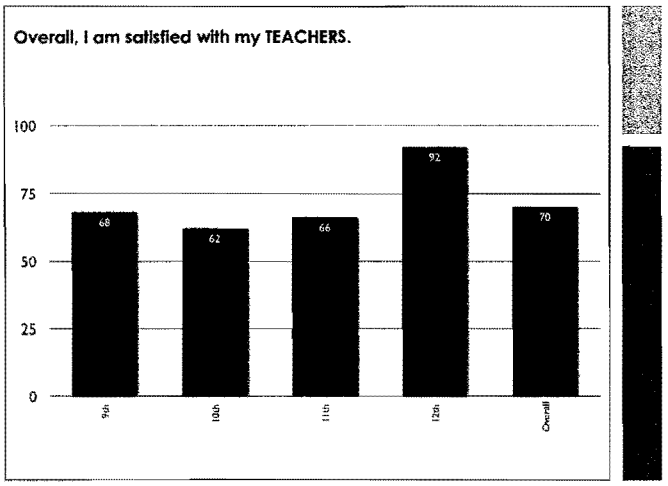

My teachers recognize me when I do good work.
100
75
50
25
0
75
90
87
96
85
9th
10th
11th
12th
Overall

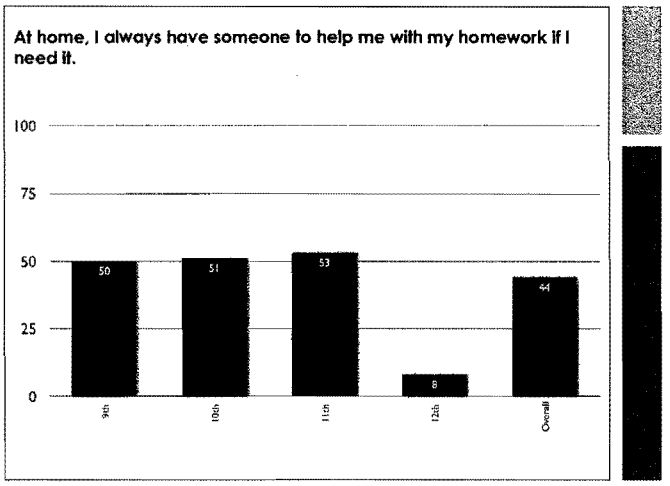

I get to work with other students to solve problems in my classes every day.
100
75
50
25
0
72
85
97
92
85
9th
10th
11th
12th
Overall

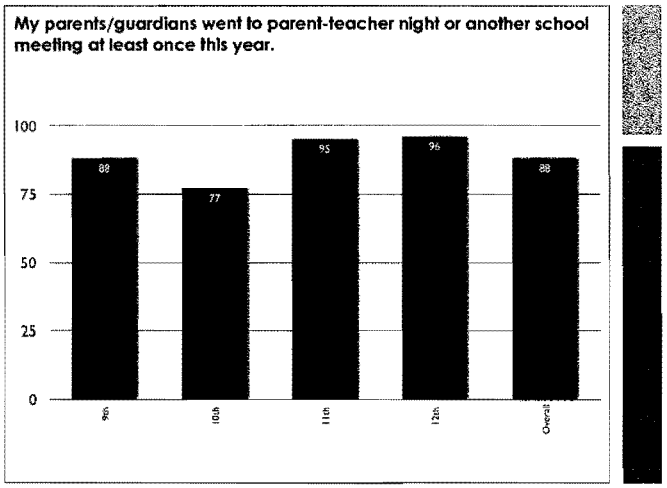

My teachers let students help make decisions in class.
100
75
50
25
0
40
87
82
83
70
9th
10th
11th
12th
Overall

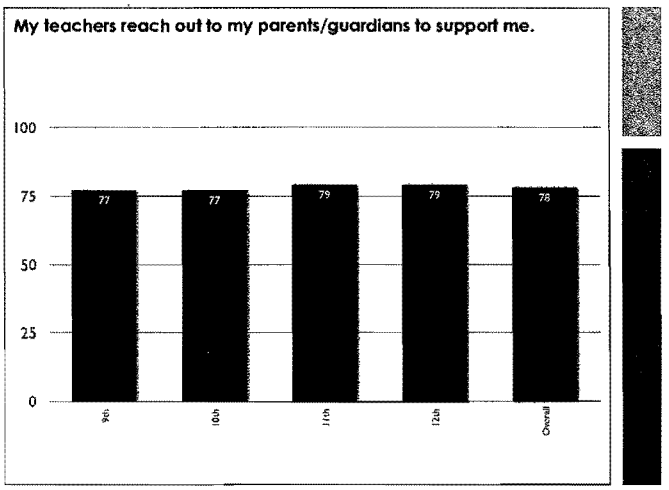

Overall, I am satisfied with my PRINCIPAL.
100
75
50
25
0
88
87
97
100
92
9th
10th
11th
12th
Overall

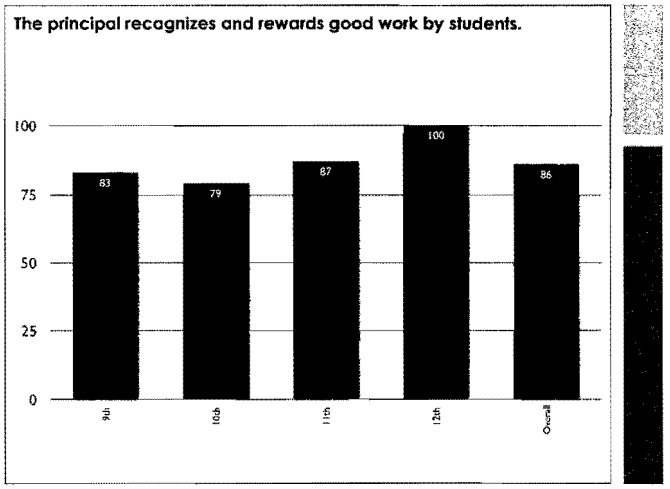

Overall, I am satisfied with my SCHOOL.
100
75
50
25
0
79
74
97
100
86
9th
10th
11th
12th
Overall

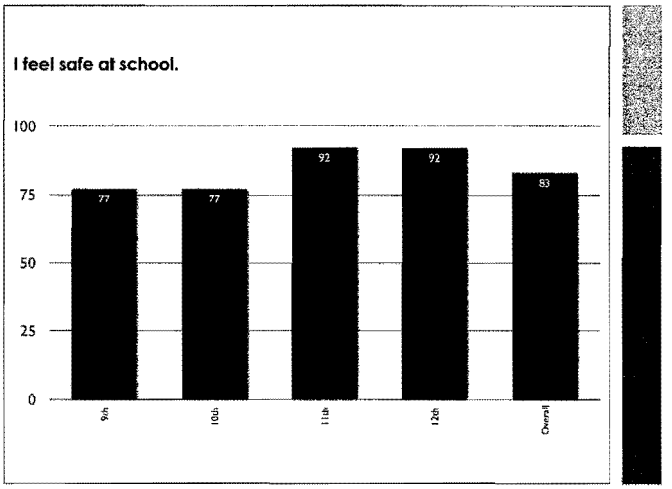

Overall, I am satisfied with my TEACHERS.
100
75
50
25
0
68
62
66
92
70
9th
10th
11th
12th
Overall

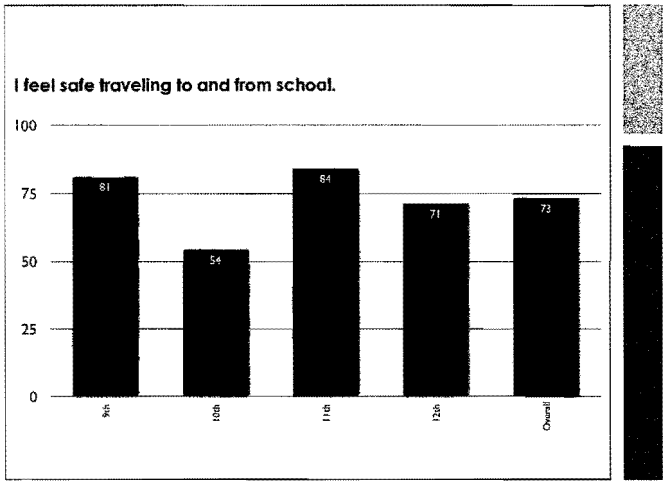

At home, I always have someone to help me with my homework if I need it.
100
75
50
25
0
50
51
53
8
44
9th
10th
11th
12th
Overall

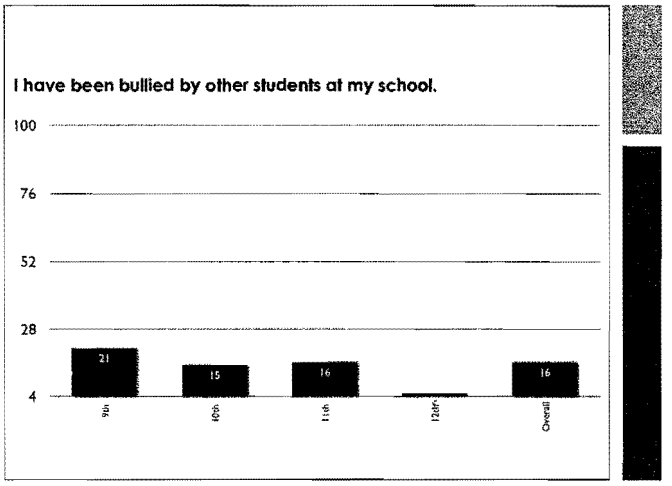

My parents/guardians went to parent-teacher night or another school meeting at least once this year.
100
75
50
25
0
88
77
95
96
88
9th
10th
11th
12th
Overall


My teachers reach out to my parents/guardians to support me.
100
75
50
25
0
77
77
79
79
78
9th
10th
11th
12th
Overall


The principal recognizes and rewards good work by students.
100
75
50
25
0
83
79
87
100
86
9th
10th
11th
12th
Overall

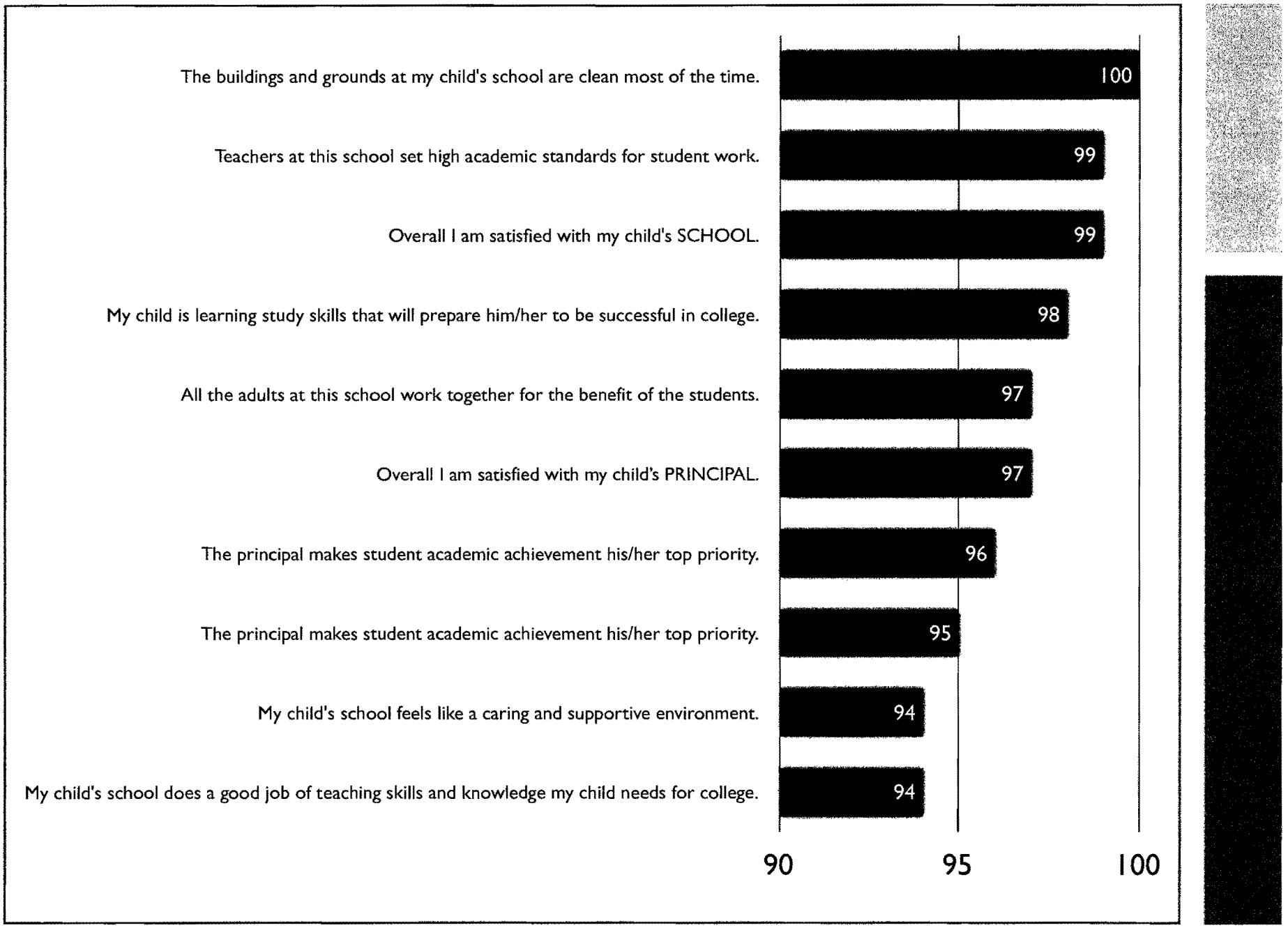

I feel safe at school.
100
75
50
25
0
77
77
92
92
83
9th
10th
11th
12th
Overall

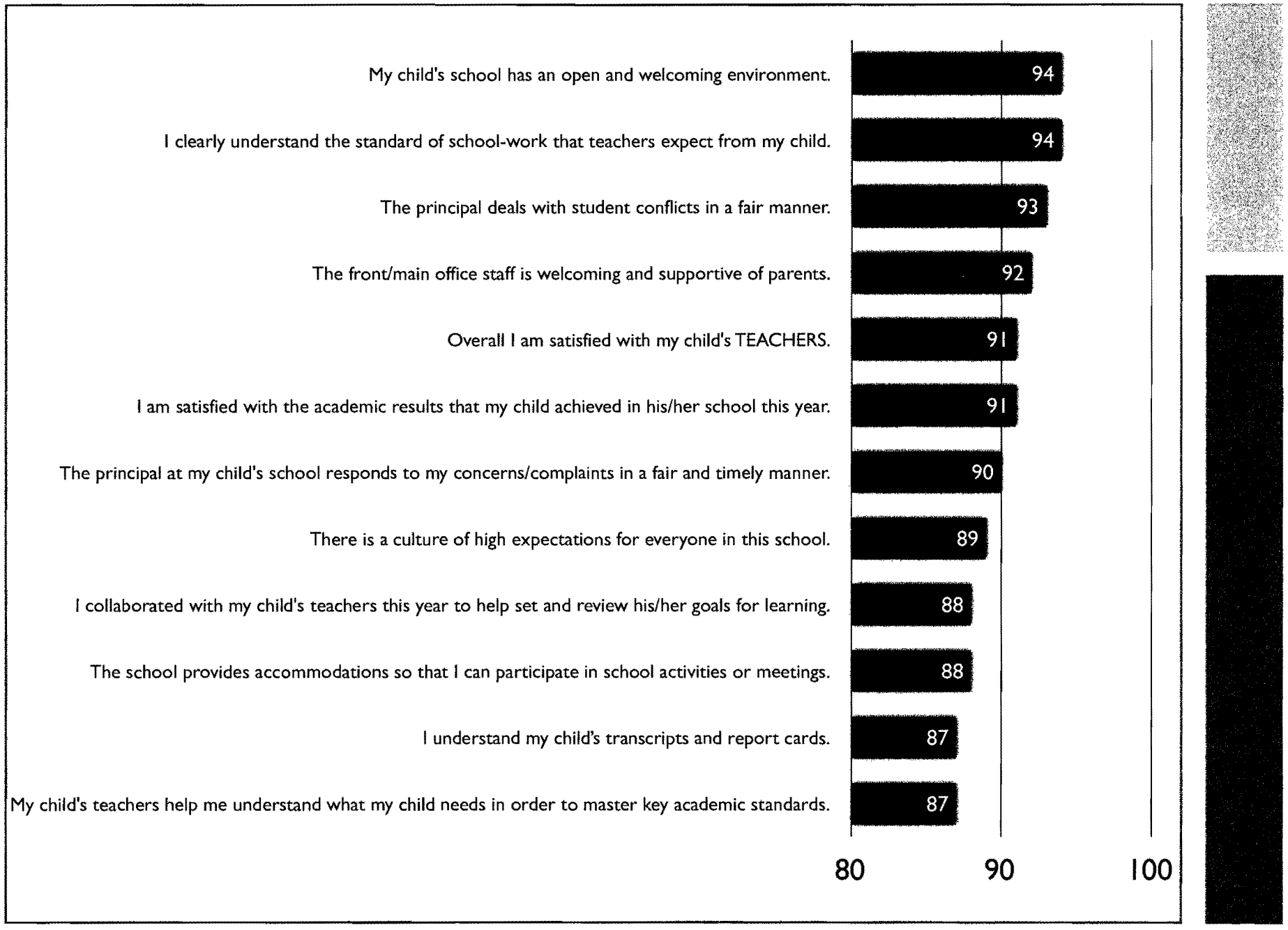

I feel safe traveling to and from school.
100
75
50
25
0
81
54
84
71
73
9th
10th
11th
12th
Overall


I have been bullied by other students at my school.
100
76
52
28
4
21
15
16
16
9th
10th
11th
Overall

Appendix
Parent Survey Data

n=144 (of 175)


The buildings and grounds at my child's school are clean most of the time.
100
Teachers at this school set high academic standards for student work.
99
Overall I am satisfied with my child's SCHOOL.
99
My child is learning study skills that will prepare him/her to be successful in college.
98
All the adults at this school work together for the benefit of the students.
97
Overall I am satisfied with my child's PRINCIPAL.
97
The principal makes student academic achievement his/her top priority.
96
The principal makes student academic achievement his/her top priority.
95
My child's school feels like a caring and supportive environment.
94
My child's school does a good job of teaching skills and knowledge my child needs for college.
94
90
95
100


My child's school has an open and welcoming environment. 94
I clearly understand the standard of school-work that teachers expect from my child. 94
The principal deals with student conflicts in a fair manner. 93
The front/main office staff is welcoming and supportive of parents. 92
Overall I am satisfied with my child's TEACHERS. 91
I am satisfied with the academic results that my child achieved in his/her school this year. 91
The principal at my child's school responds to my concerns/complaints in a fair and timely manner. 90
There is a culture of high expectations for everyone in this school. 89
I collaborated with my child's teachers this year to help set and review his/her goals for learning. 88
The school provides accommodations so that I can participate in school activities or meetings. 88
I understand my child's transcripts and report cards. 87
My child's teachers help me understand what my child needs in order to master key academic standards. 87
80
90
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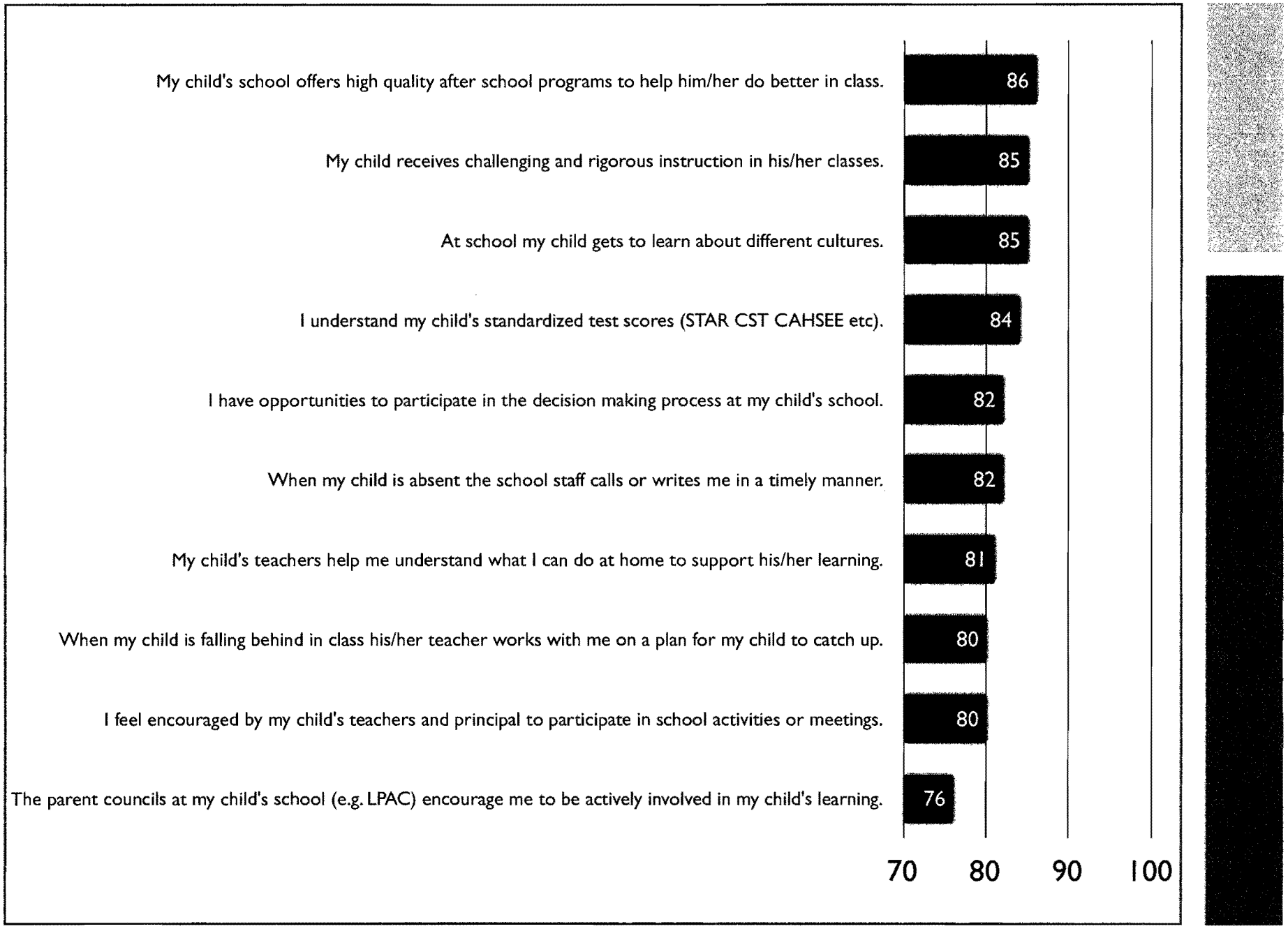
My child's school offers high quality after school programs to help him/her do better in class.
86
My child receives challenging and rigorous instruction in his/her classes.
85
At school my child gets to learn about different cultures.
85
I understand my child's standardized test scores (STAR CST CAHSEE etc).
84
I have opportunities to participate in the decision making process at my child's school.
82
When my child is absent the school staff calls or writes me in a timely manner.
82
My child's teachers help me understand what I can do at home to support his/her learning.
81
When my child is falling behind in class his/her teacher works with me on a plan for my child to catch up.
80
I feel encouraged by my child's teachers and principal to participate in school activities or meetings.
80
The parent councils at my child's school (e.g. LPAC) encourage me to be actively involved in my child's learning.
76
70
80
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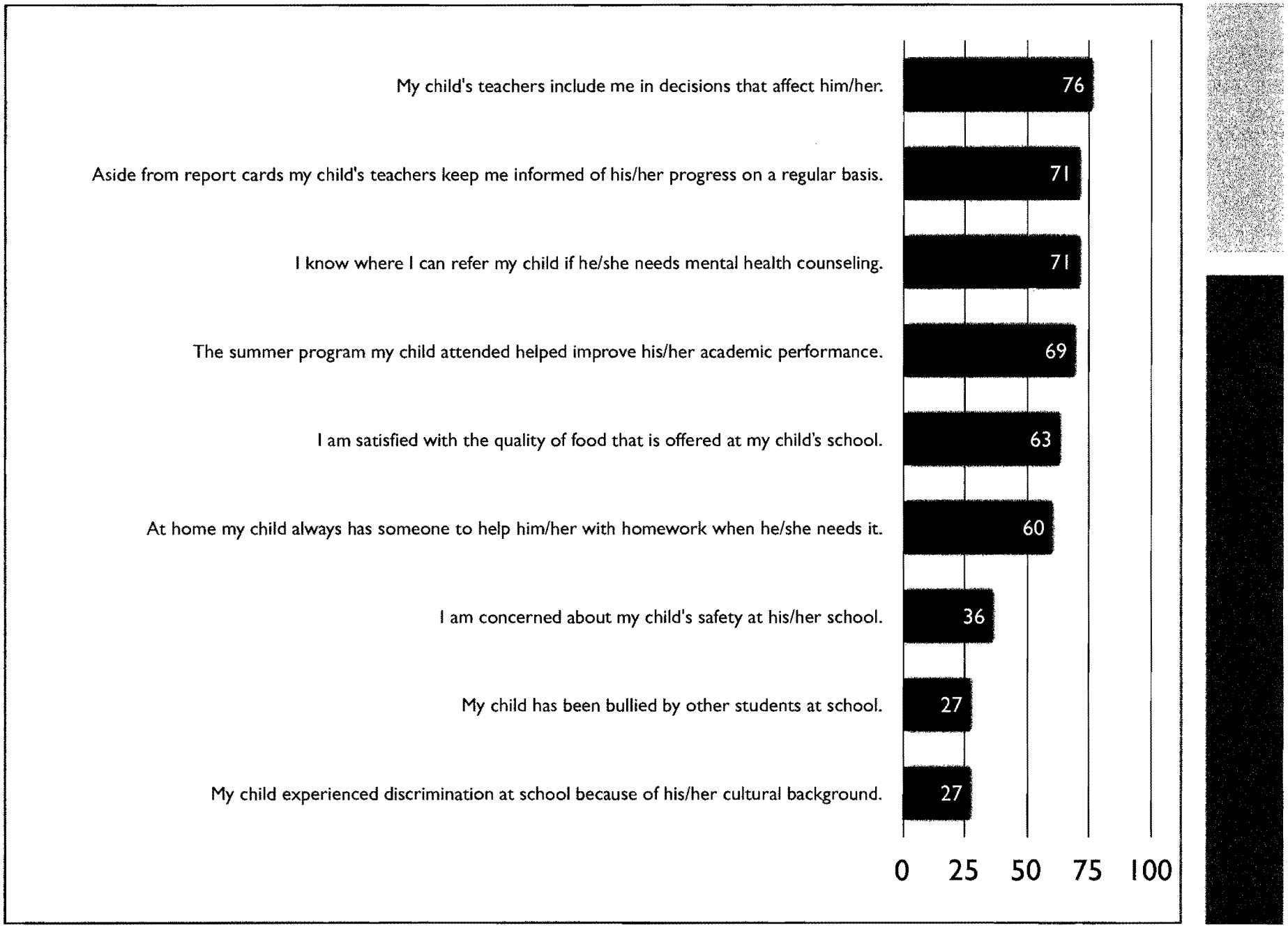

My child's teachers include me in decisions that affect him/her.
76
Aside from report cards my child's teachers keep me informed of his/her progress on a regular basis.
71
I know where I can refer my child if he/she needs mental health counseling.
71
The summer program my child attended helped improve his/her academic performance.
69
I am satisfied with the quality of food that is offered at my child's school.
63
At home my child always has someone to help him/her with homework when he/she needs it.
60
I am concerned about my child's safety at his/her school.
36
My child has been bullied by other students at school.
27
My child experienced discrimination at school because of his/her cultural background.
27
0
25
50
75
100

Appendix
Self Study

LIGHTHOUSE
COMMUNITY CHARTER SCHOOL

Respect, Responsibility, Compassion, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

CHAPTER 1
STUDENT AND COMMUNITY PROFILE

Lighthouse Community Charter Public Schools (LCCS), located in Oakland, California serves 615 students in grades K – 12. One of thirty-plus tuition, free public charter schools operating in Oakland, Lighthouse, was founded in 2002 in response to the achievement gap that exists for low-income students and children and youth of color in Oakland.

Oakland, the 7th largest city in California, is incredibly diverse. According to the University of Wisconsin census studies, Oakland is the *most* ethnically diverse city in the United States and has over 100 different languages and dialects spoken. A city ripe with cultural awareness and with deep roots in the social justice movements of the 1960's, one can see, smell, and touch the cultural and social wealth of the city's neighborhoods. However, alongside this abundance of cultural wealth, there exists great racial, economic, and educational disadvantage. In fact, recent census data estimates poverty rates for families with children at 22%, while the county and state's average poverty levels are 14%. In addition, Oakland ranks as the 5th most dangerous city in the United States and the 1st most dangerous in California. These facts alone do not fully define a city's character, but certainly provides the backdrop for the education of its children.

Oakland Unified School District, Lighthouse's charter-granting agency, serves about 38,600 students in 111 traditional or small schools and 34 charter schools. Lighthouse operates with two charters: a K – 8th grade charter and a 9 – 12th grade charter. For the purposes of WASC, the school is being treated as one entity as it applies for full accreditation, even though is manages two charters. Leadership, teaching and learning, resources, and infrastructure are managed as one at Lighthouse. Achievement data from the state separates the schools. The 2008-09 school year marks the 7th year of operation for the school and over the years, the school has grown from serving 92 students in 2002 to 615 in 2008.

The demographic breakdown of our community at Lighthouse Community Charter School is 71% Latino, 17% African-American, 7% Asian, 3% White, 1% Filipino, and we also have a handful of Pacific Islander and Multi-ethnic students. Our English Language Learner population is 68% of our students. Students with special needs receive resource specialist and speech services and comprise about 7% of our student population. Students come to Lighthouse from almost every corner of Oakland, but the majority of students hail from the "flatlands" of Oakland. The flatlands are characterized by lower educational attainment rates and higher rates of poverty than other parts of Oakland. At Lighthouse, 79% of students are low-income and qualify for free or reduced meals.

HISTORY

Lighthouse is turning the corner on its seventh year in operation, but school design and development began two years prior to its opening in 2000. The original founding team, comprised of Jenna Stauffer, Steve Sexton, and Laura Kretschmar, still work full-time at the school. The idea for Lighthouse was borne from the experiences in tough urban settings during their experiences with Teach for America; was further developed through experiences in a rural private school; and was honed while Steve and Laura taught under the tutelage of Ted and Nancy Sizer at the Francis Parker Charter Essential School outside of Boston and Jenna worked on her Master's in Education at the Harvard Graduate School of Education. Joined in Oakland by fellow founding teachers, Heather Thompson (currently Literacy Specialist at LCCS), Jeannie Bruland (currently Home Language

Coordinator at LCCS), Genevieve DeBose and Helen Spruill (both teachers now in NYC), the team spent two years in the charter development process.

With a $100,000 grant from the Charter School Development Center, the first year of pre-opening development was spent on the technical aspects of charter writing, establishing a nonprofit, recruiting families, establishing community connections, and honing the mission and vision of the school. The school's original K – 12 charter was granted on June 5, 2001 by the Oakland Unified School District. After having the charter granted, the team set out to further develop the school's vision, pedagogy, and curriculum, hire staff, set up operations and systems, recruit students and families, form a board of directors, and secure a facility.

Lighthouse Community Charter School opened in September of 2002 to 92 students, 40 in Kindergarten and 52 in 6th Grade. In the second year of operation, Lighthouse established a relationship with New Leaders for New Schools which brought the addition of Melissa Barnes-Dholakia to the leadership team. Ms. Barnes-Dholakia has been with the school since 2003 and is currently the Director of Elementary Programs.

Each year since opening, the school has added two grade levels. In 2004, as Lighthouse prepared for its first 9th grade class, the school applied for a 9 – 12th grade charter from OUSD and a material revision of its original charter from a K – 12 charter to a K – 8 charter. In addition, in 2006, the K – 8 school's charter was successfully renewed. The high school's charter will go before OUSD for renewal in 2010 and the 2nd renewal of the K – 8 will occur in 2011.

In 2005-06, Lighthouse applied for WASC's interim accreditation status and was granted accreditation. In 2007, the school had a substantive change visit by Dr. David Brown to accredit grades 4 – 5 and 10 – 11 and accreditation was expanded to include those grade levels. Beginning in the summer of 2008, the entire cadre of 9 – 12th grade courses were submitted and approved by the University of California and meet a – g requirements. This year, in 2008, the school has reached the apex of enrollment as a K – 12 school. The first graduating class of seniors will walk across the stage in caps and gowns in the Spring of 2009.

SCHOOL PURPOSE

Through our self-study process and in our Professional Learning Community, our staff has reviewed, renewed, and continued our commitment to Lighthouse's shared K – 12 vision, mission, and guiding principles.

Vision Statement

The vision of the Lighthouse Community Charter School is to close the achievement gap for low-income students and students of color who have not been served by the current educational system.

Mission Statement

The mission of the Lighthouse Community Charter School is to prepare a diverse K – 12 student population for **college and a career of their choice** by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner. In order to

achieve our mission, Lighthouse Community Charter School has committed to five priorities in its school design:

- Holding all students to *High Expectations*
- Implementing a *Rigorous Curriculum*
- Serving the *Whole Child/Youth*
- Partnering and Involving *Families*
- Fostering a *Professional Learning Community*

Expected School Wide Results (ESLRs)

Lighthouse's Expected Schoolwide Learning Results (ESLRs) are derived from our mission and vision. In order for students to be prepared for college they must be **Self-motivated, Academically Equipped, Lifelong Learners** who:

- Advocate for themselves by setting meaningful personal and academic goals based on individual strengths and interests
- Demonstrate core academic competencies on core subject matter
- Develop effective Habits of Work (HOW) that include maximizing learning time at school and striving for understanding when completing homework
- Reflect upon and incorporates feedback to grow as a learner and a person

In addition to being self-motivated, academically equipped, lifelong learners, Lighthouse students will aspire to the following Guiding Principles:

- *Responsibility*
- *Persistence*
- *Communication*
- *Collaboration*
- *Reflection*
- *Curiosity*
- *Integrity*
- *Courage*
- *Respect*
- *Compassion*

*Students will **Be Responsible and Persistent** by...*

- Demonstrating diligence and a positive work ethic even in the face of challenge
- Demonstrating initiative to meet their individual goals without adult support
- Meeting high standards for delivering high quality work on time
- Utilizing time efficiently to manage workload

*Students will **Communicate** by...*

- Using academic language specific to the subject and context
- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Understanding how media messages are constructed and for what purposes
- Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.

*Students will **Collaborate** by...*

- Demonstrating the ability to work effectively in diverse teams
- Leveraging strengths of others to accomplish a common goal
- Exercising to make necessary compromises to accomplish a common goal
- Sharing the responsibility for collaborative work

*Students will **Reflect and Be Curious** by...*

- Developing and ask questions that lead to deeper understanding
- Monitoring their own understanding and learning needs

- Being open and responsive to feedback

Students will ***Have Integrity & Be Courageous*** *by...*
- Following through on commitments
- Advocating for themselves

Students will ***Be Respectful and Compassionate*** *by...*
- Acting with the interests of the larger community in mind
- Spontaneously helping other students

EDUCATIONAL PROGRAM

The K – 12 educational program at Lighthouse Community Charter School is carefully structured and aligned to one goal: preparing students for college and a career of their choice. The school ascribes to five tenets in its design that drives the educational program and school offerings:
- Holding all students to *High Expectations*
- Implementing a *Rigorous Curriculum*
- Serving the *Whole Child/Youth*
- Partnering and Involving *Families*
- Fostering a *Professional Learning Community*

These tenets are further described below.

High Expectations for Students and the School, as a Whole

To prepare students for the college and career of their choice, Lighthouse begins with a set of comprehensive set of standards and measurable pupil outcomes that every student will master. Grade-specific learning targets are derived from this list. These K- 12 expectations include:

- Core character traits, including respect, responsibility, compassion, collaboration, communication, courage, curiosity, persistence, integrity and reflection
- The conventions of language and computations of mathematics
- Critical reading, strategic writing, and effective communication
- Mathematical reasoning, problem-solving and computation across all strands: Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, and Data Analysis, and Probability
- The skills of a scientist, including collecting data, designing a controlled experiment, analyzing data, and using formal scientific communication.
- The skills of a social scientist, including research and evidence, point of view, interpretation, connections and patterns, supposition, determining importance.
- A deep understanding of core scientific and social studies content that will provide them with the cultural capital to enter and succeed in college
- The ability to express themselves through the arts
- The knowledge and skills necessary to improve their physical fitness and make informed choices about their personal wellness.

- Technological fluency

In addition, school leadership has set the following goals for itself, to measure its progress toward achieving the mission:

- 80% of students will read, write, and compute at grade level by their fifth year at Lighthouse
- All students will graduate from Lighthouse having taken the A – G requirements, enabling them to apply to the UC/CSU system
- By 2011, 90% of students enrolled as 10th graders will graduate with UC/CSU eligibility
- By 2011, 100% of UC/CSU eligible students will be accepted to a four-year college
- By 2011, Lighthouse will reach the state target API of 800 for its K-8 program, indicating that our students have met state expectations of proficiency across the content areas. The 9-12 program will reach this goal in 2015.

A Rigorous Curriculum and Pedagogy

How we teach and learn is vital to our student's success. Core subjects in grades K – 4 are taught by a single classroom teacher in a self-contained classroom. In grades 5 – 12, core subjects are integrated in a block schedule and taught by two teachers: Math/Science and Language Arts/Social Studies. Art, physical education, and advisors bring their expertise to students daily in the non-core classes.

Our instructional program includes several methods of instruction, including differentiated instruction, which serves all students, including those with special needs, English language learners, and students who require remediation and extra support. Lighthouse's school wide pedagogy is based upon best practices in instructional methods that have been proven successful with our student population and is informed by research and several philosophies regarding teaching and learning. Lighthouse has established Core Practices in each of the following content areas to promote a Rigorous Curriculum:

Learning Investigations and Expeditions

- Students are engaged in long term Learning Investigations and/or Expeditions, focused by compelling topics.
- Investigations and/or Expeditions are designed to support students in mastering clearly identified learning targets, which are in alignment with the Lighthouse K-12 Curriculum Map.
- Linked projects and products within the Investigation or Expedition allow students multiple opportunities to demonstrate mastery of these learning targets.
- Fieldwork and experts are utilized to provide an authentic context for learning and promote students ability to think as experts within a discipline
- Investigations and/or Expeditions culminate with products that have a real purpose and an authentic audience (e.g. an art gallery presentation of student art).

Literacy

- Balanced literacy, including readers and writers workshops, is utilized as the core framework for literacy instruction.
    - The workshop model consists of a mini-lesson, modeling/thinking aloud, guided practice/shared experiences, independent practice, and sharing.

    - In reading, strategy instruction develops students' phonemic awareness, phonics, fluency, vocabulary development, and comprehension. In reading comprehension specifically, strategy instruction develops the skills of making connections, questioning, visualizing, inferring, determining importance, and synthesizing.
    - In writing, strategy instruction develops the following areas of student writing: ideas, organization, voice, sentence fluency, word choice, and conventions.
- Literacy instruction occurs in whole group, small group, and individual settings.
- Reading and writing should be integrated into the expedition and/or across content areas.

Numeracy

In the K – 5th grade program,

- *Investigations* curriculum in K – 5th grade, is utilized in the core curriculum.
- The curriculum is implemented to develop students' knowledge and skills across each of the mathematical strands: number sense, algebra and equations, measurement and geometry, and data analysis, statistics and probability.
- Mini-lessons and math workshops are used as a way to introduce, develop, and refine understanding of key concepts and skills.

In the 6-12th grade program,

- College Preparatory Math is utilized as the core curriculum (NOTE: In the 6th grade academy, CPM is supplemented with material from Marilyn Burns and TERC to fill gaps in students incoming knowledge and skills).
- The curriculum is implemented to develop students' knowledge and skills across each of the mathematical strands: number sense, algebra and equations, measurement and geometry, and data analysis, statistics and probability. Student mastery in each of these strands is regularly assessed.
- The curriculum is implemented to develop students computational fluency, mathematical reasoning and problem-solving, ability to apply problems in context, and mathematical communication (including command of math vocabulary). Student mastery in each of these areas is regularly assessed.
- Mini-lessons and math workshops are used as a way to introduce, develop, and refine understanding of key concepts and skills. The workshop model consists of an introduction, modeling, guided practice, independent practice, and sharing.
- Classes begin with a warm-up and end with an exit ticket, allowing students to practice and then demonstrate mastery of key concepts and skills introduced
- Multiple structures are put in place to differentiate instruction, including mini-lessons for struggling students and "exceeds" options

The Arts

- Mini-lessons and workshops are utilized to introduce and develop students understanding of the language, concepts, skills, and techniques of the art form.
- In depth learning experiences take place, allowing students the opportunity for critique

and revision of their work and developing their ability to reason and solve problems in artistic production.

- Art is used as vehicle to both deepen and demonstrate student understanding of content in a learning investigation and/or expedition.
- The arts are used to meet the multiple learning styles of students and allow children to discover and develop aptitudes and talents.

Fitness

- Fitness activities are designed to meet students' varied physical needs, with multiple points of access and scaffolding so that all students can be full participants.
- Students will be expected to compete against themselves to achieve growth in core strength, flexibility, agility, and technique.
- Students will be expected to support other students to achieve a collective success, engaging in a wide-range of team sports from field hockey to flag football.
- Students will have the opportunity to enjoy and develop an appreciation for the outdoors, through adventure-based outdoor excursions such as hiking, rock climbing, and boating.

Home Language Program

Students in grades K – 4 participate in the Lighthouse Home Language Program three days per week for 45 minutes per day. Currently, the home language program offers Spanish, Cantonese, and English. Focused on language and literacy development in the language of the child's home, home language classes are taught by trained home language tutors, most of whom are Lighthouse parents. The curriculum of the program is connected to the curriculum taught in the core classrooms and is thematic across languages. Every couple of months, students come together in home language conventions to celebrate and share their language diversity. To foster multi-lingualism in all students, Spanish as a Second Language classes are offered to English-only speaking students in their 2nd grade year.

Flex Instructional Time

**

College and Career Preparation

With college and career preparation at the center of Lighthouse's mission, the school utlilizes several strategies for high school students to explore college and career options. These include:

- *Crew:*
- Junior Internship Program All 11th grade students
- Senior Seminar
- College Visits
- *Graduation Requirement*

Student Assessment

In order to best serve students, learning is measured in a myriad of authentic ways over time. Lighthouse has adopted a multi-pronged approach to assessing what students

know and can do in order to give the student, parent, teacher, and school a real-time snapshot of what students have learned and what needs to be improved upon. Learning Targets, what students should know and be able to do, have been developed for each core subject area at each grade level. These learning targets define the type of LCCS student we expect to graduate and are delineated for each academic loop (e.g. K-1, or 2-3). To move to the next academic loop, students must demonstrate mastery of the standards through multiple assessments.

Lighthouse utilizes several forms of assessment:

- Interim Assessments – measure student mastery of the ELA and math standards four times per year. The results of these assessments drive large-group, small-group, and individual instruction.
- *Portfolios* – demonstrate learning in all subject areas over time. Showcase drafts, revisions, finished products including student and teacher reflections. The work of creating and maintaining the portfolio is ongoing.
- *Reading and Writing Assessments* – teachers measure a student's growth in reading and writing three times per year.
- *Expositions of Student Work* – a culminating display of all student work and expedition products that happens twice per year. All family members and students are required to attend the "expos."
- *Standardized Tests* – state and federally-mandated tests are also a measure of student achievement in grades 2 – 12.
- *Passage* – students in even-numbered grades (K, 2, 4, 6, 8, 10, 12) must defend a portfolio of work to their parents, teachers, and peers demonstrating they have mastered the loop-level learning targets. In the early years, passage is celebratory. As students get older, passage is a high stakes rite of passage at Lighthouse, determining going onto the next grade level.

School Culture

Lighthouse is not only a place to learn the skills and knowledge to get into college. It is a place to learn the essential moral principles that our ever-changing and increasingly violent world demands – how to take care of one another and our community, how to listen to and understand other's perspectives, how to be socially, emotionally, and physically resilient. Our job at Lighthouse is not only to graduate students onto college, but to graduate caring and driven individuals who work for positive change in our society and the world. The Lighthouse ESLRs guide our work in this area.

At Lighthouse, we believe that learning is not just rote memorization of facts or simply what we read in a text or what we report in a paper. Learning is doing, problem-solving, working together. Truly preparing citizens for a democracy in the 21st Century requires a focus on teaching values and habits that enable students to work together to tackle community issues, reach out to those in need, communicate with a multi-age audience, and solve problems without violence. We have implemented several structures and rituals that set a foundation for a strong school culture, enabling students, teachers, and community members to achieve our mission.

Guiding Principles

At Lighthouse, our Guiding Principles set the standard for our school culture. The principles are interwoven into the curriculum and are the standards by which we measure

our individual and communal culture. They are the principles that we feel contribute to a child's learning and growing in and out of school. These are detailed in the ESLR section of this document above.

Crew

Advisory systems, called **Crew** at Lighthouse, have been proven successful in ensuring that students are known well by at least one caring adult in the school. Beginning in the 7th grade, students participate in family-like groups called crews with a small student: advisor ratio. Facilitated by adult crew leaders, crews meet daily and serve as an opportunity for students to build teamwork and leadership skills, discuss issues, resolve conflicts, and gain leadership skills. Crew Leaders facilitate the same group of students for at least two years. They serve as the main liaison to parents/family members, guide students in academic and non-academic situations, and maintain Individual Learning Plans.

Teachers have adequate time during Wednesday early-release professional development days to plan crew activities together, as well as do "Kid-Talk," a time to talk about individual student issues and solutions.

Conventions and Lightkeeper Meetings

Conventions are a culture building ritual at Lighthouse and happen in several configurations: as a grade level, as a loop level (i.e. 7 –8th grade), or as a large portion of the school (i.e. K – 6). At least once per month, students meet as a whole group to discuss community concerns and guiding principles. Team building, oral communication in a large group setting, and critical thinking are skills that are emphasized in conventions or Lightkeeper Meetings. Conventions are also a place of celebration – students and teachers take the time to appreciate one another in this special setting.

College Ready Incentive Program

Preparing for college is an incremental process and about every month in grades 7 – 12th, students can earn special privileges by being "college-ready," demonstrating 85% of homework and classwork completion. If students meet this goal, crews go on special trips (ice-skating, to UC Berkeley, pumpkin patch, etc) to celebrate their accomplishments. Those students who do not meet the "college-ready" goal stay at school in a focused study hall to complete missing work.

Serving the Whole Child

A child is not just a receptacle for academic learning, but a social, emotional, and physical being, or "whole child" that must be healthy in all aspects to reach his or her fullest potential. At Lighthouse, ensuring a whole child is prepared for college and a career of their choice is viewed as a community effort that school, family, and community must be engaged in together. The third tenet of Lighthouse Community Charter School is based upon the belief that the school, family, and community must collaborate to meet the needs of the whole child/student. We cannot expect a child to learn until his or her social, emotional, and physical needs are met. Therefore, we have created school structures and programs that encourage adults at the school to get to know each child well and that encourage and invite family involvement at the school.

Individualized Learning Plans

At most public schools, only students who have the most severe learning needs have individual plans for the educational goals. At Lighthouse, we believe every child has unique needs and they deserve their own individual plan for growth and accomplishment. As a result, each child has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, teachers, and where appropriate, administrators. ILPs detail a student's academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student's ability to succeed in school. Teachers refer to the ILPs on a consistent basis throughout the school year to assess a student's progress toward his or her goals. The ILP is also used as a tool to discuss progress with parents.

Mixed-Ability, Looped Classrooms

Building a learning environment where every student's abilities are valued, mixed-ability (inclusive, untracked) classrooms allow students to interact with peers of differing academic levels, encouraging a climate of collective responsibility for the achievement of success by all students.

At Lighthouse, students are placed in "looped" classrooms, meaning that they will remain with the same teacher for at least two years. Looping is a proven strategy that increases student achievement. Schools that utilize the looping method have higher parent involvement (families have more time to establish trusting relationships with teachers), nurture and support the social and emotional development of children (stability of learning environment over time allows children to move at their own pace and strengthens friendships between students, encouraging thinking and intellectual risk-taking); demonstrate improved attendance; and yield higher levels of teacher satisfaction.

Counseling Program

About 10% of Lighthouse students are seen formally or informally by Lighthouse social/emotional counselors. Students are counseled on anger management, self-esteem, conflict management as individuals, in dyads, or small groups.

Revolution Foods Meals Program

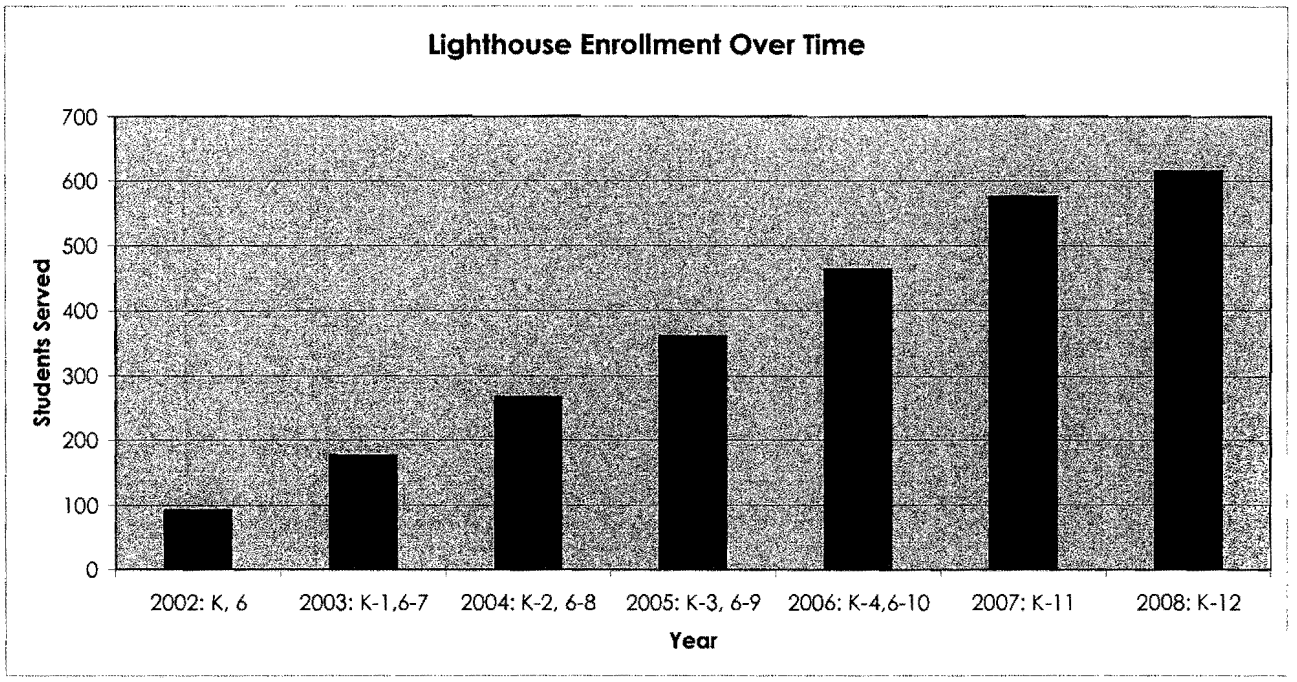
Since 2005, Lighthouse Community Charter School has offered a wholesome meals program in partnership with Revolution Foods. Revolution Foods ensures about 85% of its food is organic, free of trans fats, is as locally grown as possible, and caters to the tastes of children and youth.

After School Program

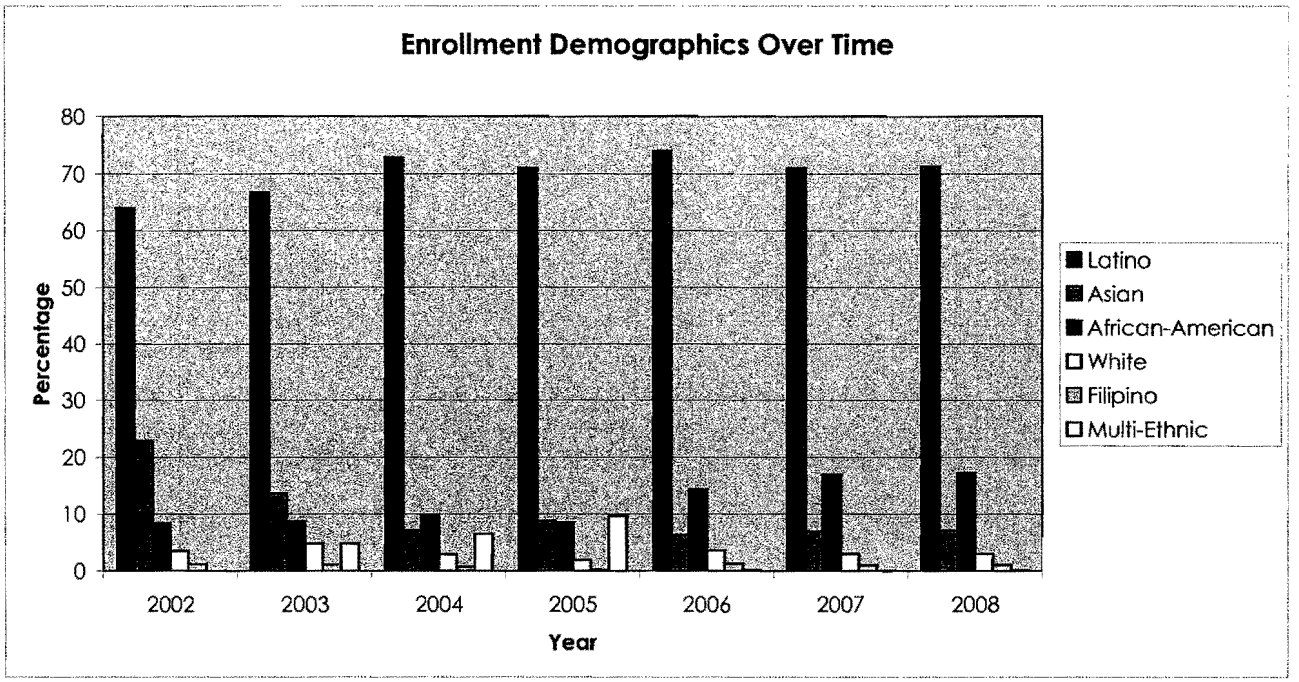
After school programs are the subject of a great deal of educational research that resoundingly states if a student participates in safe, enriching after school programs, student achievement rises. The Lighthouse after school program provides about 175 of its students with a free program offered 5 days per week. The after school program offers recreation time, focused homework and academic assistance, opportunities to develop mentoring relationships with tutors, and a wide variety of academic and enrichment activities that focus on physical, social, and emotional health.

STUDENT ENROLLMENT

Lighthouse Community Charter School opened in 2002 with 92 students in grades K and 6 and have added about that many students in two grade levels each year. In 2008-09, Lighthouse enrolls about 615 students in grades K – 12.



Lighthouse recruits its families from the San Antonio, Fruitvale, and East Oakland neighborhoods of Oakland. These neighborhoods are characterized by high immigrant populations. Over the years, we've seen a decline in our Asian populations and an increase in our African-American population.



SPECIAL EDUCATION

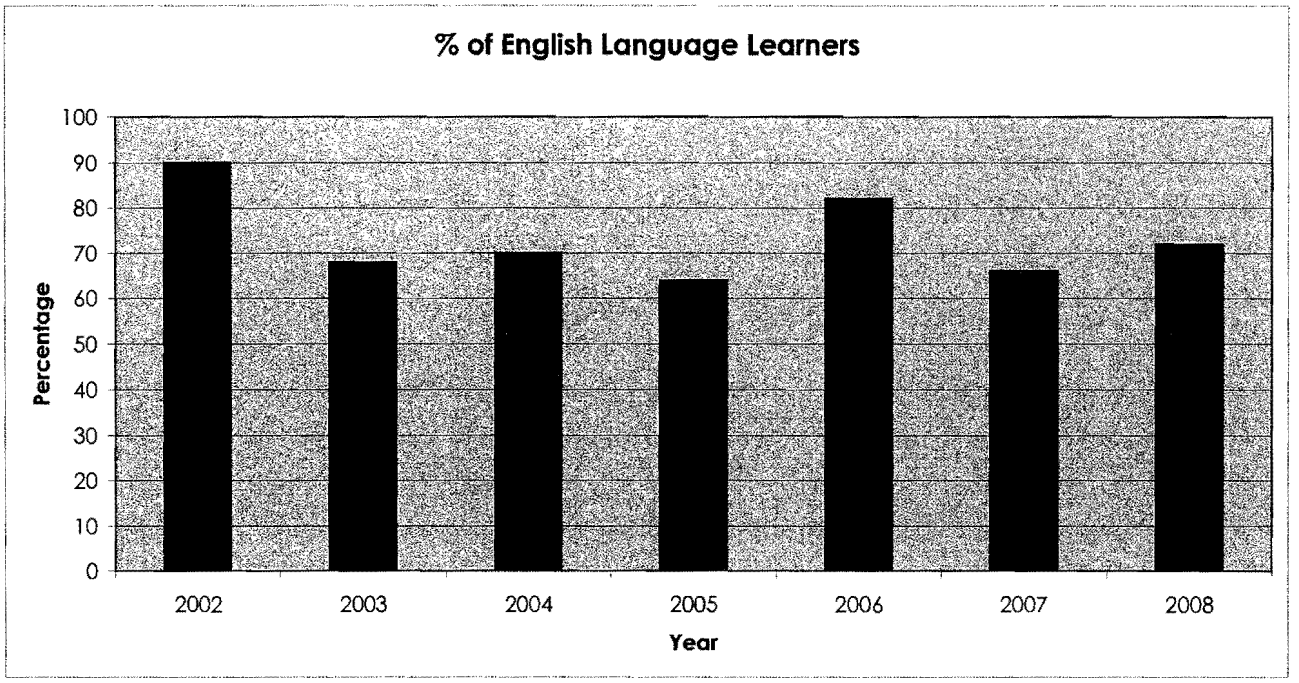
Over the past seven years, Lighthouse has improved the quality of special education services it provides. Oakland Unified School District has served as Lighthouse's SELPA each year and in our first three years of operation, provided all special education services. In our fourth year of operation, we negotiated a groundbreaking arrangement with the district to provide resource services (RSP) with our own part-time, appropriately-credentialed staff member. In 2006, the RS teacher became full-time and in 2008, Lighthouse added a 2nd RS teacher to accommodate the caseload. In 2008, 54 students qualify for RS. In addition to providing day-to-day RS services, Lighthouse resource teachers, evaluate and assess students, conduct annual and triennial IEPs, coordinate services through the district, and work with teachers on intervention and "push-in" instruction.

Speech therapy has been provided by the district throughout our tenure in OUSD's SELPA. Unfortunately, there have been months when our students have not received the speech services they deserve and Lighthouse leadership has had to strongly advocate on behalf of our students.

Since Lighthouse has retained control of its RS services, we continue to pay an encroachment fee of about $450 per enrolled student to OUSD to total a cost of $276,000. We are reimbursed for the cost of our RS staff.

LANGUAGE PROFICIENCY

A total of 72% of our total student body comes from homes in which English is not the primary language. While the number of English Language Learners has fluctuated over the years, there is still a huge need at Lighthouse to support English Language Development in all of our students. The languages represented in the Lighthouse student body are Spanish, Cantonese, Vietnamese, Arabic, Tagalog, and Mien.



ATTENDANCE

Attendance at Lighthouse Community Charter School is excellent in our estimation. Our students come to school 96% of the time, compared to OUSD's 93%. In addition, Lighthouse offers thousands of hours of supplemental instruction each year, lengthening the school day for about 60% of our students by 2 – 3 hours on average.

AVERAGE MONTHLY ATTENDANCE			
School Year	2006-07	2007-08	2008-09 (to date)
Lighthouse Average	96.11	96.66	96.14
OUSD Average	93.91	93.01	NA

EXPULSION AND SUSPENSION RATES

Discussion on expulsion and suspension rates at Lighthouse must first start with an explanation of our K – 12 discipline system. At Lighthouse, our belief is that children and youth are natural learners, inherently good and decent individuals, and are shaped by their surroundings and experiences they have. We also understand that as children grow and develop, they are bound to make mistakes that hurt themselves or the community or prevent themselves or others from learning. With this philosophy in mind, the aim of student discipline at Lighthouse is to build and maintain a strong sense of culture and crew amongst students and teachers. At the heart of student discipline and culture setting at Lighthouse are the ESLRs and guiding principles detailed above: respect, responsibility, compassion, integrity, persistence, curiosity, integrity, collaboration, communication, and reflection. These are character traits that are required for achievement of our mission and success beyond our school walls, in college, and beyond.

At Lighthouse, teachers share common discipline practices and language to create a consistent learning environment and common expectations for our students across

subjects and grade levels. We know that there will be students who test the boundaries of these principles and who defy the rules and norms set forth. We believe that these opportunities allow for "teachable moments" for students. We aim to not judge the child or youth, but rather to modify the behavior they are exhibiting. When appropriate, consequences are logical, predictable, consistent, and linked to the behavior that needs to be modified. When behavior needs to be modified consistently or when a student violates the learning environment consistently, the use of "refocus" forms and/or office referrals are used. Once a student receives an office referral, an administrator will determine consequences for the behavior.

Consistent with our mission to involve families, family members are an important aspect of behavior modification. Parents and caregivers are involved with discipline of their student as much as possible and appropriate. Examples of parent involvement in discipline have included conferences, student study team meetings, observations, and home-school behavior contracts.

Historically at Lighthouse, there are always a handful of students for whom discipline is a consistent issue. If a student receives 8 office referrals throughout the course of a school year, the student may become subject to conditional enrollment, meaning they can stay enrolled at Lighthouse if certain conditions are met. Each conditional enrollment case is student-specific and can look differently depending on the special situation a student has. Conditional enrollment criteria are developed and shared with families by the school directors with teacher and school counselor input. Examples of conditions of enrollment may include:

- A shortened or lengthened school day
- Counseling for student
- Counseling for families
- Removal from classroom setting to an independent study setting
- Removal from certain times of the school day

Rates of suspension and expulsion are best analyzed in age-bands. In 2007-08, suspensions were given for several reasons – the most common for accruing several office referrals for disrupting learning or class.

At Lighthouse, boys receive about twice as many office referrals than girls. In addition, at the K – 6 level, African-American boys receive more office referrals and suspensions. As a result of this trend, in 2008-09, the K- 6 Professional Learning Community has spent considerable time studying, discussing, and troubleshooting boys and boyish behavior and how to create more "boy-friendly" learning environments. At the 7 – 12th grade level, to prevent office referrals, grade levels have spent considerable time and resources building incentives for students, such as participation in college ready days, award ceremonies, and participation in league sports.

Over the past seven years, Lighthouse has held formal expulsion hearings for three students: one for an accrual of 16 office referrals that included violence toward a teacher, one for stealing school property, one for violating school norms of safety. Other students have left Lighthouse over the years for not meeting behavior expectations.

SAFETY AND SCHOOL FACILIITES

Student safety is paramount at Lighthouse. Currently, Lighthouse leadership is in the midst of a comprehensive emergency plan analysis and revamping that will culminate in a comprehensive set of protocols for all types of emergencies. We practice fire and

earthquake drills regularly. Each classroom is equipped with survival kits. The school has begun to accumulate supplies, such as 3-day water supply, temporary toilets, etc. for a full-scale emergency. In addition, all of our staff is required to be CPR/First Aid certified. Finally, Lighthouse operates a phone system that can contact all of our parents simultaneously in the case of an emergency.

Our school facilities are operational, but not ideal. As a charter school, Lighthouse is obliged to find, renovate, and pay for our facilities. Every year since opening, Lighthouse has applied for facilities from the district under Proposition 39 regulations that states the district must provide adequate and equivalent facilities. Year after year, the district has not provided what we feel to be adequate facilities, so we have opted to lease our sites from private landlords.

From 2002 – 2004, Lighthouse was located in a renovated storefront in the uptown district of Oakland. In Fall of 2004, as our student population outgrew our facilities, we moved from the Newberry Building to a closed private school facility that operated out of a renovated car dealership. In 2005, as we added grade levels, opened our high school, and faced the realities of a budget that could not accommodate further renovations at our current site, the school began to operate two campuses. Since then, our K – 6 and 7 – 12th grade operations have been separate from each other. In spite of separation from each other, Lighthouse faculty and leadership have worked to maintain a K – 12 learning community with shared practices. Both sites are without play or outdoor areas and operations are squeezed into the facilities.

In February 2009, with a gift from the Rogers Family Foundation, Lighthouse has acquired a permanent facility at 444 Hegenberger Road in East Oakland which we plan to occupy in August 2009. With the potential of fulfilling the vision of a K – 12 school on one campus, this building is ideal in that it is situated in a neighborhood where one-third of our students commute from; it has ample square footage that will accommodate classrooms, administrative space, a library, art and music studios, media labs, a college and career center, and a family resource center; and it has adequate play space and parking. The school is securing financing for the remaining $6 million project costs that have not been covered by the gift.

OUR STAFF

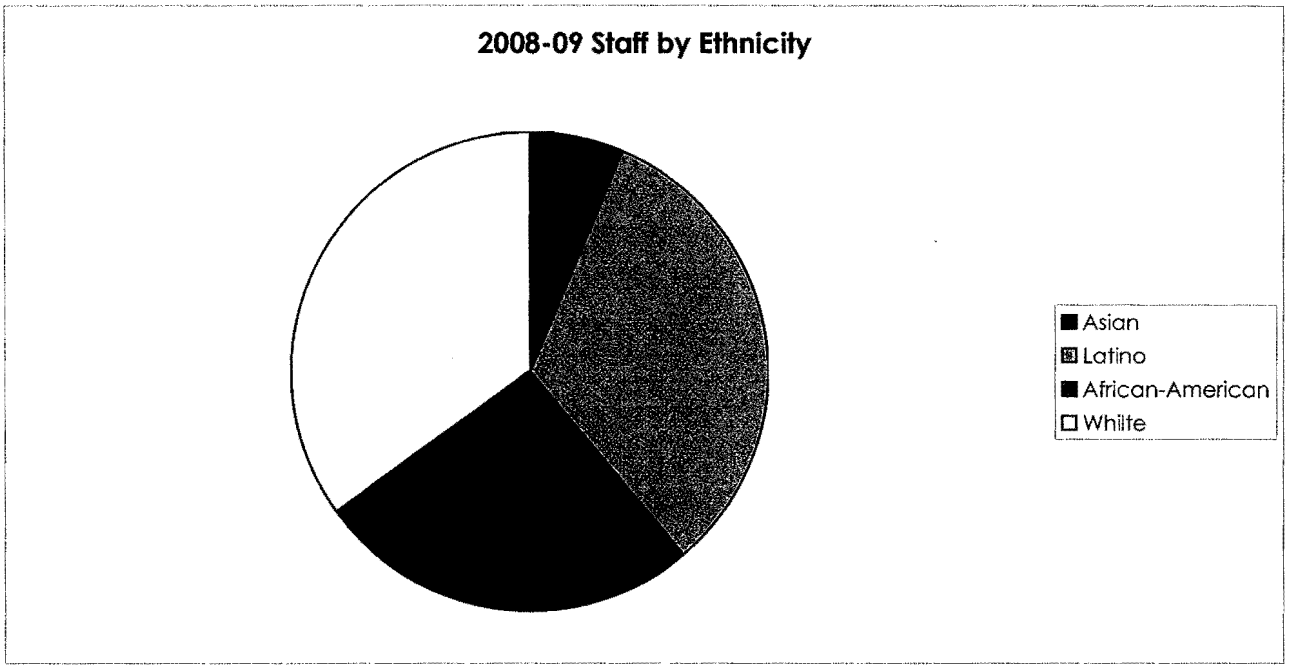
Lighthouse Community Charter School students receive instruction from an extremely dedicated, well-prepared faculty and staff. 93% of our core faculty is fully credentialed and meet NCLB requirements, with the remaining individuals completing requirements through universities or the innovative REACH program. Over the years, our staff has grown in size and diversity. In 2008-09, our staff is comprised of:

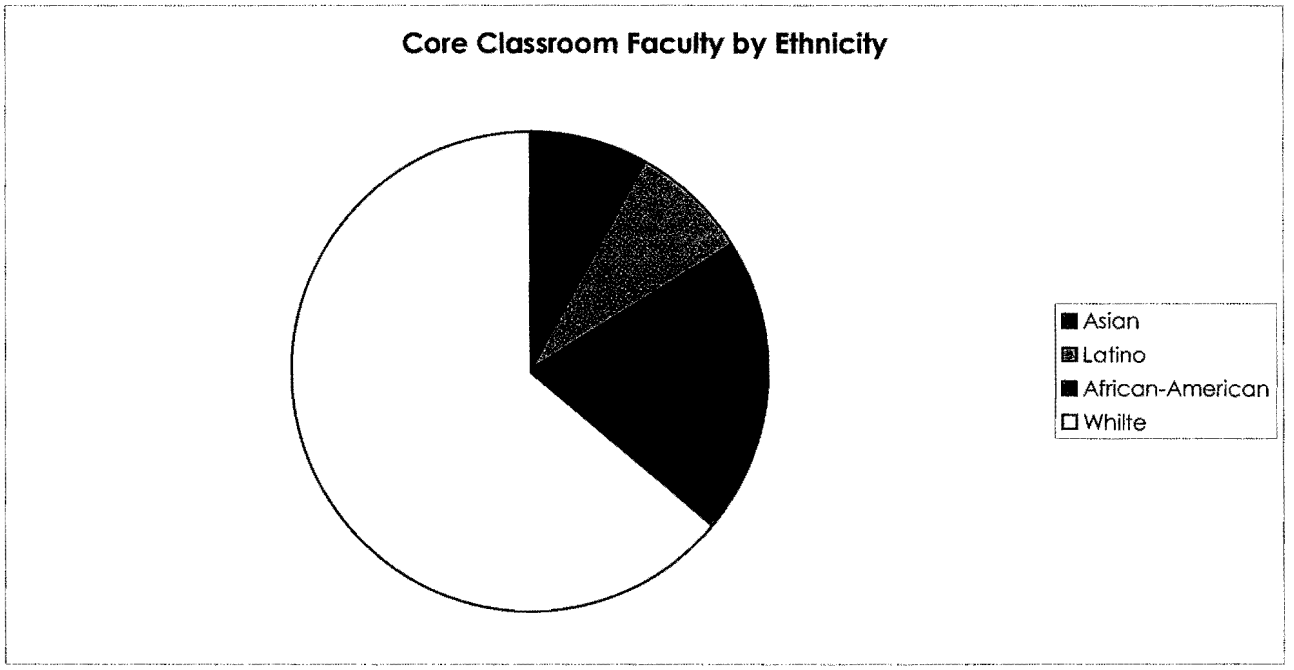
- 28 core classroom teachers
- 7 art, music, or fitness specialist teachers
- 2 paraprofessionals
- 5 administrators
- 1 Literacy Specialist/Interventionist
- 11 classified staff (clerical, family liaison, janitorial, meals)
- 1 College and Career Counselor
- 1 Social/Emotional Counselor
- 6 Home Language Program Instructors, including Home Language Coordinator
- 2 Resource Specialists

- 19 After School Staff, including 2 part-time coordinators

In addition, Lighthouse partners with the Ann Martin Center to provide one K – 6 school counselor and two intern counselors; OUSD to provide speech therapy services; and several nonprofits to provide extracurricular teachers in the after school program.

While our overall staff is diverse our core classroom teaching staff is predominantly White (see charts below). As vacancies occur, we aim to continue to recruit a highly competent pool of candidates who represent the diversity of our students and who are dedicated to our mission of preparing students for college and a career of their choice.





STAFF DEVELOPMENT

Lighthouse Community Charter School believes it will achieve its mission of preparing students for college and a career of their choice by mastering five tenets: high expectations, rigorous curriculum, serving the whole child, involving families, and **fostering a professional learning community.** To that end, Lighthouse devotes considerable resources into developing the professional capabilities of its faculty and staff.

To begin, our teaching staff is contracted for 200 days a year, rather than the OUSD standard of 183 days. The "above and beyond" days are devoted to staff development, time for thoughtful assessment and reporting, and reflection. Three times per year, in summer, winter, and spring, our faculty participate in Professional Development Institutes that are developed and driven by fellow Lighthouse faculty. These weeks are also devoted to curriculum development, Individualized Learning Plan (ILP) meetings, and home visits. In addition, all faculty new to Lighthouse, participate in an extra five days of development to orient them to our mission and the research and methodologies behind our practices.

In addition to these institutes throughout the year, faculty and staff participate in up to 3 hours of professional development each week during early release days on Wednesdays. Wednesday professional development sessions are devoted to a variety of topics, but focus on the professional development themes of the year. In 2008-09, these themes include data study and analysis, student culture, including a focused look at serving boys, K – 12 literacy practices, and Guided Language Acquisition Design (GLAD). To ensure the needs of teachers and students are being met, the professional development themes, materials, and sessions are driven by the K – 12 Leadership Team that includes teaching representation from the K – 2 team, 3 – 5 team, secondary math and literacy teams, Home Language, and our Literacy specialist.

Annually, guided by the Directors of Elementary or Secondary Programs, each faculty member identifies specific SMART (Specific, Measurable, Attainable, Results-Oriented, Time-Bound) goals for the year that will move their practice and our school in our pursuit of the mission. These goals are then used to develop and individual Professional development Plan (PDP). Informal walk-throughs, coaching from our literacy specialist, guided peer observation, and formal observations round out the feedback loop to teachers as they hone their practices at Lighthouse.

All first and second year core teachers are provided BTSA training and coaching through an innovative partnership with the Reach Teacher Induction Program.

All faculty members meet regularly in small, subject or grade-specific inquiry groups where they analyze data and student work, develop standards-based curriculum, discuss professional reading, conduct protocols for improving practice, and engage in observation and feedback sessions.

Collectively, the wide variety of professional development resources, configuration of inquiry groups, focus on shared literacy practices, and deep analysis of student achievement data, create a professional learning community that is aimed squarely at achieving our mission of preparing students for college and a career of their choice.

STUDENT PERFORMANCE DATA

Lighthouse Community Charter School's mission to prepare students for college and a career of their choice is reflected in the state-standards aligned, rigorous curriculum and high expectations for every student. Beginning in Kindergarten, all students are engaged

in more time on task than required by state regulations, learning in depth through authentic projects, and being assessed using multiple measures.

In order to pass on from one looped level to another, students must meet or exceed 80% of all learning targets for their grade and must present an in-depth portfolio of student work to their family members, teachers, and peers in a process called *Passage*. In addition, once a student begins high school, they are automatically enrolled in and must pass a – g courses. In order to be promoted to the next grade level, students must maintain a minimum GPA of 2.0, as well as meet all passage requirements.

In addition to these internal methods of assessment for individual students, the state and federal government measure Lighthouse's achievement using several assessment tools. Lighthouse operates two charters: one K – 8 charter and one 9 – 12 charter. Results for each charter are summarized below.

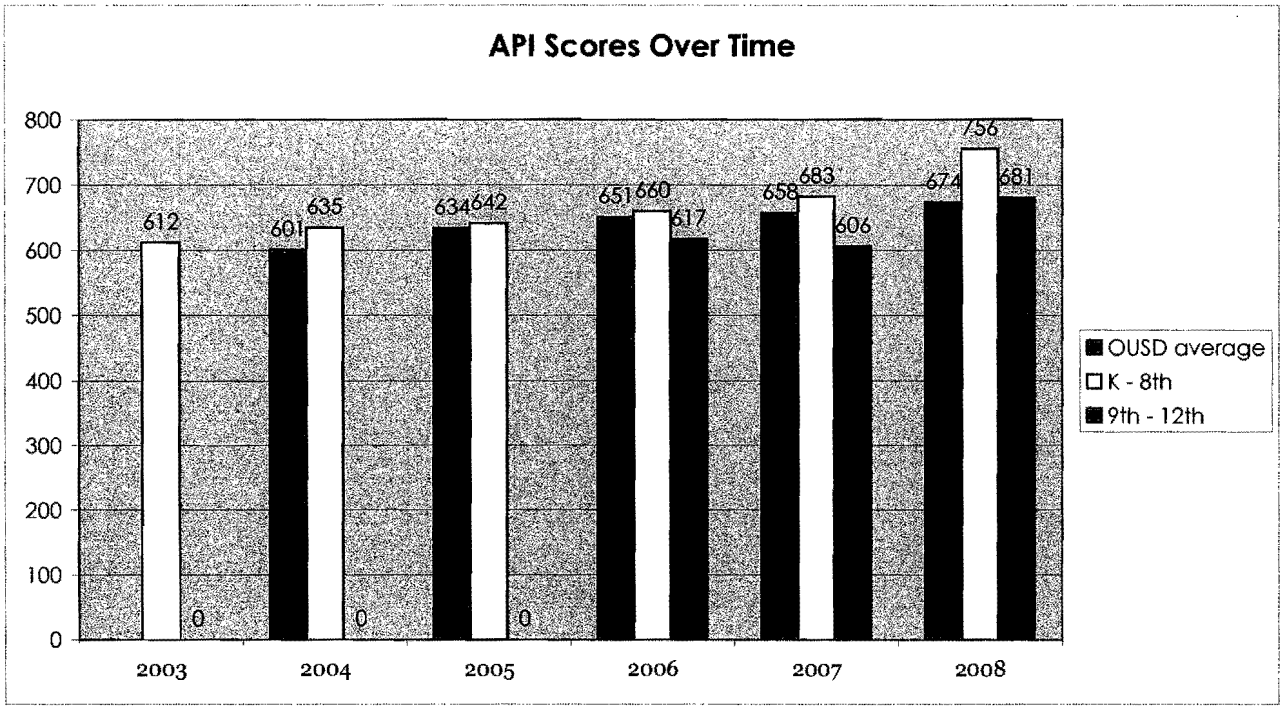
AYP

Lighthouse K – 8 is currently in Program Improvement Year 2 for not meeting AYP criteria in 2005 – 2007. In 2006, the school met 11 out of 17 AYP criteria and in 2007, the school met 16 out of 17 AYP criteria. In 2008, the school met AYP goals. The school has to meet AYP one more year in order to exit PI status.

Lighthouse 9 – 12 has met AYP goals every year except 2006 and is not in Program Improvement Status.

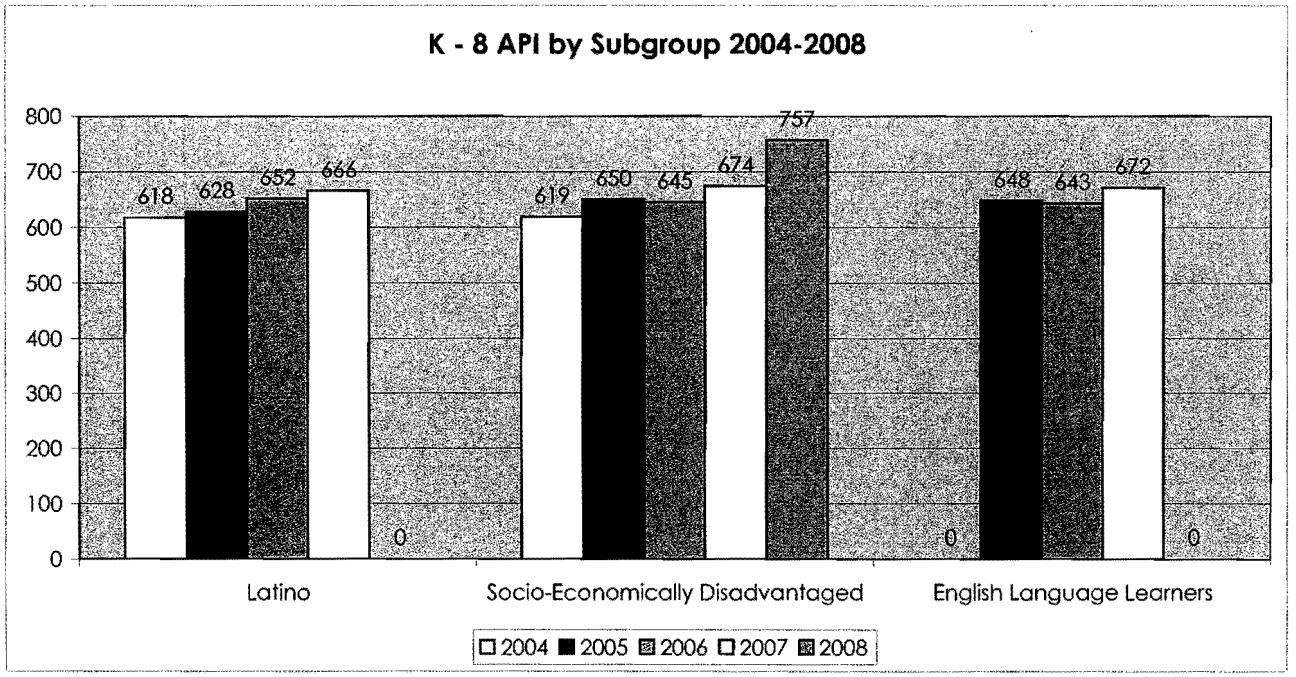
API

Both Lighthouse charters have seen significant gains in its API scores over the years. They are documented below. K – 8 Lighthouse has exceeded OUSD district averages every year on record. In 2008, both schools saw dramatic 75-point gains in its API. In addition, our similar schools ranking for both schools is "5." These gains are attributed to several factors including refinement of standards and curriculum alignment; targeted and focused intervention; and continued focus on data study and inquiry of student achievement.

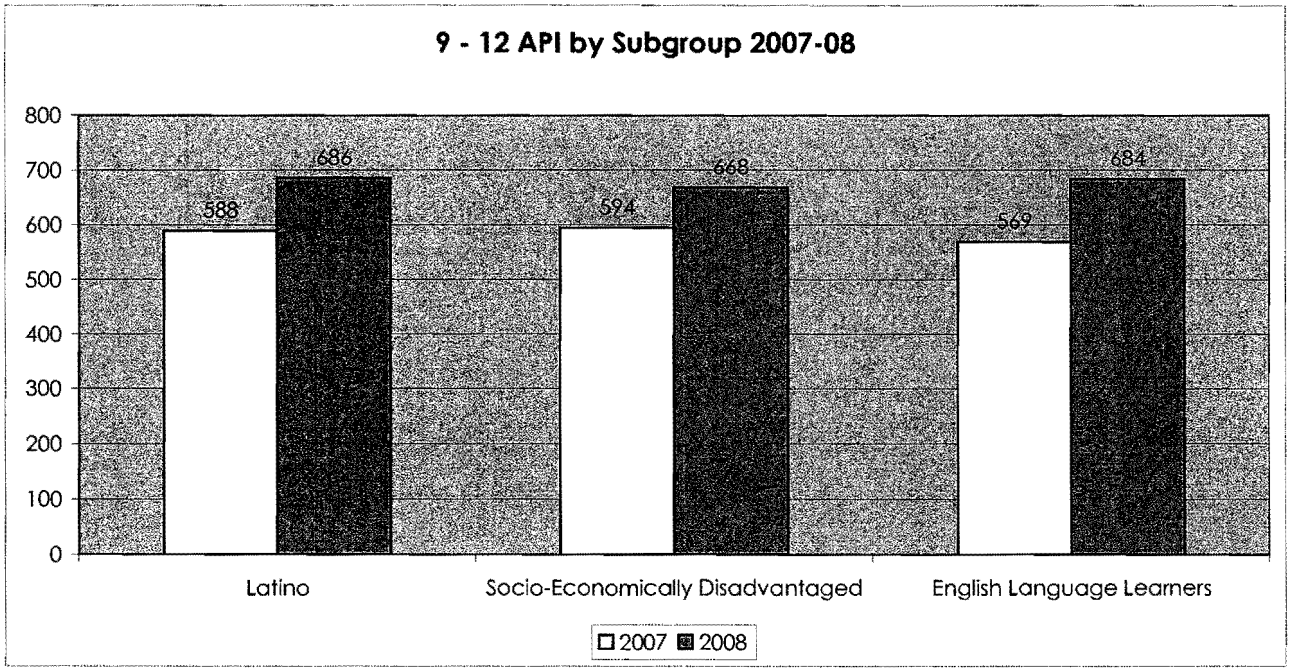


The gains in our API are attributed to several factors including refinement of standards and curriculum alignment; targeted and focused intervention; and continued focus on data study and inquiry of student achievement. A school-wide focus on literacy practices and strategies targeted toward English Language Learners will continue to be at the center of professional development for teachers to ensure continued growth.

The K – 8 Lighthouse has three significant subgroups: Latino, English Language Learners, and socio-economically disadvantaged. Over the past several years, steady growth for each of these subgroups has been achieved.



The 9 – 12th grade charter has only two years of significant populations to show growth, yet the trend of positive growth is moving in the right direction.



The tables that follow shows California Standard Test (CST) proficiency data in English-Language Arts and Math in the K – 8 school and compares it to the Oakland Unified School District. Growth in number of students proficient or advanced on the CST is higher in every subject area except Science.

California Standards Test – All K – 8 students 2006-2008

% Proficient and Advanced				
Subject	**K – 8 Lighthouse**		**OUSD**	
	2007	*2008*	*2007*	*2008*
ELA	27.3	36.7	29.2	31.8
Math	32	44.7	29.8	33.1
History-Social Science	6.3	40.8	16.5	17.6
Science	10.6	18.4	24.3	31.9

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) RESULTS

Lighthouse has administered the CAHSEE for the past two years and each year, the school has outpaced district averages of first-attempt 10th grade students passing the CAHSEE. At the time this report was finalized, 100% of Lighthouse seniors had passed the CAHSEE. We attribute this to standards-aligned curriculum, "buy-in" into the test taking process, and focused test-taking skill-building. These scores demonstrate that females are outpacing males on the CAHSEE. More focused attention on our male student population, their motivations, and skill levels will be required to level the playing field between females and males. More importantly, subgroup populations at Lighthouse are outpacing district averages, proving that Lighthouse can close the achievement gap for its educationally disadvantaged populations.

CAHSEE English Language Arts Grade 10 First Attempt Percentage Pass Rate 2006-08				
	2006-07		**2007-08**	
	Lighthouse	OUSD	Lighthouse	OUSD
All Students	71	60	73	60
Female	83	67	84	65
Male	58	53	64	54
Latino	66	47	77	53

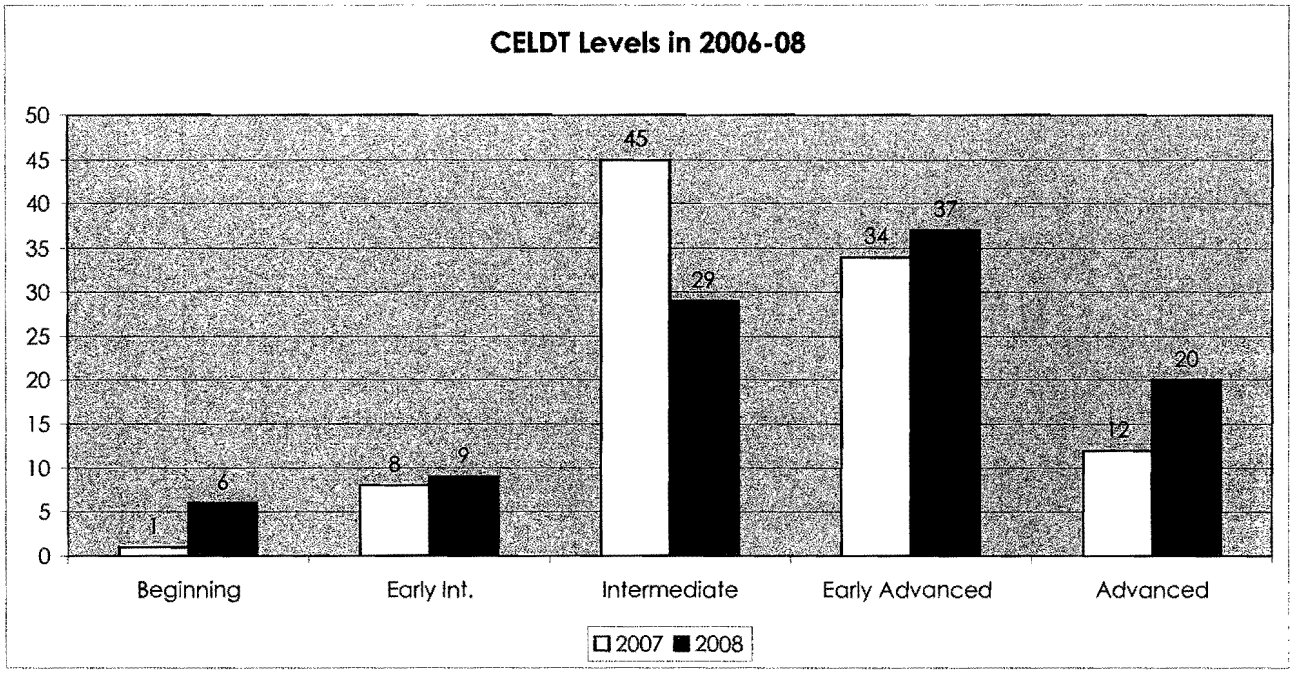
CAHSEE Mathematics Grade 10 First Attempt Percentage Pass Rate 2006-08				
	2006-07		**2007-08**	
	Lighthouse	OUSD	Lighthouse	OUSD
All Students	74	61	78	61
Female	78	61	79	62
Male	68	60	76	62
Latino	71	57	79	60

CELDT

English Language Learners comprise 68% of Lighthouse Community Charter School's student population. In pursuit of mission to prepare all of our students for college and a career of their choice, our students must master the full range of English fluency – academic and social. As a result, Lighthouse focuses a great deal of instruction and professional development on English Language Development through the Guided

Language Acquisition and Design program (GLAD). All students, regardless of fluency level, are placed in a Sheltered English environment.

Lighthouse has only two years of consistent CELDT data and it demonstrates that the school is moving students along the continuum of English acquisition.



DROP-OUT RATES

Lighthouse Community Charter School has a current dropout rate of 1.0%. As a comparison, OUSD has a dropout rate of 37%. At Lighthouse, we have several structures in place for dropout prevention including an advisory system, academic intervention and support, family involvement, and a school culture where it is acceptable to complete high school in 5 years, rather than the traditional 4.

EDUCATIONAL PLANS OF LIGHTHOUSE GRADUATES

Lighthouse will graduate its first class of seniors in the spring of 2009. It is a requirement of all Lighthouse seniors to apply to a 4-year college and all 23 graduating seniors plan on continuing their education beyond Lighthouse. 87% of the Lighthouse seniors will be first in their family to attend college. At the time this chapter was finalized, 70% of our first class of graduating seniors had received college acceptance letters.

FAMILY INVOLVEMENT

Authentically involving families is one of our deepest beliefs at Lighthouse. We believe that when families are involved at school, the strength of our community is deepened and student success rises. Since Lighthouse was only a mere idea, parents and family members have been involved in the design and development of the school.

Parents of all Lighthouse students have mandatory and optional ways they must and can get involved. Parents are required to be involved in the following ways. They must:

- Attend three Individualized Learning Plan (ILP)meetings each year to discuss their child's progress and goals
- Attend two EXPOs of Student Work, when the school is transformed into a living portfolio
- Attend one "State of the School" address when they learn about academic achievement of the school and what they can do to help increase it
- Attend a mandatory orientation meeting each year and "Back to School Night"

Parents can get even more involved at Lighthouse and are encouraged to:

- Volunteer in their child's classroom or at the school
- Attend fieldwork
- Attend Back to School picnics, International potlucks
- Attend Family Learning Nights
- Become a member of LPAC

The LPAC is composed of about 20 parents and family members representing all ethnicities, languages, and socio-economic backgrounds of our students. With the mission to support school activities, students and families, raise funds, and plan and carry out Family Learning Nights, LPAC is an essential and integral part of the leadership at Lighthouse. LPAC concerns and ideas are presented to the Lighthouse Directors at each meeting.

SCHOOL GOVERNANCE

The Lighthouse Community Charter School was granted its charter unanimously by the Oakland Unified School District on June 27, 2001 and opened doors to students on September 2, 2002. The school operates as a California Nonprofit Corporation incorporated as of February 2001. As stated in the by-laws, the primary objectives and purposes of this corporation are to provide educational program and services to the students and families enrolled. The school is overseen by a multi-faceted board of directors and managed by three Directors. Teacher and parent input into school operations and direction are funneled through the K – 12 Leadership Team and the Lighthouse Parent Advisory Committee (LPAC).

The Leadership at Lighthouse can best be represented by a group of concentric circles. At the center is the LCCS Board of Directors. The board is in essence, "where the buck stops," and where accountability to the sponsoring agency lies. In the next concentric circle are found the three school directors where they oversee day-to-day operations and ensure teaching and learning are striving toward achievement of the mission. In the next concentric circle are the members of LCCS Leadership Team. In addition to the school directors, the Leadership Team is composed of several teacher-leaders with age-group or subject-specific focus. Finally, the leadership circle expands to parents and families with the Lighthouse Parent Advisory Committee.

The Board of Directors

The Lighthouse Community Charter School is governed by a Board of Directors made up of seven to eleven members with expertise in the areas of fiscal management, real estate, special education, curriculum and instruction, education and charter school law, nonprofit management, and community organizing. The board works with all constituents to carry out the mission and program of the school, fundraise, strategically

plan, hire and evaluate the school director, and manage the school. The board meets every six times per year, conducts an annual retreat, and has several committees including: Finance and Facility, Fundraising, and Academic Accountability. Currently, the board is comprised of the following members:

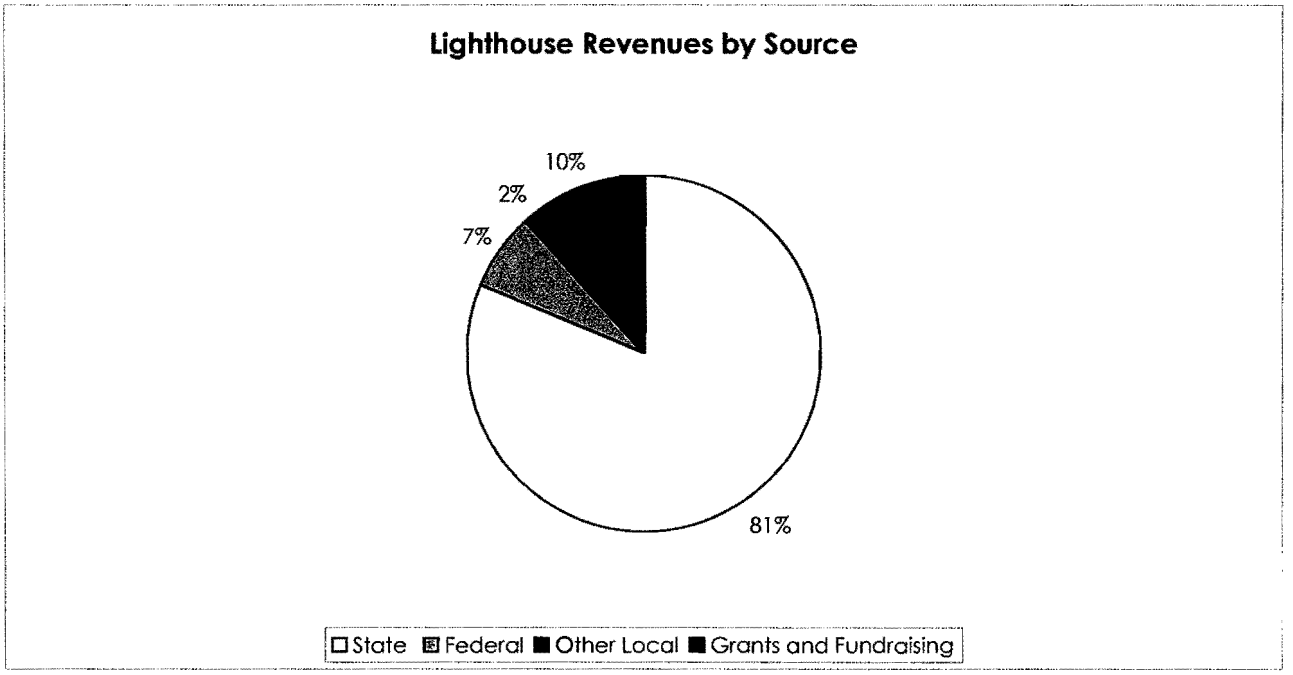
- **Brian Rogers, Executive Director, Rogers Family Foundation**
  brogers@rogersfoundation.org
  Board President, Serving on the board since 2003
- **Libby Schaaf, Community Member**
  libbyschaaf@earthlink.net
  Board Vice President, Serving on the board since 2002
- **Sanjay Dholakia, Chief Marketing Officer, Lithium Technologies**
  Board Secretary, Serving on the board since 2005
- **Susan Harper, Vice President, Merrill Lynch Community Development Co.**
  Susan_Harper@ml.com
  Board Treasurer, Serving on the board since 2004
- **Sarah Chavez, Project Manager, Sun Cal Companies**
  schavez@suncal.com
  Serving on the board since 2008
- **Russell Crew, Business Associate, Scientific Learning**
  rcrew@scilearn.com
  Serving on the board since 2008
- **D'Lonra Ellis, Associate, Howard, Rice, Nemerovski, Canady, Falk, & Rabin**
  dellis@howardrice.com
  Serving on the board since 2007
- **John Hall, Project Manager, Multiyear Academic Acceleration Plan Oakland Unified School District**
  johnjhall@gmail.com
  Serving on the board since 2007
- **Monica Montenegro, Executive Director, East Bay Consortium**
  mmontenegro@eastbayconsortium.org
  Serving on the board since 2005
- **Mike "JB" Jean-Baptiste, Chief Executive Officer, Peer Set**
  thejb14@gmail.com
  Serving on the board since 2005
- **Soo-Zee Park, Facilities Manager, Leadership Public Schools**
  spark@leadps.org
  Serving on the board since 2004
- **Jonathan Velline, Senior Vice President, Wells Fargo**
  vellinej@wellsfargo.com
  Serving on the board since 2006

SCHOOL FINANCES

The success of any organization depends on a sound financial plan that supports and upholds the mission. Therefore, the staff and board members have assembled a financial plan that prioritizes the programmatic goals that are aimed at preparing students for college or a career of their choice.

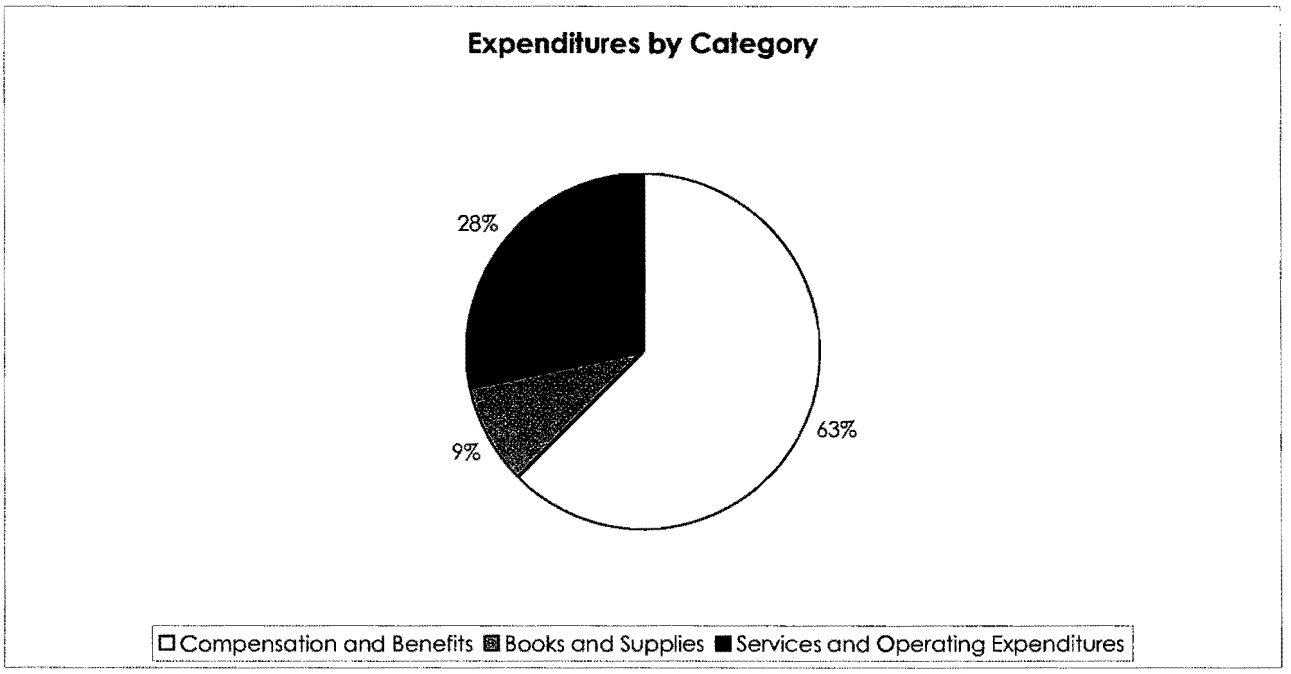
Revenues

Lighthouse draws revenues from the state and federal government and through a myriad of fundraising strategies, including grants, individuals, and events.



Expenditures

Compensation and Benefits are at the top of Lighthouse's expenditure list. Facility costs account for half of Services and Operating Expenditures.



PROFILE CONCLUSION

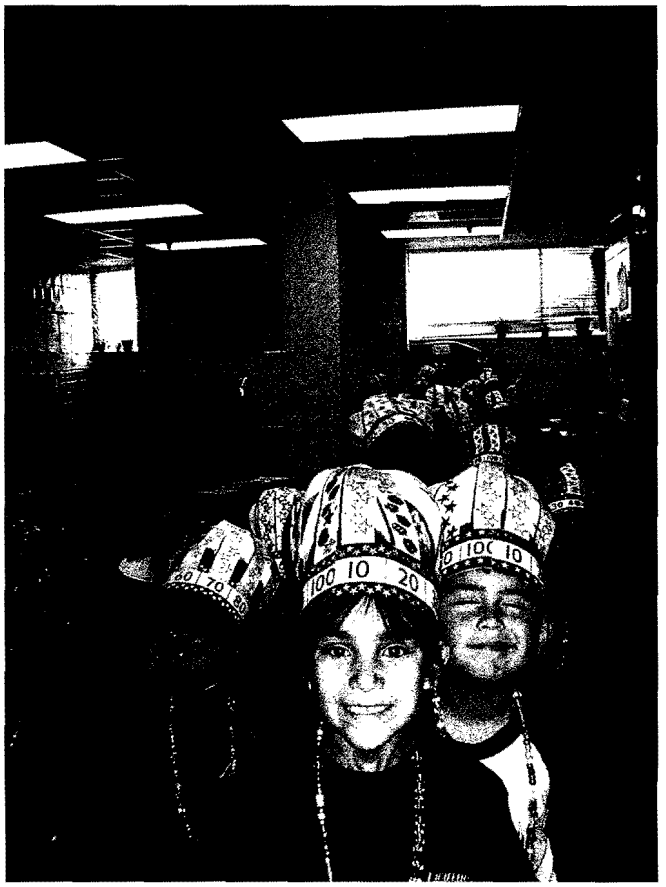
Lighthouse is a mission-driven organization. We exist to close the achievement gap for poor students and students of color by preparing them for college and a career of

their choice. Every academic, organizational, personnel, and financial decision is made with that focus in mind. As a charter school, we have the flexibility and autonomy to carry out our complex vision and in our seven years of operation, we have honed our practices. We look forward to sharing more with the WASC team when they visit in March 2009.

COMMUNITY CHARTER SCHOOL

Respect, Responsibility, Compassion, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

CHAPTER II
ANALYSIS OF STUDENT PROFILE DATA



Overall Summary from Analysis of Profile Data

In its seven years of operation, Lighthouse has grown from a school serving 92 students in just two grades to a comprehensive K-12 school serving 620 students that will graduate its first senior class this year. One of the five core tenets of Lighthouse's vision is "Teachers as Learners," and throughout these years the faculty has worked together to reflect on performance levels, analyze student data, and plan forward to increase our effectiveness and our students' levels of achievement. This work takes place three times each year, during Professional Development Institutes, and the findings from this work inform the School Improvement Plan and annual Professional Development goals. While simultaneously growing a school and program, Lighthouse has demonstrated consistent improvement in the quality of its program and academic achievement levels for its students.

Student Performance Data

State Accountability

Lighthouse is proud of its academic record since it opened in 2002, showing an average 20 point gain each year in its Academic Performance Index (API) scores. From 2002 to 2008, the K-8 API has grown from 612 to 756. Since the High School program began in 2005 that API has risen from 628 to 681. Within these overall numbers, the significant subgroups consistently outperform peers at the district and state level: the K-12 Low-income students' API is 749, compared to 648 and 679 respectively and the K-12 English Language Learners' API is 743, compared to 641 and 661 respectively. However, in 2007-08 Lighthouse gained a new subgroup of African-American students. These students, while outperforming their district peers did not achieve at the levels of peers at Lighthouse. This is an area for immediate improvement. At the High School level, students also take the CAHSEE exit exam. Of the 10th grade students in 2008, 73% passed the ELA portion and 78% passed the Math.

Federal Accountability

The Lighthouse K-8 Annual Yearly Progress (AYP) proficiency rate increased slowly but steadily from 2003 to 2008, from 21.2% to 36.7% in English Language Arts and 10.6% to 44.7% in Mathematics. While the school entered Program Improvement (PI) status in 2005, the large jump in 2008 helped the school meet AYP and it will be eligible to exit PI status if AYP is met again in 2009. At the High School level, proficiency rates have risen slightly in English Language Arts from 24% to 27%, but fallen in Math from 22% to 3.5%. However, the school has achieved high passing rates on the CAHSEE exit exam. This has enabled the High School to meet AYP.

Implications

1. **Literacy** - While Lighthouse has increased the percentage of students who are proficient readers, over half of students are still not proficient. The majority of these students are in the "Basic" level as measured by standardized tests (approximately 80% are Basic, Proficient, or Advanced). With targeted work, Lighthouse has a tremendous opportunity to move these students into proficiency.
2. **Math** – Lighthouse students' math proficiency has grown in the K-7 program where students take a general mathematics standardized test, but drops significantly when students begin to take course-specific standardized tests in 8th grade.

3. **New Students** – Lighthouse is able to achieve higher levels of proficiency with students it has had since Kindergarten, than those entering at 6th grade (the school's two entry points from 2002 – 2008). Beginning in Fall 2008, Lighthouse no longer had an influx of students at 6th grade, which should result in higher levels of proficiency schoolwide. However, the school must continue to evaluate new students upon entry at any grade level and provide intervention as rapidly as possible to close any gaps that may continue to exist.
4. **African-American Students** – Lighthouse African-American students have a similar API to their Latino counterparts (743 compared to 742), but have fewer students at the proficient and advanced levels (28.8% compared to 35.7% in literacy, 34.8% compared to 43.1% in math). In part, this appears to be due to the lesser tenure of the African-American students as a whole (who tend to come to Lighthouse in 4th or 6th grade, rather than Kindergarten as most of their Latino counterparts do). Targeted intervention for new students, mentioned above, can partially address this challenge. However, African-American students are also a cultural minority at the school and African-American boys have received a disproportionate amount of office referrals over the past years.
5. **English Language Learners (ELL)** – Lighthouse employs a Sheltered English Immersion approach, coupled with primary language support, to facilitate the learning of its ELL population. The lag in literacy achievement is believed to be directly related to overall literacy development. Given the majority of students at Lighthouse are ELL (76%), increasing language acquisition and literacy development needs to be a school-wide initiative.

Critical Academic Needs

1. **Alignment** – Lighthouse has been in an ongoing process of aligning its curriculum, learning targets, assessment, and reporting practices to best maximize student learning. As the school continues to reflect on and improve on its practice, it is essential that alignment continue across these horizontal areas to support data-driven instruction in the classroom and transparency with students in terms of mastery levels.
2. **Data** – Lighthouse is in its third year of implementing quarterly, standards-based interim assessment to measure student achievement and inform instruction. The increased fluency in the use of these assessments promoted greater levels of achievement for students in the previous year. That said, with continued growth and some turnover in the past year, the school has brought on 12 new core teachers this year and will need to develop their data fluency while continuing to push the expertise of its veteran faculty.
3. **Intervention** - Increased intervention provided a critical bridge for struggling students in 2007-08, when the school served 185 of its 425 K-8 students with either literacy or math intervention. The continued monitoring and tracking of students, along with the provision of targeted intervention, must continue to be refined and expanded to ensure that all students reach proficiency. This is especially true with the schools incoming new students, African-American students, and English Language Learners.
4. **Literacy** – Lighthouse has struggled for several years in accelerating the literacy levels of its students. In 2007-08, however, the school saw relatively large gains for its

students. These gains reflect a shift in practices that must continue in the years to come. The school chose a concentration on literacy in its K-6 program, adopting the Comprehensive Literacy Model (University of Arkansas), which focuses on small-group instruction and the apprenticeship model. Teachers engaged in a week-long summer training and a year-and-a-half-long professional development focus on implementation of the model. In addition, a full-time literacy specialist was brought on board to coach teachers as they worked to develop their professional knowledge and practice in literacy development. This year, the 7-12 program has joined the Strategic Literacy Initiative (WestEd), also built upon the Apprenticeship Model. This included a summer intensive and is the basis of professional development for the 7-12 literacy team this year. Continued professional development, coupled with data analysis and coaching, will be essential in continuing the acceleration of our students' literacy levels.

5. **Math** – Two math programs have been adopted, TERC Investigations in K-5 and College Preparatory Math in 6-12, that promote students' conceptual understanding and mathematical fluency. Lighthouse has made rapid growth in its math achievement in K-7, in part due to the switch to TERC Investigations. However, the school needs to address the challenge of math in grades 8 – 12 posed by the 8th grade Algebra test requirement. While teachers have received some coaching in the implementation of these programs, additional coaching and professional development opportunities will be necessary to increase the effectiveness.
6. **English Language Development** – Currently, the school provides primary language support in Grades K-4 through its Home Language program and has trained all K-6 staff in Guided Language Acquisition Design (GLAD) over the past two years. However, further work should be done to determine the best comprehensive structure for serving English Language Learners. The leadership team and a special planning team are developing such plan in the 2008-09 school year.
7. **Cultural Awareness & Equity** – Explicit work must be done to ensure that the curriculum reflects the cultural experience of all students and draws them into the learning process, in particular African-American students. Staff must likewise work to understand the backgrounds of all students as they relate to gender, race, culture, and language, to increase engagement and decrease discipline. Both of these are a focus for 2008-09 K-6 staff development and should extend as a K-12 focus in the 2009-10 school year.

Questions

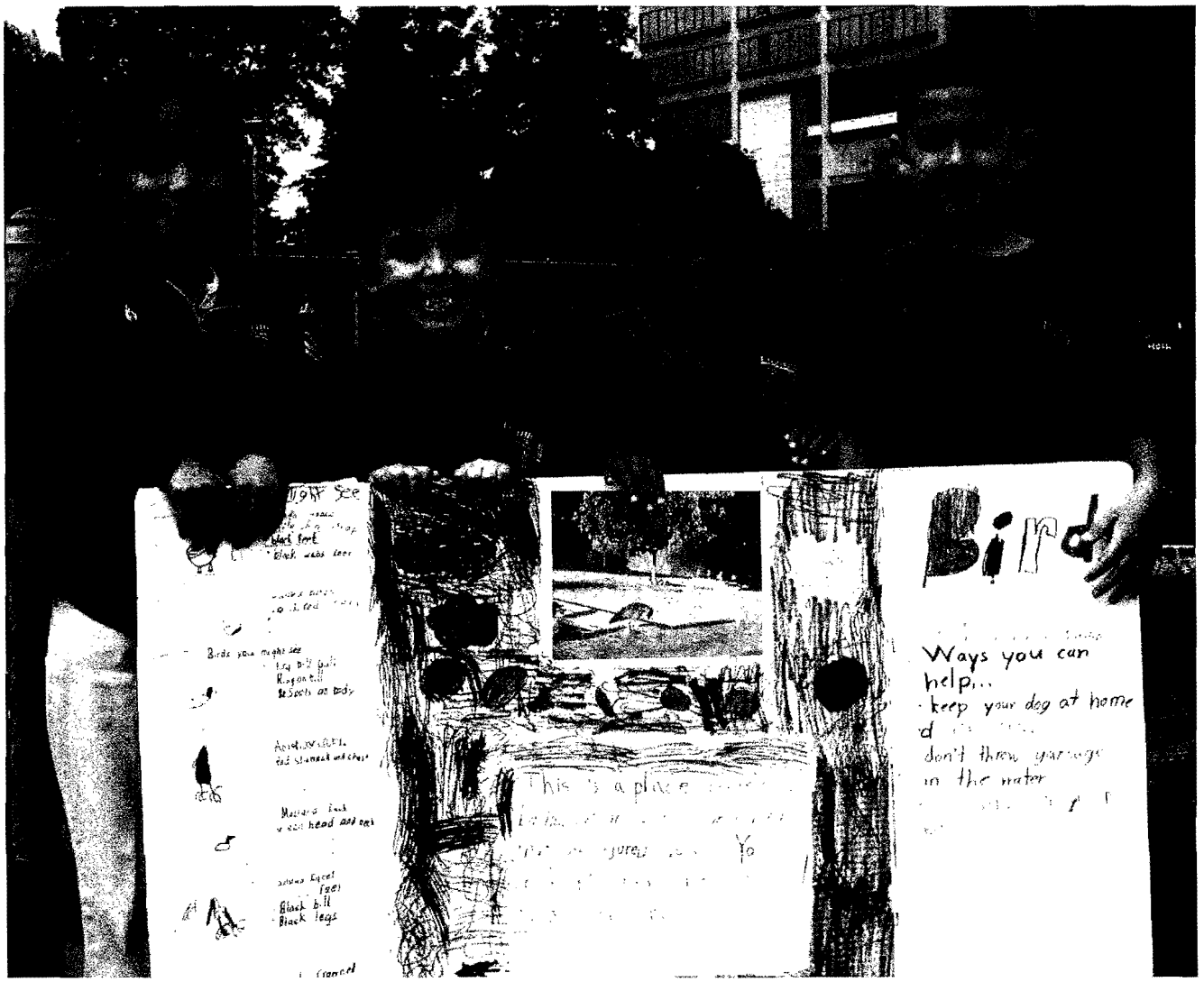
1. How can we best provide a standardized curriculum to students, while retaining flexibility to leverage individual teacher expertise?
2. How do we ensure consistent exposure to best practice for students, regardless of teacher tenure at Lighthouse?
3. How can we accelerate students' literacy levels?
4. How can we increase the number of students scoring proficient in the subject-specific math CSTs (Algebra, Geometry, Algebra II)?
5. What are the best approaches for ELL support, given our population and program?

6. What strategies and activities can we implement with our students' cultural backgrounds and goals to motivate them to learn more?
7. What can we do to decrease the number of office referrals, especially among our African American boys?
8. What strategies and activities can we implement to increase parental involvement and buy-in to a college-preparatory experience?

LIGHTHOUSE
COMMUNITY CHARTER SCHOOL

Respectful, Responsible, Compassionate, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

CHAPTER III
PROGRESS REPORT SINCE LAST WASC VISIT



Lighthouse has grown and developed significantly since its initial visit three years ago. There were seven key findings from the initial visit:

Findings

1. The facility is only partially adequate. A new site needs to be identified if the school is to grow and provide a fully comprehensive educational program.
2. The school must continue to be aggressive in recruiting and retaining highly qualified instructional staff members and ensure that they meet al federal and state credentialing requirements.
3. Fundraising should receive consistent focus, particularly for purposes of leasing, buying, or building a new facility.
4. The school will need to complete the development of the high school program.
5. The entire school administrative and teaching staff must continue to thoroughly and thoughtfully analyze student performance data to determine how individual learning plans can be adjusted.
6. The school should find ways to expand their physical fitness program consistent with the intention of the federal free and reduced meal program.
7. The school's test scores have increased each year; however, the school should continue a strong focus on increasing student achievement as measured by the API rankings to ensure that the school meets the requirements of AB 1137.

Major Developments Since Initial Visit

Significant work has been invested in addressing the content of each finding. Before that specific work is detailed, the progress of the entire school since the initial visit must be articulated and addressed. Listed below are areas of growth that will not appear in the evidence addressing each of the seven findings.

Progress Since Initial Visit

I. School Growth – Lighthouse has added five grade levels since the initial visit and the school is fully enrolled K through 12 for the first time.

At the time of the Initial Visit, Lighthouse was enrolling 8 grades in 2005-06.

2006-07

2007-08 Substantive Change Visit

2008-09 Self-Study

II. Since the Initial Visit Lighthouse has had leadership continuity by returning it's Director of Elementary Programs, Director of Secondary Programs, and Director of Development

III. In 2007 Lighthouse decided to not renew its Expeditionary Learning Outward Bound (ELOB) contract. This decision was driven by both finances and the recognition that Lighthouse needed to put more focus upon how to best serve its student population as opposed to implementing the details of the developing ELOB model.

IV. Significant time and resources have been invested in articulating and implementing a cohesive K-12 instructional program. Initially, the majority of time and resources have focused upon literacy pedagogy and reading intervention; including professional development and a Literacy Specialist.

V. Grades 7-12 added a Dean of Students to both develop an achievement oriented student culture and support student behavior modification.

VI. Competitive high school sports teams have been organized to compete in the Bay Area Charter School Athletic Conference (BACSAC) league.

VII. Deliberate student culture work focused upon the Guiding Principles has continued within community meetings (assemblies of grade levels), crew (advisory), and class.

VIII. Deliberate work has been invested in reinforcing a College Ready Culture that includes activities and events that recognize students who are on course to achieve the mission (College Ready Fridays, certificates and recognition at community meetings (assemblies of grade levels), and other forms of public recognition).

IX. Students have successfully used the Lighthouse proposal process to modify school structures like lunch.

X. Two social-emotional counselors have been added to:
   a. support students through stress,
   b. target groups who share common challenges, and
   c. connect the school community to additional community resources.

XI. Lighthouse is developing a custom reporting database for grades 7-12 aligned to the learning targets (i.e. standards). The database is designed to provide real-time feedback to students that they can subsequently use to generate their own action plans to improve their grades.

XII. The development of a CAHSEE preparation program for 10th grade students taking the CAHSEE for the first time has resulted in comparatively strong initial results and growth.
XIII. The Lighthouse Parent Advisory Committee (i.e. PTA) has developed the autonomy to self govern, set internal goals, and implement strategies to achieve developed goals.
XIV. Lighthouse has added a Family Liaison who serves as facilitator of Lighthouse Parent Advisory Committee (LPAC), coordinates monthly on-site family meetings, facilitates family education nights, and communicates parent concerns as part of the Leadership Team.
XV. Annual "State of the School Meetings" targeted at the entire Lighthouse parent community have occurred over the past two years. The meetings focus upon academic growth, fiscal health, and major school developments (e.g. permanent facility).
XVI. A parent phone system has been in use over the past two years as an augmentation to existing print communication (Tuesday Letters and Monthly Mailers) and as an emergency communication system - if ever needed.

Critical Areas for Follow Up from 2005-06 Initial Visit Report

1. *The facility is only partially adequate. A new site needs to be identified if the school is to grow and provide a fully comprehensive educational program.*

Historical Background

Charter schools are responsible for securing their own facilities. The burden of facility costs exclusively fall upon the charter school and are drawn from the general budget. In California, charter schools spend between 10-15% of their annual budget upon facility costs.

In 2002 Lighthouse Community Charter School located in a downtown Oakland storefront, occupying four classrooms, a multipurpose space, and administrative offices. The two classrooms housed Lighthouse's Kindergarten and 6th grade students. The following year Lighthouse doubled its enrollment to include K, 1 and 6, 7. To accommodate this growth Lighthouse acquired and developed additional contiguous facility space and remained downtown.

Because of planned growth, Lighthouse moved for the 2004-05 school year from downtown to Chinatown. The Chinatown facility initially accommodated grades K, 1, 2 and 6, 7, 8. The following year, the school was divided into two separate facilities to accommodate grades K, 1, 2, 3, and 6, 7, 8, 9. Grades K, 1, 2, 3, and 6 remained at the Chinatown facility; while grades 7, 8, and 9 moved to another downtown office building.

Lighthouse has remained in these two facilities over the past three years. The Chinatown facility located at 345 12th Street currently houses grades K-6. The downtown facility located at 1600 Broadway currently houses grades 7-12. The long-term facility vision is to house the entire K-12 student population on one campus.

Actions Taken Since Initial Visit

Lighthouse has aggressively pursued a permanent facility that would be able to accommodate grades K-12. The challenge to date has been the availability of affordable and appropriate space. Lighthouse's choice to start with only two grades (K

and 6) and to grow by two grades each subsequent year has created additional challenges because revenue is associated with enrollment. Therefore, Lighthouse did not have the revenue associated with a K-12 campus until this year when it finally enrolled students from grades K to 12. As a result, Lighthouse was often looking for a campus that would house the entire K-12 population while only generating half of the necessary revenue because of enrollment.

Even with these challenges Lighthouse has entered into earnest negotiations over identified properties each year since the initial visit. Each time there was a factor that kept Lighthouse from achieving the goal of securing each facility. This current year has provided another possible facility and Lighthouse has advanced farther in the acquisition process than ever before.

At this point, Lighthouse has identified a facility suitable for the entire K-12 population. Lighthouse has entered into escrow and is completing all of the requisite actions to secure, develop, and occupy this facility for the 2009-10 school year. Staff, parents, and students have been notified of the potential move. Strategic plans are being developed to ensure that the vast majority of the school community moves to the new building and a recruitment strategy is being crafted that targets the new location.

Summary of Actions Taken Since Initial Visit
• Lighthouse has expanded into a second downtown office building • K-6 are housed at 345 12th street and 7-12 are housed at 1600 Broadway – six blocks away • A potential permanent facility has been identified • Negotiation for purchase of building is underway • All associated project management is underway

2. *The school must continue to be aggressive in recruiting and retaining highly qualified instructional staff members and ensure that they meet al federal and state credentialing requirements.*

Historical Background

A team of six core staff initially started lighthouse:

- Laura Kretschmar – middle school math and science teacher
- Genevieve DeBose – middle school humanities teacher
- Heather Thompson – Kindergarten teacher
- Helen Spruill – Kindergarten teacher
- Jenna Stauffer – Director of Development
- Stephen Sexton – Director of Instruction

The founding team worked together for an entire planning year prior to opening and remained intact at the time of the initial visit providing five years of institutional continuity. Four of the six original team members are still at Lighthouse, marking eight years of continuous commitment from start up. The two team members who have left (Genevieve DeBose and Helen Spruill) are still teaching, both in New York City.

The overall demand on teachers has diminished as Lighthouse has grown and had the opportunity to refine practices and solidify structures. Lighthouse continues to provide

support to the core teaching staff through 20 days of professional development each year and creating a mission driven learning organization.

Actions Taken Since Initial Visit

Since the initial visit Lighthouse has added five new grade levels (4, 5, 10, 11, and 12) and has subsequently added 14 new positions. Lighthouse has expanded its recruitment strategy to ensure access to the largest pool of possible candidates. Lighthouse expanded its recruitment coverage by utilizing two strategies:

- Advertising with educational networks that share Lighthouse's mission and philosophy. These networks include:
  - Teach for America Alumni
  - Expeditionary Learning Outward Bound
  - The Coalition of Essential Schools
  - The Bay Area Coalition of Equitable Schools
- Expanding the use of teacher recruitment vendors. These vendors include:
  - EdJoin
  - RISE Network

To retain teachers Lighthouse has continued to operate with the philosophical belief that teachers are professionals who need a similar minded, mission driven community, the appropriate resources to meet the needs of their students, and the time and resources grow professionally. Lighthouse has modified the Professional Development experience from a whole school experience to a more targeted grade level / content area focus.

During the initial years of Lighthouse it was imperative to ensure that everyone was converging upon the same institutional expectations for culture and pedagogy and a whole school professional development experience reflected this need. This was appropriate for several years until there existed a large cadre of experienced Lighthouse teachers and an ever-growing breadth between the youngest and oldest grade levels.

Since the initial visit Lighthouse has reorganized professional development to be focused upon grade levels and/or content area teams. These teams spend the vast majority of their time focused upon student outcomes and growth using internal assessment data, analysis of student work, debriefing of peer observations, and sharing of student anecdotes. There is additional professional development focused upon student culture and norming institutional practices, but the vast majority of effort is dedicated to grade level / content area teams.

Finally, Lighthouse has worked diligently to meet the Highly Qualified requirements of No Child Left Behind and hiring teachers who are committed to achieving the mission by developing relationships with organizations that support teachers in achieving highly qualified status. One collaborative example is the REACH Intern Teacher Program. REACH is a teacher developed intern program that targets those who are not yet highly qualified and are looking for a professional learning community. Lighthouse's partnership with REACH has been very successful in providing staff with high quality professional development experiences that simultaneously meet state and federal credentialing needs.

Summary of Actions Taken Since Initial Visit
Recruiting New Staff

- Lighthouse has expanded it's recruitment capacity by:
    - Recruiting from networks of similar minded teachers
        - The Coalition of Essential Schools
        - Expeditionary Learning Outward Bound
        - Teach for America
    - Using robust recruitment tools, like
        - EdJoin
        - RISE Network

Retaining Staff

- Lighthouse works hard to develop a professional development program that both develops key competencies amongst staff as well as a professional learning community.
- The vast majority of teachers who have left Lighthouse, have left because of life changes (e.g. moving out of state, starting a family) rather than professional dissatisfaction.

3. *Fundraising should receive consistent focus, particularly for purposes of leasing, buying, or building a new facility.*

Historical Background

Lighthouse has a large degree of financial autonomy as a direct funded charter school. This flexibility allows for a budgeting process that can be mission driven and is also attractive to funders who are looking to see the direct impact of their gifts. Lighthouse has relied upon fundraising as an important component of annual revenue; with fundraising accounting for 5-10% of annual revenue since opening. Fundraising directly feeds programs and positions that are crucial to maximizing the number of students who achieve the mission (e.g. Home Language program, social / emotional counselors).

Actions Taken Since Initial Visit

The Lighthouse Board of Directors has annually pushed the Director team to consider new forms of fundraising and relationship building that will enable larger targeted gifts. Since the initial visit, Lighthouse has researched the capital campaign process and hosted several different annual fundraising events. Initial events (Bowling Night, Salsa Concert) met with minimal financial success.

Two years ago Lighthouse hosted a more ambitious event that leveraged new donors and set higher overall fundraising goals. The Gala event was a great success both years raising over $100,000 each year and simultaneously developing new giving relationships that can be leveraged for the future capital campaign.

Summary of Actions Taken Since Initial Visit
• The Director of Development has added an administrative assistant to support program outreach and reporting. • The Development team has successful secured significant contributions specifically targeted at procuring and developing a permanent facility. • The Development team has established an annual Gala event that has raised over

$100,000 each year.

4. The school will need to complete the development of the high school program.

Historical Background

At the time of the initial visit Lighthouse enrolled only 50 ninth grade students. The ninth grade team consisted of an art/fitness teacher, a Humanities teacher, a mathematics teacher, and a High School Developer. The plan was to enroll grades 9-12 over time with a total enrollment approaching 200.

Actions Taken Since Initial Visit

Lighthouse has grown to include grades 9-12. The current high school enrollment is 175 as opposed to 200. This discrepancy is the mainly the result of attrition due to students who transferred schools when informed that they would be retained. Retention was recommended for these students because they were not making progress to achieve the mission of college or a career of choice. These students were either not making sufficient progress toward completing their A-G coursework or their skill levels were such that they needed more academic time to be ready for college.

Retention has developed into an important tool in achieving mission fidelity by allowing Lighthouse to ask the question, "is this student making progress to become college bound and career ready?" There was significant initial resistance from families and students when Lighthouse retained high school students. Families and students had a mental model of a four-year high school experience and were more focused upon quick fixes (e.g. summer school) as opposed to developing successful habits of work (e.g. homework completion and class participation). Since Lighthouse has continued to use retention consistently, students and families now understand that retention reflects the fact that a student needs more time to develop the skills and habits to achieve the Lighthouse mission. The table below illustrates the decisions that retained Lighthouse students have made over time, with the majority of retained students returning to Lighthouse last year.

Year	Retained	Stayed at LCCHS	Transferred
2004-05	5 (5% of total enroll)	0 (0%)	5 (100%)
2005-06	16 (16% of total enroll)	8 (50%)	8 (50%)
2006-07	29 (19% of total enroll)	18 (62%)	11 (38%)
		26 (52% stayed)	**24 (48% left)**

Lighthouse has completed all of the requisite work for submitting UC A-G coursework. All courses submitted to date have been approved. The current coursework is being augmented to include Honors and AP coursework that future graduating classes will be able to access.

The second half of the Lighthouse mission is helping students identify the career of their choice. Lighthouse has implemented the junior internship program to enable students

to build background knowledge in the career world. Juniors spend their second semester off site one day per week in an internship of their choice. The internship experience is both experiential and academic.

The high school program is very focused upon the mantra of not just getting students to college – but **through** college. Most Lighthouse students will be the first in their family to attend college. Because of this demographic, Lighthouse has developed strategies to prepare and support students for the transition. These strategies include, but are not limited to:

- Hiring a dedicated full time college counselor who meets regularly with every junior and senior and maintains consistent communication with families to build college background knowledge and answer college related questions
- Enrolling students in community college coursework for both college exposure and accrual of college credit
- Providing SAT test preparation classes on campus during school hours to maximize access for all high school students
- Developing College Week for seniors that simulates a college pace for short periods of time and builds in reflection time for students to reflect upon their strengths and areas for growth within a college paced environment
- Every junior and senior visits at least two colleges each school year engaging in tours and meeting admissions officers
- Every junior and senior accesses and uses Naviance to thoughtfully research their college interests and to expand their options
- Collaboration with similar minded expert organizations like College Works to expand access to more admissions officers

Lighthouse has also engaged in developing additional supports for accessing college which include The Alex Graf Memorial Scholarship exists to support graduating seniors with college costs not covered by grants or scholarships as well as a support group (LASSO) for undocumented students preparing for college application and matriculation.

Summary of Actions Taken Since Initial Visit
• The high school is now complete with students enrolled in grades 9-12. • The high school has had all initial A-G coursework approved. • The high school employs a full time college counselor who both manages the entire admissions process as well as an internship program for upperclassmen. • The high school is developing additional coursework for A-G approval that will augment G elective opportunities and honors credit.

5. *The entire school administrative and teaching staff must continue to thoroughly and thoughtfully analyze student performance data to determine how individual learning plans can be adjusted.*

Historical Background

At the time of the initial visit Lighthouse used Individualized Learning Plans (ILPs) to set student academic and social goals. The ILPs were created at the beginning of the school year in October and were subsequently reviewed and updated in January and June. Student, family members, and teachers created the ILPs collaboratively. At the

time of the initial visit local data from classroom performance was the data primary source for developing academic goals. State test scores were used as an additional data source. The strength of the practice at that time was focusing upon the strengths and areas of necessary growth of each individual student.

Actions Taken Since Initial Visit

Since the initial visit Lighthouse has committed to norming high expectations across all classrooms and grade levels. This has been achieved by looking at student work (writing samples) and using normed Internal Assessments. Lighthouse has developed its own Internal Assessments in collaboration with New Leaders for New Schools. The Interim Assessments are aligned with California State Content Standards. Lighthouse uses the Interim Assessments to provide immediate instructional feedback to teachers by assessing students four times per school year and analyzing the results one week after test administration. As opposed to state testing, Lighthouse's Interim Assessments enable real time data analysis that can be easily disaggregated and more importantly allows staff to see growth on a student by student level. This abundance of real time data has allowed Lighthouse to become more data driven while still maintaining the strengths of the Individualized Learning Plan process.

Professional Development time is dedicated to becoming data driven. The results of Interim Assessments are used by grade level / content area teams when analyzing pedagogical practices. This data driven practice, in addition to looking at student work, has enabled Lighthouse to norm academic rigor for all students. Additionally, Lighthouse has a set of learning targets (i.e. standards) for each grade level and content area that delineate the expected academic outcomes for each student. Student progress and evaluation are directly linked to learning targets (i.e. standards). There is no overall grade, but a series of individual mastery assessments for each Learning Target. This provides concrete feedback to families, students, and teachers that can be used when creating ILPs.

Summary of Actions Taken Since Initial Visit
• Lighthouse continues to carefully analyze student achievement data using both statewide and local instruments' including but not limited to: o All California STAR tests ▪ STAR test results are used to develop school-wide goals and action plans. o Local Interim Assessments of both Language Arts and Mathematics administered four times per year. ▪ Interim Assessment data is used to adjust instructional practices, pacing, and academic intervention. ▪ Teachers individually confer with Directors of Instruction to analyze Interim Assessment results and to create action plans. ▪ Inquiry Groups of teachers are organized around particular content areas / grade levels to develop instructional practices that address academic needs identified from interim assessment results.

6. *The school should find ways to expand their physical fitness program consistent with the intention of the federal free and reduced meal program.*

Historical Background

Lighthouse had occupied several storefronts and office buildings that provided distinct challenges for providing effective nutritional and fitness options. Lighthouse asked all parents to provide nutritional lunches and snacks to their students and included these expectations in the parent handbook. Lighthouse provided limited fitness opportunities and utilized a well-trained fitness teacher through a partnership with Sports For Kids.

Actions Taken Since Initial Visit

Since the Initial Visit Lighthouse has worked diligently to identify a quality nutrition program for all students. Lighthouse now partners with Revolution Foods to provide students a tasty, healthy, and nutritional food program. Revolution Foods provides breakfast, lunch, and snacks to all students who either qualify or who choose to pay. Revolution foods prepare all of their food fresh each day and deliver the food to both Lighthouse campuses. The food is distributed to students throughout the day from breakfast to after school snack ensuring that Lighthouse students have access to healthy foods throughout the school day. Lighthouse still maintains the same healthy food expectations for families that choose to provide their own nutrition and these policies remain in the parent handbook.

Lighthouse's current facility locations enable access to healthy physical activity. The 345 12th street campus is located next to two different playgrounds. The youngest Lighthouse students utilize one small private playground, one block away from the school. A public city recreation center, two blocks from the school, provides older students with access to play equipment, creative play space, and sport courts. The older students have facilitated fitness time designed to meet the state outcomes.

The 1600 Broadway campus is located six blocks from a grass covered city park. Students access this park for fitness training, collaborative games, and organized sports. All fitness students receive instruction designed to meet the state outcomes. Additionally, Lighthouse has developed a relationship with Sharks Ice that exposes fitness students to professional ice skating instruction and significant weekly ice time. At this time students are developing their core skating competencies with the intention of starting a hockey team in the near future.

The fitness program at Lighthouse focuses upon four key components:

- **Developing a growth mindset.** All Lighthouse students arrive at different fitness and confidence levels. Our goal is for them to complete against themselves to improve their fitness and confidence each year. Fitness is important because it provides students another opportunity to learn that consistent effort will yield results. This reinforces our focus upon a growth mindset. To do this students are assessed against a consistent set of learning targets (i.e. standards) throughout the year. This enables them to compare their current performance against data collected at the start of the school year and to continue to set goals for future growth.
- **Increasing fitness within the criteria set by state and national fitness standards.** This is achieved by consistently dedicating time to activities that increase student's core strength, flexibility, and aerobic capacity. Students engage in daily strength building activities (like crunches, pushups, and lunges) and they are running the mile multiple times per month to build endurance.

- **Becoming effective team members**. Lighthouse students in engage in games that are designed to build camaraderie and emphasize the importance of every team member. For example, *capture the flag* is a team game utilized to build team strategy and roles.
- **Developing discrete skills**. Lighthouse's fitness learning targets (i.e. standards) also focus upon developing discrete skills. Students will cycle through traditional sports experiences (e.g. football, baseball, soccer, volleyball) and will be expected to develop specific skills. For example, during football, students are expected to learn how to throw a spiral, to catch with their hands, and to run specific routes.

Finally, high school students now have access to competitive team sports through Lighthouse's creation of and association with the Bay Area Charter School Athletic Conference (BACSAC). The league currently organizes both girls and boys soccer, cross country, basketball, and track.

Summary of Actions Taken Since Initial Visit
• All students have access to tasty, healthy, and nutritional food from a partnership with Revolution Foods. Revolution Foods provides breakfast, lunch, and snacks to all students who either qualify or who choose to pay. • Students at the 345 12th Street campus access two different playgrounds o The youngest Lighthouse students access a play area that is one block from the school and that provides a secure yard. o The older Lighthouse students access a play yard two blocks from the school and have access to indoor and outdoor court space. o Older students have access to deliberate fitness instruction designed to achieve statewide fitness goals. • Students at the 1600 Broadway campus have access to fitness opportunities, including: o Students access a large grass covered city park six blocks from campus for general fitness activities. o Students receive deliberate fitness instruction designed to achieve statewide fitness goals. o Students have access to competitive league sports that include soccer, track, cross country, and basketball. o Students participate in professionally trained ice skating activities provided by Sharks Ice

7. *The school's test scores have increased each year; however, the school should continue a strong focus on increasing student achievement as measured by the API rankings to ensure that the school meets the requirements of AB 1137.*

Historical Background

Lighthouse had made incremental API growth each year of existence. As a charter school Lighthouse must meet the standards set in California Assembly Bill 1137 submitted to Assembly Member Sarah Reyes in 2003. AB 1137 increased the accountability of charter schools, created performance requirements, and added four programs to the charter school categorical block grant. Most significant of the four programs are the

performance requirements. In order to qualify for renewal, charter schools that have been in operation for four years must:

1. Meet their API growth target in the prior year or two of the three previous years or the aggregate for the prior three years.
2. Receive an API state of comparison rank of 4 or higher in the previous year or two of the three previous three years.
3. The school's granting agency determines that academic performance of the school's students at least equals that of the public schools the students would have attended and of the other district schools where the charter school is located.
4. The school has qualified for the Alternative Schools Accountability Model.

Actions Taken Since Initial Visit

Lighthouse has worked tirelessly to improve the academic achievement by making data driven instructional decisions and providing support and intervention to struggling students. Data driven instructional decisions are the product of the following strategies and programs:

- Quarterly assessment of student performance using standards aligned interim assessments
- Professional development dedicated to modifying instruction to match needs identified in data
- Master calendars and schedules that enable more instructional support and intervention time for struggling students

Support and intervention provided to struggling students consist of the following strategies and programs:

- Reading specialists have been used to both improve classroom instruction and provide direct intervention
- A negotiated agreement with Lighthouse's SELPA (Oakland Unified School District) has allowed Lighthouse to hire it's own Resource Specialist who provide direct service to identified students
- Technology tools like FastForword are being used during and afterschool as a reading intervention tool
- Middle school class sizes have been reduces and study hall / intervention time has been inserted into the daily schedule
- Intersession and Summer Session intervention programs have been put in place to support targeted students
- High school elective time includes separate mandatory intervention classes targeted at struggling readers, writers, mathematicians, and students who have poor Habits of Work (aka study skills).

As a result of these actions, and numerous others, Lighthouse's API scores have continued to grow since the initial visit (see Figure 1). Both the K-8 and the 9-12 campuses meet the criteria set in AB 1137.

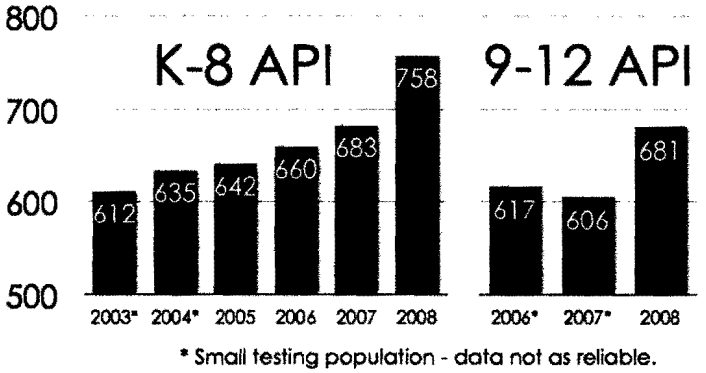


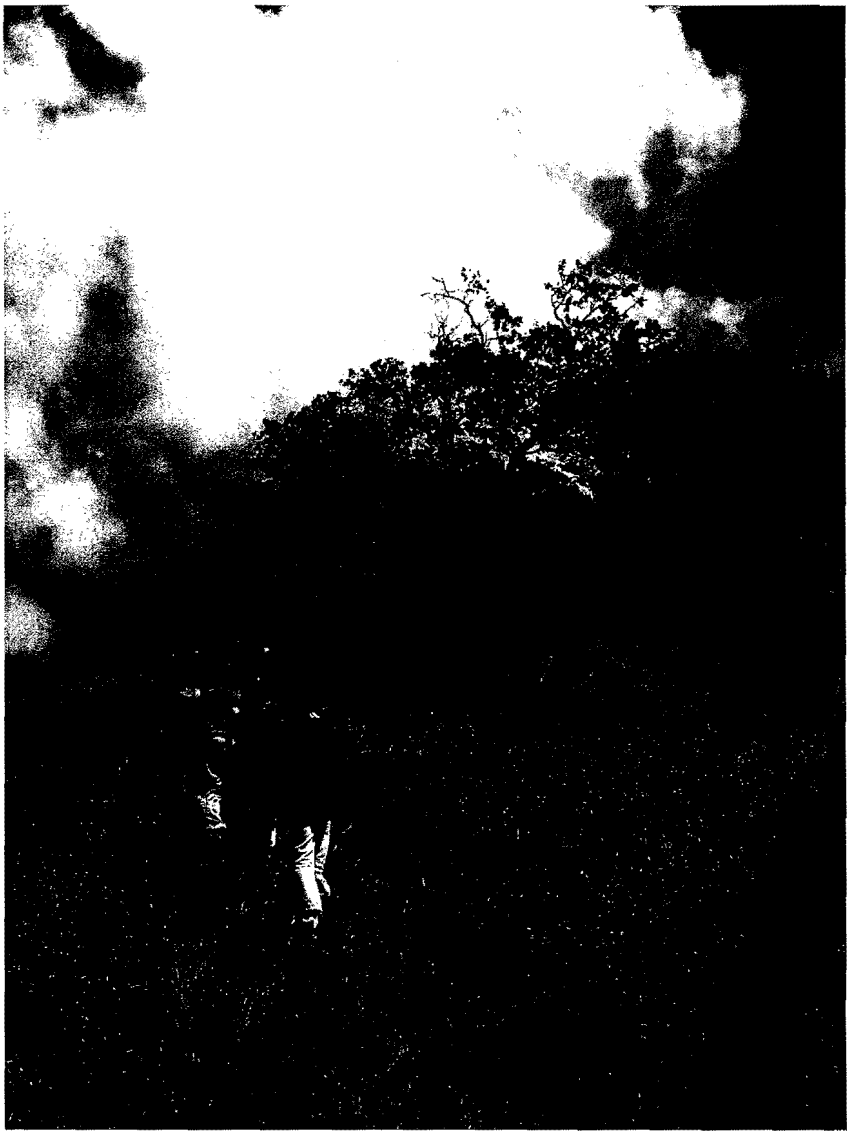
Figure 1

Summary of Actions Taken Since Initial Visit
• K-8 Charter has met AB 1137 criteria since last visit o 2007 School Rank - 2 o 2007 Similar Schools Rank – 5 o 2008 API Growth – 75 points • 9-12 Charter has met AB 1137 criteria since last visit o 2007 School Rank – 2 (sample size too small for reliability) o 2007 Similar Schools Rank – None (sample size too small) o 2008 API Growth – 73 points

LIGHTHOUSE
COMMUNITY CHARTER SCHOOL

Respectful, Responsible, Compassionate, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

CHAPTER IV
SELF STUDY FINDINGS



CHAIRS

Dawn Fregosa – Biology
CLARK JANKLOW – HUMANITIES

Jeannie Bruland – Home Language
Courtney Cerefice – Counselor
Tony Cuevas – After School Coordinator
Adriana Diaz - Fitness
Jennifer Garcia – New Leaders Fellow
Clara Illick - Art
Jay Lino – After School Staff
Elizabeth Green – 1st Grade
Gilberta Maldonado – Home Language
Maritza Ortiz – Executive Assistant
Ben Seay – 4th Grade
Jessica Siebert – Kindergarten
Janet Tillman – Dean of Students
Josh Weintraub – College Counselor
Deana Wojcik - Humanities
Hamu Yaropa - Music

A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve high levels?
To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

Activity/ Finding	Evidence
LCCS has a clearly articulated vision and mission for the school that is supported by our board, staff and community. The mission of Lighthouse is to prepare students for college and a career of their choice. This is achieved by high expectations, rigorous curriculum developing students academically, physically, and socially. Teachers are supported to develop themselves professionally so that they are equipped to better serve the students. The school's purpose is clear and necessary in Oakland – to prepare all students for college and a career of their choice. Lighthouse's mission is to prepare 100% of students for college (including completion of A-G coursework). Currently, Oakland public high schools prepare less than 25% of graduates for UC / CSU matriculation. The vision is regularly communicated to all staff, students and families.	• Mission is posted in most 6th – 12th grade classrooms and hallways • Teacher Professional Development Plans that focus upon building capacity to achieve mission and vision. • Consistent and significant time set aside for teacher professional development and data driven inquiry groups. • Student handbook, school website, prospective parent packet, mission and guiding principles posted in classrooms • Crew curriculum focused on developing student capacity to achieve mission (7-12) • High school student internship program that exposes students to prospective careers. • Structured college visits that include meeting admissions officers to increase student exposure to college. • Lightkeeper's Meetings (K-6) and Community Meetings (7-12) that reinforce school mission and vision. • Integration of Crew Guiding Principles into curriculum and awards • Mandatory enrollment meetings at which the mission is discussed and emphasized with potential parents • School charter(s) • Staff handbook • Student planners • Family handbook • School website and other promotional materials • Professional development agendas and Director notes • Mandatory family meetings (State of the School) • Leadership Team meeting notes • Coffee Tuesday flyers and agendas • College Ready days for students in grades 5 and up • Tuesday Envelopes and Monthly Mailers sent home to families • High school program designed to meet UC/CSU A-G requirements • Board Retreat agendas and minutes • Board meeting agendas and minutes

LCCS has a focus on Data Driven Instruction and the belief that all students can achieve at high levels. LCCS has implemented a mandatory quarterly assessment process in which data is collected, reported, analyzed, and reflected upon to inform instructional practices. Through the Individualized Learning Plan, process student progress is monitored and individual learning goals are developed.	• Interim Assessments • Use of state testing data • Inquiry Group meeting minutes • Grade level meeting minutes • Professional development agendas • Annual professional development calendar • Individualized Learning Plan scripts • Individualized Learning Plan goals • CAHSEE Prep (CAHSEE tutorial schedule) • Standards based reporting system
The school-wide academic standards are clearly articulated to staff, students and parents across subject areas and grade levels	• Learning Targets based upon state standards • Standards based report cards using Learning Targets (some with narrative assessments as well) • Curriculum maps • Passage requirements
The school's vision is supported by a set of Guiding Principles that are communicated to staff, students and families. These include: o Responsibility o Respect o Compassion o Integrity o Persistence o Curiosity o Collaboration o Courage o Communication o Reflection	• Lightkeeper Meetings featuring a Guiding Principle of the Month (K – 6) • Community Meetings that include Guiding Principle awards (7 – 12) • Curriculum around Guiding Principles during community building time, such as morning meetings, Lightkeeper Meetings, and Crew (7-12th Grade) • Guiding Principle posters in the hallways made by students and teachers • Learning targets connected to Guiding Principles (particularly with regard to responsibility, respect and compassion) • Student progress on guiding principles communicated via report card and progress reports • Tuesday envelopes feature information about how parents can promote Guiding Principles at home

Summary

Lighthouse Community Charter School has a mission, vision, and Guiding Principles that is clearly articulated and that is clearly supported by the Board of Directors, administration, faculty, staff, parents, and students. Lighthouse's mission is to prepare students for college and a career of their choice. The school is committed to achieving this mission by holding all students to high expectations, implementing a rigorous K – 12 curriculum, serving the whole child, involving families, and developing its teachers. The entire LCCS academic program is designed to help students achieve the mission. Our curriculum map and standards build from kindergarten through twelfth grade. Standards are focused and applied to student learning through Learning Targets that are communicated to students and families. The program builds in such a way that any student who completes it will be eligible for admission to a UC/CSU campus.

Examples of how college is built into the everyday academic experience of students include: career exploration in crew and through high school internships, connections between mastery of academic skills and future careers in all grades, as well as college visits, use of visiting experts, hands-on expeditions, and fieldwork. Some examples in our

school community include student driven Individualized Learning Plan meetings with family, students and teachers, student reflections ongoing with their learning. Evidence that our rigorous, standards-based, K – 12 is working can be found in API gains over the past seven years, Interim assessment scores, exposition of learning events (EXPO), CAHSEE passing results, and college senior early acceptances.

Serving the whole child, academically, physically and socially as well as involving and working closely with families, is creating Lighthouse students who are successful life long learners. From organic food service to the creation of the Bay Area Charter Sports Athletic Conference; from home language bilingual support, to counseling services, as well as in-school heath screenings and Safe Harbor after school programs, our school community sees children as more than a test score. In addition, teachers are supported through professional development and collaboration within the learning community. Weekly PD, peer instructional observations, ELL scaffolding, "Kid Talk", New teacher mentoring, curriculum coaches and constant teacher best practice reflection all support our instructional staff in succeeding in the mission and vision.

At Lighthouse, there is a belief that every student can achieve at high levels. To put that belief into practice, LCCS has a focus on Data Driven Instruction. Across all grade levels and extracurricular programs there are clearly stated benchmarks and yearlong curriculum plans that are aligned with California standards. We have implemented a mandatory quarterly assessment process through which data is collected, reported analyzed, and reflected upon to inform growth and progress. This data, coupled with student-created goals (on the Individualized Learning Plan) and a detailed standards-based reporting system, high academic standards driven are in place throughout the school.

A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

Activity/Finding	Evidence
LCCS has a series of school-wide policies and bylaws that dictate the governance of the organization and school. Family-student policies define discipline and code of conduct; personnel policies define qualifications and roles of faculty and staff. Financial policies define how resources are used and monitored at the school. In sum, these policies were created with the school mission/vision at the center and are geared directly toward achievement of the ESLRs and academic standards.	• By-Laws • Charter Documents approved by OUSD • Articles of Incorporation • Student-Family Policies, last updated August 2008 • Personnel Policies, last updated July 2008 • Financial Policies, last updated October 2008

LCCS reports to the Board of Directors by monitoring progress and adherence to the school's two charters, submitting annual Local Education Agency plan, annual mandatory financial audits, and academic achievement data. The board ensures that LCCS continues to meet school goals stated in the annual action plan developed at an annual board retreat.	• LEA Plan • Board bylaws written in 2002 and augmented in 2006 • Annual Financial Audit • Academic Dashboard • Academic Achievement Powerpoint • Board Meeting Minutes • Annual action plan • Director evaluations • SMART goals
At LCCS, the governing board and staff delegate an implement school wide policies that support achievement of Learning Targets derived from California State standards.	• OUSD approved charters: **K – 8 charter and 9 – 12th** • Learning Targets by grade level Weekly Learning Targets are communicated to K-6 Director of Instructiion and 7 – 12 Director of Instruction??? • Learning Targets are posted in classrooms/portfolio • Board approves charters that state K – 12 state standards and measurable pupil outcomes. • Interim assessment dashboard • Annual goals set by the Board of Directors (i.e. SMART goals) •
The LCCS Board of Directors approves funding for additional support and resources to achieve school wide outcomes directly and through community partnerships. Examples include: • After School Program • Home language Program • Social/Emotional and College Counselors • Math and Literacy Coaches • Fieldwork • New Leaders for New Schools • Competitive sports program for high school	• Annual budget • Staff roster • Board Meeting Minutes • Memorandums of Understanding (MOU) with staff-related partners, such as the Ann Martin Center, Oakland Youth Chorus, Museum of Children's Art, and Bay Area Charter School Athletic League •

Summary

Lighthouse Community Charter School has a clearly defined organizational structure. At the top is the Lighthouse Community Charter School Board of Directors who are responsible for monitoring the academic achievement of the school, setting policy, approving and monitoring the budget and fiscal health of the organization, evaluating the Directors of the school. Each year, the board sets SMART goals for the school. (SMART= Specific, Measurable, Attainable, Realistic, Timely) These goals are derived from the school's charters and measurable pupil outcomes. The School Directors are charged with creating educational, programmatic, and financial strategy to attain these goals and are evaluated on their ability to do so. The LEA Plan, and in Lighthouse's case, also the single schoolwide plan, helps to define these goals and strategies. Collectively, the LEA plan, charters, and SMART goals, guide LCCS purpose and support of the expected

schoolwide outcomes and standards. Further definition of goals is done via learning targets, scope and sequence, and instructional pacing schedules. Evidence of mastery along the way are found within interim assessment data, attendance data, Benchmarks for success are tracked via "dashboards" and are reported to the board quarterly.

A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Activity/ Finding	Evidence
The school's leadership team uses student data and feedback from staff to determine annual goals and create/refine a school wide action plan to achieve these goals. As a result of this annual monitoring, school leadership and staff have adopted some recent changes (last 2 – 3 years) based on data and feedback. These changes include: • Adoption of two-year looping model • Adoption and use of assessment wall (K-6) • Adoption and use of Fountas and Pinnell leveled reading groups (K-6) • Use of home language instruction (K-4) • Addition of special education/intervention specialist • Addition of literacy coach/ reading specialist position (K-6) • Required GLAD certification for all elementary classroom teachers	• Annual action plan (powerpoint presentation) • Leadership Team agendas and notes • Staff Professional Development agendas and notes • Year-end staff reflection and/or surveys • Annual student and parent surveys
The school staff gathers and monitors student achievement using multiple instruments and adjusts instruction to help all students meet the designated learning outcomes.	• Collection and analysis of CELDT testing for ELL students • Collection and analysis of Interim Assessment results • Collection and analysis of CAHSEE results • Collection and analysis of student progress towards Individualized Learning Plan goals • Analysis of STAR, SAT and PSAT results • "Kid talk" at grade level meetings or loop level meetings (meeting notes) • Master schedule is set-up to provide collaborative work time between teachers at the same grade level/content area
Using the various forms of data collected at the school, the staff identifies students who are struggling to meet learning outcomes and provides extra support for these students. There are multiple forms of support and intervention the school provides to students, including: • Summer school for targeted students	• Summer school roster • Student schedule • Professional Development agenda and readings • Intervention rosters for math and literacy programs. • Reading clinic roster • Fast Forword Roster

• Study hall and homework help for targeted students during After School Program and FLEX time • Professional development content focused on reaching "hard to reach" students • One-to-one and small group literacy instruction from specialists • Math intervention in the after school program • Partnership with the OUSD Reading clinic • Use of Fast Forword to target struggling readers	• "Kid talk" agendas at grade level meetings or loop level meetings (meeting notes) • Academic and behavior contracts for targeted students provide daily feedback to students and families struggling to meet school expectations

Summary

In its drive to help all of its students achieve academic success, the school utilizes data from multiple sources to create a school-wide action plan, set goals, and determine instructional priorities and methods. Lighthouse's development of an Interim Assessment system demonstrates its commitment to data-driven achievement for all students. Based on educational research and the results from schools with similar student body populations, Lighthouse decided to implement a system of quarterly Interim Assessments three years ago. In preparation for that schoolwide move, two of its lead teachers visited and received training from a school in Boston, Roxbury Prep, which has a longstanding practice of using Interim Assessments along with high levels of student achievement on state tests. Teachers then worked to develop and refine Interim Assessments in math and English for students K-12. These Interim Assessments allow teachers to measure student progress towards state standards at regular intervals and adjust instruction accordingly. At a school where much of the curriculum is created by teachers and grounded in project-based learning, Interim Assessments allow the staff to ensure that our students are on track to meet state standards. As further evidence of its efficacy, the Interim Assessment system piloted at Lighthouse has now been adopted by nine other schools in OUSD.

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

Activity / Finding	Evidence
98% of Lighthouse teaching staff are NCLB compliant. One staff member is Nationally Board Certified.	• Personnel data
Lighthouse hiring process attracts highly qualified staff who share the school vision and are motivated to teach at our school.	• Hiring protocol, job posting, and interview questions • At-will contracts ensure all teachers want to be at the school.
New school staff are provided with a week-long New Teacher Institute to orient them to Lighthouse, and receive ongoing support through the Beginning Teacher Support and Assessment (BTSA) Program.	• New Teacher Institute Agenda • Teacher Mentor Program • BTSA coaching on-site
All school staff participate in Professional Development Institutes three times a year that focus on helping students achieve academic standards and expected schoolwide learning results.	• PDI agendas • School calendar

School staff are provided with ongoing professional development specific to their role at the school. School staff are provided with time for collaboration and professional development through minimum days on Wednesday which are used for "kid talk" sessions, peer observation, coaching, protocols	• Wednesday PD agendas • K-6 teachers provided with literacy coaching • K-6 teachers provided with math coaching by external consultant once per month. • Outside coach works with After School staff who work with math intervention. • Strategic Literacy Initiative professional development for all 7-12 Humanities staff • Peer observations meeting notes • After School Program PD Agenda • Home Language PD Schedule • All K-6 staff will be fully GLAD trained by end of 2008-09 school year. • EASE (grading program) training for all 7-12 staff • CREW binders providing resources for crew leaders • Marilyn Burns agendas and notes • Child Abuse reporting workshop • CPR class • OASES ASP staff survey
School Professional Development models practices teachers are expected to use in classrooms.	• Staff appreciations or celebrations at every meeting • PDI started with morning meetings • Professional development conducted using multiple teaching strategies
School staff receive targeted support to their individual needs.	• Regular one-on-one check-ins between staff members and directors • Director observations and feedback core staff • Observations of After-School staff by ASP coordinator • Observations of Home Language staff by Home Language coordinator • Peer observation protocol, schedule and notes • Literacy coaching K-6 • Math coaching K-6 • Professional Development Plans
Struggling staff receive more frequent check-ins with the director and develop a targeted plan for improving performance, including supports needed and benchmarks for growth.	• Professional Development Plans • Notes from one-on-one check-ins with director

Summary

The idea of teachers as learners is one of the five design principles on which Lighthouse is based. The development of a high quality staff begins with the hiring process, and is supported by the school calendar. All new staff attend a New Teacher Institute for one week to orient them to instructional practices at Lighthouse. All staff attend three Professional Development Institutes during the year that focus on how to support students in achieving academic standards and meeting Learning Targets. Throughout the year, minimum days once a week allow for continued reflection on instructional practice. After school staff, teaching assistants, and home language tutors also receive targeted professional development. Teachers are supported in translating this professional development to classroom practice through peer observations, director

observations and check-ins, and individual coaching sessions. This support is increased for teachers who are struggling in the classroom. In total, these professional development strategies translate into teachers who are better equipped to reach and teach the diverse LCCS population. When teachers are supported, student success increases.

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Activity/ Finding	Evidence
Leadership and staff engage in data-based professional development both internally and externally to the school.	• Leadership Team agendas and notes • Professional development agendas and notes • Analysis of CAHSEE data • Analysis of STAR test data • Analysis of Interim assessment data and grade level data meetings • Analysis of STAR, CAHSEE, IM content by Learning Targets • Analysis of CELDT test data • Analysis of learning target, progress report and Individualized Learning Plan data • Analysis of longitudinal data of student outcomes based on number of years at LCCS • College application and acceptance data for Class of 20009 • GLAD training agendas and notes • Strategic Literacy Institute agendas and notes • Marilyn Burns agendas and notes • Expeditionary Learning Outward Bound agendas and notes until 2007 • CREW curriculum development and training • Investigations math coaching by external consultant in grades K-3 (Math coaches schedule and notes) • School-wide adoption of Comprehensive Literacy Model

Summary

Lighthouse is focused on gathering student achievement data that steers the professional development plan and boots student performance. Interim assessments are administered to students three times a year, and the staff meet in grade level and loop level teams after each assessment to analyze the data and develop an instructional action plan. The grade level teams then meet with leadership team members to discuss the action plan and receive any needed support. Annual STAR test results are reviewed and analyzed by the leadership and teaching staff to help judge the effectiveness of our academic program. In 2007, K-6 moved from Teacher's College Literacy Model to the Comprehensive Literacy Model (CLM). This decision was made because reading assessment data showed a lack of acceleration for underperforming students, and the CLM had produced favorable results at other schools with similar student populations. All K-6 literacy teachers were trained in the CLM, and the literacy specialist provides ongoing assistance and support. In addition, the literacy specialist leads twice-monthly professional development meetings that focus on targeted aspects of the CLM. Because

the majority of our student population is comprised of English Language Learners, all classroom teachers have also been, or are in the process of being certified in GLAD (Guided Language Acquistion Design) to provide better language access to ELL students in social studies and science. To provide students with a set of skills for reading challenging content-area academic texts, the humanities teachers in 7-12 are involved in year-long literacy training at Strategic Literacy Initiative through WestEd. The work we have done, thus far, has resulted in an increase in the number of students demonstrating proficiency in both math and literacy.

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

Activity/Finding	Evidence
Lighthouse budgets its resources strategically to support student achievement. The budget is revisited every year to allow for shifting needs and priorities in the school. State funds are supplemented with outside fundraising to develop programs.	• General school budget and individual staff budgets • Leadership Team meeting budget input • Architectural plans of current and future school sites • Staff roles and responsibilities • Fundraising by students, parents and staff (8% of annual budget) • Annual inventory of resources and equipment • Teacher use of grant-giving website "Donor's Choose" • Additional grants awarded (BP, Jordan) • Annual audit • Finance committee (which reports to the board)
All core teachers at Lighthouse are provided with a school laptop, email address, a classroom library, curriculum materials (including textbooks and manipulatives as needed), access to technology (TV/DVD, overhead projectors, computer projectors, computer lab time), basic supplies and a discretionary budget.	• General school budget and individual staff budgets • Annual inventory of resources and equipment • Technology sign-out schedules • Kerry's accounts allow teachers to order own supplies • Classroom library inventory
All teachers have individual budgets that are updated monthly to show what teachers have spent and still have available.	• Budgets • Kerry's accounts
Outside of the classroom, the school devotes resources to various enrichment activities and programs for students and families	• After school program enrichment classes and field trips • Art for all students grades K – 10 (see schedules) • Music for all students K – 4 • Counseling program • School yearbook • School dances • Membership and participation in athletic league • Student awards • EXPO • Family Learning Night • Family Potluck

	• Coffee Tuesdays

Summary

At Lighthouse, many different stakeholders participate in the budget process, which focuses on allocating resources to best support student achievement. Throughout the year, input is gathered as to additional school needs requiring financial resources. In the winter, the Director team draws up a proposed budget which is presented to the Leadership Team for feedback. This input is incorporated into a new version that is presented to the whole staff for input. The revised budget is presented to the Board of Directors, who approve it. The budget includes teacher classroom budgets, which allow teachers to purchase classroom resources they need throughout the year.

In addition to state and federal educational funds, Lighthouse relies on substantial outside fundraising to provide additional resources to support student achievement. Approximately 8% of our budget comes from additional fundraising, including parent and school fundraisers, school grants, and teacher grants.

Throughout our first seven years, Lighthouse has struggled with our physical plant as the school has grown. Currently, we are housed in two separate sites which does not support our overall vision of a K-12 campus. In addition, some classrooms are small or awkwardly shaped, some teachers and programs share classrooms, and there is a constant need for additional space for After School, art, home language, music, and lunch. We do not have an outside play space that is on the school campus, and students must walk to a park for fitness and recess. We are optimistic that next year we will move into a permanent facility that is large enough to accommodate our entire program.

A7. Has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

Is the charter school solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting?)

Activity/Finding	Evidence
LCCS school board executes responsible resource planning and adheres to ethical accounting practices. LCCS has a detailed accounting system for accounts receivable and accounts payable, both with internal and independent outsourced control. The board-approved budget has an annual budget process, which is reviewed by the board finance committee. The board consistently encourages the financial solvency of LCCS with the historical evidence of a 3 - 5% operating income available.	• Annual Audit • Board meeting minutes • Board financial policies • Finance committee agenda and minutes • Individual teacher budget monitoring quarterly • Budget accountability system monitored by Executive Assistant for all staff budgets • Fundraising committee agenda committee

Summary

The Lighthouse Community Charter School board has consistently implemented responsible and reliable financial practices to ensure effective resource management

and solvency. The efficacy of these practices is cataloged in each annual audit which has been shared with the Lighthouse board and our charter granting agency (Oakland Unified School District).

A8. Has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices and ethical standards?

Activity/ Finding	Evidence
LCCS is in compliance with and upholds all state and federal laws, accepted practices, and ethical financial standards; including biannual and ongoing audit of financial health and audit of internal controls.	• Annual Audit • Board meeting minutes • Board financial policies • Finance committee agenda and minutes

Summary

The Lighthouse Community Charter School board has developed widely accepted responsible financial policies. A highly-qualified finance committee ensures that the written policies are implemented consistently and appropriately. The efficacy of these practices are cataloged in each annual audit which has been shared with the Lighthouse board and our charter granting agency (Oakland Unified School District).

Strengths

1. Achievement data is used in many ways to monitor student progress and drive teaching practices
2. Guiding Principles are consistently taught across the K-12 program defining and developing a cohesive set of expectations
3. There is a curriculum map, including a well articulated set of Learning Targets for each grade level and content area ensuring student access to a rigorous academic experience
4. The school utilizes multiple forms of intervention for students who are not meeting the achievement benchmarks
5. The school calendar and master schedule prioritize a significant amount of staff professional development time.
6. The resources needed to achieve learning outcomes are made available to teachers and staff

Growth Areas

1. Improve facility to provide easy access to a playground, library, and dedicated art studio.
2. Augment support services to meet specific student needs.
3. Consolidate campuses to improve K-12 cohesion.
4. Improve the communication of school's focus upon college and career options in elementary grades.
5. Improve the communication of LCCS's governance structure, processes, and decisions to all constituents.

COMMUNITY CHARTER SCHOOL

Respectful, Responsible, Compassionate, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

CHAPTER IV
SELF STUDY FINDINGS

B. Curriculum

CHAIRS

Kate Parman - Humanities
Laura Kretschmar – 5-8 Math / Science

Michelle Kellman – 2nd Grade
Stephanie Lee – Mathematics
Emily Lee – 3rd Grade

Eesuu Orundide – Art
Angela Tam – Instructional Aide
Joyce Walton – Resource Specialist

B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results?

Activity/ Finding	Evidence
At Lighthouse all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results. To graduate, all Lighthouse students must satisfy every single criteria of the UC / CSU A-G requirements. It is impossible for a student to graduate without being eligible for four-year college matriculation. There is very little variation in course offerings to ensure that every Lighthouse students participates in the same college preparatory coursework. The coursework that has been submitted and approved by the UC is based upon both the state standards and Lighthouse's expected school-wide learning results. In order to complete a course, students must collect evidence for each specific standard and demonstrate the expected school-wide learning results. This evidence can be seen in portfolios and is also showcased at passage presentations. The specific learning targets for each course and the expected school-wide learning results are embedded in all curriculum development and are reinforced throughout the school and classrooms.	• Graduation requirements • Course descriptions • Passage expectations • Passage portfolios
Mathematics Students participate in a rigorous, standards-based curriculum that thoughtfully develops skills over time as well as students ability to mathematically communicate and problem solve. Mathematics inquiry groups collaborate to constantly align standards and evaluate the quality of student work to ensure high levels of rigor. This work occurs during weekly language arts inquiry group meetings. Norming of expectations and curricular implementation is facilitated by peer observations that are also debriefed during inquiry group meetings. Every student is required to take math every year until they pass Algebra II, thus meeting the A-G requirements. Thus far, every Lighthouse student has graduated having completed and passed Algebra II. The math curriculum is designed as a balance	• Course syllabi / descriptions • Learning Targets • CAHSEE math results • Graduation requirements • Inquiry group agendas and minutes • Problems of the Week (POWs) • Intervention schedule and rosters • Subject specific mathematics CST results • Interim assessment results

between learning discrete skills and developing complex problem solving. Lighthouse uses open-ended problems of the week to develop students ability to problem solve and to communicate their mathematical thinking. The revision process allows students to revise their work to continuously develop their mathematically communication and discrete skills. Interim assessments are used quarterly to assess student progress and to make data driven curricular adjustments. Based upon collected data, remedial math intervention is offered during study hall, as a pull-out service, during intersessions and summer school for identified students in need. Enrichment math programs are offered after school for some students. There has been a deliberate development of a CAHSEE preparation curriculum by the high school instructional team to ensure that 10th grade students are abundantly prepared to be successful upon the initial testing attempt. During 10th grade Crew time – students rotate through different CAHSEE preparation stations facilitated by core content staff to prepare them for the mathematics portion of the exam. As a result, our 10th grade first attempt passing rates exceed those of our local district and most Oakland high schools. Lighthouse students have struggled to demonstrate high levels of proficiency on annual subject specific mathematics CST exams. The current curriculum is either not paced appropriately or there is insufficient attention given to particular skills. The mathematics curriculum must be augmented to deliberately develop discrete mathematics skills that are assessed by the end of year state assessments. Additionally, entering 9th grade students must be conservatively placed in their initial Lighthouse mathematics course to ensure that they have the foundational skills to be successful. This will be accomplished by implementing a placement exam for all 9th grade students new to Lighthouse.	
Language Arts Students participate in rigorous, standards-based curriculum. There is no form of tracking for students and all students are expected demonstrate their	• Course syllabi / descriptions • Learning Targets • Inquiry group agendas and minutes • Language Arts CAHSEE results

understanding of specific standards throughout grades K-12. Learning Targets (standards) from grades K-12 reveal thoughtful and rigorous reading and writing development over time. Grade level and content area teams collaborate to constantly align standards and evaluate the quality of student work to ensure high levels of rigor. This work occurs during weekly inquiry group meetings. Norming of expectations and curricular implementation is facilitated by peer observations that are also debriefed during inquiry group meetings. Both internal and external data reveal that all student groups are growing as readers and writers. There is a heavy emphasis upon reading and exposure to a variety of texts as well as workshop time dedicated to the writing process. Older students are expected to independently read more than 10 grade level, college preparatory books per year. There is an institutional commitment to the writing process that is manifest in structures that support revision of work and longer instructional blocks for workshop time. For students who struggle with the coursework, intervention support is offered to during the school day and at different periods after school and throughout the year. Lighthouse must specifically continue to develop the curriculum to support English Language Learners through sheltered instruction techniques and English language development. This is important because language learners both comprise a large portion of our student population and it is known that specific instructional strategies benefit their literacy development. There has been a deliberate development of a CAHSEE preparation curriculum by the high school instructional team to ensure that 10th grade students are abundantly prepared to be successful upon the initial testing attempt. During 10th grade Crew time – students rotate through different CAHSEE preparation stations facilitated by core content staff to develop their reading and writing capacities. As a result, our 10th grade first attempt passing rates exceed those of our local district and most Oakland high schools. The **Home Language Program** offers ELL support and the opportunity to enhance literary skills in students' home language. Home Language is offered to students in grades K-4. It is a dual-language, small group native language maintenance program that helps students meet state standards in all disciplines because research reveals that native language maintenance programs accelerate new language acquisition. The program has it's own curriculum	• Intervention schedule and rosters • Lesson plans / classroom observations • Writing rubrics • Interim assessment results • Literacy growth rates for ELLs measured by interim assessments, CSTs, and CAHSEE • Home Language Curriculum guide • Home Language Lesson plans • Student exemplary work • Schedules • Rubrics

separate from core classroom instruction and it occurs each instructional day lasting just under an hour of instruction. As a part of Home Language, elementary native English speakers are offered the chance to participate in the Spanish as a second language program. This course is aligned with CA language standards.	
Social Studies All high school courses offered meet the A-G requirements. Lighthouse has begun to offer honors social studies coursework for interested students. The course sequence for all high school students is set and therefore all students have access to the same content. Content area teams collaborate to constantly align standards and evaluate the quality of student work to ensure high levels of rigor. This work occurs during weekly inquiry group meetings. Norming of expectations and curricular implementation is facilitated by peer observations that are also debriefed during inquiry group meetings. Most curriculum is designed and implemented by Lighthouse teachers who anchor instruction to articulated learning targets. Lighthouse uses TCI's History Alive program as text and research support. The social studies curriculum is tightly integrated with the language arts coursework during the Humanities instructional block.	• Course syllabi / descriptions • Learning Targets • Inquiry group agendas and minutes
Science All high school courses offered meet the A-G requirements. The course sequence for all high school students is set and therefore all students have access to the same content. Content area teams collaborate to constantly align standards and evaluate the quality of student work to ensure high levels of rigor. This work occurs during weekly science inquiry group meetings. Norming of expectations and curricular implementation is facilitated by peer observations that are also debriefed during inquiry group meetings. Most curriculum is designed and implemented by Lighthouse teachers who anchor instruction to articulated learning targets. The science courses also use textbooks for instructional support. A large component of the science curriculum includes fieldwork and experts that expose students to science as a real world experience.	• Course syllabi / descriptions • Learning Targets • Inquiry group agendas and minutes
Languages other than English (LOTE) Lighthouse offers A-G approved Spanish I and II courses via computer-based instruction, but primarily encourages students to complete their LOTE	• Course syllabi / descriptions • Learning Targets • Community college enrollment data

requirements through enrollment in coursework at local community colleges. To date, students have completed Spanish, French, and Cantonese coursework at community colleges. Our community college partnership has also allowed our native Spanish speaking students to enroll in advanced Spanish classes. As a result of our community college partnership, we both fulfill our A-G requirements while assessing student college readiness.	
Art and Music Students participate in rigorous, standards-based curriculum in visual and musical arts. The content of these courses meets requirements for the arts standards and supports instruction across academic disciplines. The high school visual arts program is A-G approved. Art work is consistently showcased in gallery style and once per year is exhibited in local Oakland galleries.	• Student work • Rubrics • Teacher created exemplars • Bulletin Boards
Fitness Students participate in rigorous, standards-based curriculum that promotes health, fitness and an understanding of a range of sports. Students participate in a balanced curriculum that divides time between structured fitness activities, new skill development within a team sport context, and deliberate team building.	• Presidential fitness test data • Teacher plans • Course syllabi / descriptions • Student performance/progress data • Rubrics
Career and College Preparation Since the mission of the school is to prepare 100% of students for college and the career of their choice, career and college awareness are a component of a student's experience from kindergarten through 12th grade. Starting in High school, students participate in a college and career preparation course as well as senior seminar. These courses deliberately prepare students to: • Secure an internship • Use the Naviance college research and application program • Apply to a variety of four year universities by visiting at least colleges per year and meeting directly with admissions officers • Complete their personal statements for college after a rigorous submission and revision process • Achieve at high levels on the SAT • Complete all financial applications • Educate their parents on effectively financing college • Be successful in a college paced environment	• Course syllabi / descriptions • College admission rate • Internship descriptions • Classroom observations

Summary

At Lighthouse all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results. To graduate, all Lighthouse students must satisfy every single criteria of the UC / CSU A-G requirements. It is impossible for a student to graduate without being eligible for four-year college matriculation. There is very little variation in course offerings to ensure that every Lighthouse students participates in the same college preparatory coursework.

The coursework that has been submitted and approved by the UC is based upon both the state standards and Lighthouse's expected school-wide learning results. In order to complete a course, students must collect evidence for each specific standard and demonstrate the expected school-wide learning results. This evidence can be seen in portfolios and is also showcased at passage presentations.

The specific learning targets for each course and the expected school-wide learning results are embedded in all curriculum development and are reinforced throughout the school and classrooms. Finally, Lighthouse offers career and college preparation courses to every student. These courses are critical to achieving the mission by preparing every student to:

- Secure an internship
- Use the Naviance college research and application program
- Apply to a variety of four year universities by visiting at least colleges per year and meeting directly with admissions officers
- Complete their personal statements for college after a rigorous submission and revision process
- Achieve at high levels on the SAT
- Complete all financial applications
- Educate their parents on effectively financing college
- Be successful in a college paced environment

Lighthouse students have struggled to demonstrate high levels of proficiency on annual subject specific mathematics CST exams. The current curriculum is either not paced appropriately or there is insufficient attention given to particular skills. The mathematics curriculum must be augmented to deliberately develop discrete mathematics skills that are assessed by the end of year state assessments.

In addition to addressing mathematics for older students, Lighthouse must specifically continue to develop the curriculum to support English Language Learners through sheltered instruction techniques and English language development. This is important because language learners both comprise a large portion of our student population and it is known that specific instructional strategies benefit their literacy development.

B2. Do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

Activity/ Finding	Evidence

Every student has an **Individualized Learning Plan**, which is reviewed triennially by the student's core teacher or crew leader, the student, and a parent or guardian. At each meeting, the student reflects on past achievements and sets new goals. Goals may be academic, social, or emotional in focus. As students get older, they take more responsibility for the goal setting process and facilitation of the actual Individualized Learning Plan meeting. This process allows goal setting to be tailored to individual students' needs and strengths. For example, a second grader who learns well through social interaction and needs to memorize the addition combinations might set a goal of, "I will learn the addition combinations by playing math games with my big sister every day for a month." A high school student who is working on increasing class participation might set a goal of, "I will participate in a humanities discussion at least twice a week." Individualized Learning Plans focus both on long term goals but also develop the requisite strategies to achieve these goals.	• Individualized Learning Plan sign-up lists • Individualized Learning Plan scripts • Individualized Learning Plan goal and reflection forms
All students have **access to support and intervention** as needed: • **Reading intervention classes:** A K-6 interventionist provides daily small-group instruction to students reading below grade level and consults with those students' classroom teachers about how to support their literary instruction in the classroom. High school intervention provides small-group instruction to students with reading and grammar skills below grade level. The intervention classes are led by classroom teachers and administrators. • **After school tutoring:** After school K-12 staff provides homework assistance. Middle and high school teachers offer after school tutoring as needed. • **Computer-based literacy intervention:** Students in grade 1-12 have access to a computer-based program, Fast ForWord, which is designed to improve students' phonemic awareness, phonics, language usage, and fluency skills. • **Special education/resource:** Resource specialists at K-6 and 7-12 sites provide special education services to students and facilitate Individual Education Plan (IEP) process. Special education students receive pull-out, push-in, and small group and	• Attendance rosters • Counseling caseloads • Counseling partnerships with the Anne Martin Center • Intervention schedules • Description of Fast ForWord program • Data on progress of Fast ForWord students • Sample lessons/curricula for Crew • SST documents • Log of meetings held • Log of contacts • Log of home visits • Descriptions of programs offered

individualized intervention. Specialists coordinate with Oakland Unified School District and ensure that all legal responsibilities are met. Students also receive speech therapy and occupational therapy as needed, through OUSD. • Middle school **study hall**/High school **Flex time**: 7th through 12th grade students have access to math and humanities intervention classes for homework and class work support. • **Crew time:** 7th through 12th grade students receive academic and emotional support four times a week. CREW leaders focus specifically on study skills and habits and community building. • **Summer/intersession tutoring:** Identified K-6 students were asked to attend in a six-week half-day summer program focused on literacy and math intervention. Middle and high school students have the opportunity to receive academic support for core classes during fall, winter, and spring vacations. Students who chose not to attend were recommended for retention. • **Extend intervention services** (reading intervention; summer school; counseling; after school tutoring; intervention weeks) to all students who need it. While several intervention structures currently exist, staff are in agreement that the program needs to be augmented to include even more students who need specialized support.	
There are concerns about the achievement of our African American boys in the younger grades. In addition to academic concerns, our younger African American boys are also accruing disciplinary referrals at a higher rate than any other cohort. Because of these concerns, we must develop strategies and support networks for our struggling African American boys.	• Achievement rates of younger African American boys • Disciplinary data for our younger African American boys
All students have access to **opportunities to develop their personal interests and goals**: • **Art, fitness, music, and drama** are provided each year to all students as part of the regular school program. We have partnerships with the Berkeley Repertory Theater and Museum of	• Attendance rosters • Schedules • Descriptions of partnership organizations • Descriptions of courses offered

Children's Art (MOCHA) to help staff these course offerings. • **Career planning and college counseling** are provided to all 11th and 12th graders by our college advisor. 9th and 10th graders have the option to participate in a course on **business entrepreneurship**, in which they create a small business. • All 11th graders participate in work **internships** in the community during their spring semester. The students put in several hours a week with local businesses and other organizations. • High school students have the option to enroll in **community college courses and online courses** for high school credit. • **After school enrichment classes** are offered in sports, art, music, dance, martial arts, drama, film-making, and other areas. We partner with local agencies such as Oakland Public Conservatory of Music and Oakland Youth Chorus. The school is represented in local leagues by several soccer and basketball teams.	• List of internships • Program brochure • Photos • Calendars • Schedules
All K-4 students participate in a **Home Language (heritage language maintenance) or Spanish as a Second Language program** for two hours and fifteen minutes a week. Home Language allows students whose home language is Spanish or Cantonese, to continue to develop their primary language and enhances students' access to core content standards. Spanish as a Second Language allows students whose home language is something other than Spanish or Cantonese, to develop skills in an important world language. Both programs communicate to students that biculturalism and bilingualism are valued at the school and are important assets in life.	• Schedule • Sample curricula/lessons • Sample student work • Description/history of program
All core teachers K-12 administer **quarterly Interim Assessments** in addition to ongoing assessment that is integrated into the curriculum. **Careful, ongoing monitoring and analysis of the data** from these assessments ensures that no student "slips through the cracks." Professional development and joint planning time are dedicated to this important work.	• Sample Interim Assessments • Data spreadsheets with item analyses • Graphic organizer for analysis of and reflection on data • Professional development calendar and agendas

Summary

We ensure that all of our students have access to a rigorous, core curriculum through Individualized Learning Plans, assessment and reporting practices, intervention programs, and enrichment classes. A diverse range of intervention programs allows students with a variety of learning styles and needs to succeed academically. Student access to intervention include reading classes, after school tutoring, computer-based literacy,

special education / resource specialist, middle school study hall, high school Flex time, crew time, the Student Success Team process, summer school, and intersession tutoring. Lighthouse students also have the opportunity to develop their personal interests and goals. The courses available to students include, but are not limited to, visual art, fitness, music and drama, career planning and college counseling, internships, community college enrollment, online courses, and after school enrichment classes. Our college and career counseling, internship, and entrepreneurship programs help prepare students to pursue the careers of their choice.

There are concerns about the achievement of our African American boys in the younger grades. In addition to academic concerns, our younger African American boys are also accruing disciplinary referrals at a higher rate than any other cohort. Because of these concerns, we must develop strategies and support networks for our struggling African American boys. Finally, while several intervention structures currently exist, staff are in agreement that the program needs to be augmented to include even more students who need specialized support.

B3. Will students be able to meet all the requirements of graduation upon completion of the high school program?

Activity/ Finding	Evidence
All high school students participate in an academic program that meets the California A-G requirements for college entry and follows the California State Standards. Students are required to complete 4 years of Humanities; 3 years of math; and 2 years of lab science to graduate. 100% of high school seniors have passed the CAHSEE exam.	• 9—12 course list • A—G requirements document • Attendance data • CAHSEE results
Academic and cultural content is not completely aligned K-12 resulting in both unnecessary redundancies and potential knowledge gaps. To completely leverage our K-12 potential Lighthouse must continue vertical alignment of K—12 Learning Targets and Content Maps.	• Learning Targets • Content Maps
All K—12 students participate in a performance-based promotion process called Passage. Every two years, starting in Kindergarten and grades 2, 4, 6, 8, 10, and 12, students are required to demonstrate proficiency in their respective grade level through a passage portfolio and presentation where they exhibit their work in front of their families and teachers. Students who do not demonstrate readiness through the requirements of the portfolio are retained.	• Passage Portfolios from grades K, 2, 4, 6, 8, 10, and 12 in the process (first year of 12th graders) • Grade level passage checklists for 2; 4; 6; 8; 10; 12. • DVD of a 2005 8th grade passage presentation.
Mid-year meetings for all parents of students who are in a passage year are offered to communicate	• • Parent passage meeting agenda and flyer

passage expectations to parents.	
All teachers and students grades K—12 use and practice college preparatory language and habits that include our expected school wide learning results. Students in grades K—12 are assessed on the expected school wide learning results at reporting periods.	• List of Guiding Principles (expected school wide learning results) • Report cards K—12 • • Classroom Anchor Charts
Parents and families of students who are in danger of passing are notified via phone calls; letters; and home visits. Parents and students may also participate in an Student Success Team meeting.	• SST document • Letter informing parents of student not passing
Summer school is available starting in 2nd grade for some students who are not meeting grade level standards.	• Summer school attendance roster
SAT prep classes are offered on campus to all 11th and 12th graders. Currently, about 50% of students take advantage of these classes.	• SAT class attendance roster • SAT practice book and tests • SAT test scores
9-12 grade students are offered expanded elective options including community college classes and online classes for AP credit, recovery credit for classes failed, or for classes Lighthouse does not offer such as world languages and advanced science classes.	• Community College transcripts • Master schedule of electives offered
All high school students have access to a college councilor who provides class presentations, individual meetings with students, and visits to colleges.	• College councilor weekly schedule • College trip itinerary • Students reflection sheets on college visits • College readiness lesson plans
All 11th grade students are required to participate in a semester-long internship at a community based organization for 4-6 hours per week.	• Attendance sheets • Internship projects
All K-12 students meet 3 times each year with teachers and families for Individualized Learning Plan meetings where they set and reflect on academic, social and emotional, and physical goals and strategies to keep them on track for college readiness.	• Individualized Learning Plan prep doc • Individualized Learning Plan scripts • Individualized Learning Plan DVD's • 8th grade video of smart goal setting and Individualized Learning Plan meeting
All 7—12 students participate in a small learning community made up of one adult in the school and 12-15 students that meet 2-4 days per week. This structure allows for all students to be known well, to have an advocate in the school, and to have a place that supports them with their academic, social and emotional Individualized Learning Plan goals and well-being.	• Master Schedule • Crew meeting agendas • Weekly goal setting agendas • Crew binders • Crew planning meeting notes • Crew anchor charts

Summary

Although this is our first year of having a graduating class, all of our seniors are on target to graduate. By November 2008, all 24 seniors had submitted applications to four-year colleges and universities and by January 2009, 17 of the 24 had been accepted to one of their schools. 100% of the Class of 2009 also passed the CAHSEE.

All 9—12 students participate in a rigorous California standards-based high school

program that not only prepares them to pass the CAHSEE and graduation requirements, but also prepares them to be eligible for college acceptance. In addition, we also support students who are struggling to graduate by providing intervention during the school day, after school tutoring, online coursework for recovery credit, and community college courses to supplement what Lighthouse does not offer, such as world languages. Academic and cultural content is not completely aligned K-12 resulting in both unnecessary redundancies and potential knowledge gaps. To completely leverage our K-12 potential Lighthouse must continue vertical alignment of K—12 Learning Targets and Content Maps.

With a rigorous performance-based promotion process every two years, we retain students who are not ready for the next loop level, ensuring that they take the time they need to meet grade level standards. All of our 7—12 students participate in a small learning community called Crew where they are guaranteed the advocacy of an adult who supports them to monitor their Individualized Learning Plan goals and strategies as well as academic, social and emotional well-being. Crew meetings, triennial Individualized Learning Plan meetings, and report cards help teachers, families, and students stay on top of student progress toward meeting graduation requirements and being prepared for college.

Strengths

1. 100% of Class of 2009 was eligible and applied to a four-year college or university. By January 2009, 70% were accepted to at least one of their schools.
2. Rigorous performance and standards-based promotion system K—12 grounded in specific Learning Target expectations.
3. Structured goal and strategy setting through triennial Individualized Learning Plans and Crew (7-12) to improve student academic achievement, social and emotional development.
4. Data-driven instructional goal-setting through quarterly Interim Assessments.
5. Small school environment meets individual student needs by offering supplemental coursework and targeted academic and social interventions.
6. The dedication and caliber of teaching and site staff.

Growth Areas

1. Continue to develop a program to support English Language Learners through sheltered instruction techniques and English language development.
2. Develop strategies and support networks for our struggling African American boys.
3. Augment high school mathematics program to continue to build the specific skills that are assessed by the end of year state assessments.
4. Continue vertical alignment of K—12 Learning Targets and Content Maps.
5. Extend intervention services (reading intervention; summer school; counseling; after school tutoring; intervention weeks) to all students who need it.
6. Continue to expand and enhance physical and health instruction to all students grades K—12.

COMMUNITY CHARTER SCHOOL

Respectful, Responsible, Compassionate, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

CHAPTER IV
SELF STUDY FINDINGS

C. Instruction

CHAIRS

Justin Green - Humanities
Wanda Watson – Humanities

Jaya Duffin – Kindergarten
Sara Ellberg – 1st Grade
Paula Guzman – Home Language
Christine Handte - Fitness

Angie Montez – Earth Science
Lola Prieto – Instructional Aide
Hilary Yamtich – Mathematics

C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Are all students involved in challenging learning experiences to achieve academic standards and the expected school wide learning results?

Activity/ Finding	Evidence
At Lighthouse, instructional practices are developed to meet the Learning Targets that are drawn from the state standards. All students, K-12, are exposed to and taught the expected school wide learning results as a part of core instruction. The Learning Targets reflect state standards and are aligned to provide a K-12 continuum that builds on previous course work. The Learning Targets are made explicit in all curriculum materials, to the students and to the community as well as the expected school wide learning results. Instructional practices are normed across grade levels and content areas. Expectations are explicit and consistent across the school. This facilitates students' transitions from teacher to teacher and subject to subject, enabling students to focus on academic content. Examples include do nows, exit slips, Guiding Principles, college-ready language, student planners, posted Learning Targets, and anchor charts. Administrative and peer observations are used to ensure consistency of instructional practice. Content area teams are also trained together to develop a shared understanding of specific instructional practices (e.g. literacy development). Within the construct of shared instructional practices, each Lighthouse teacher differentiates their instruction to meet the specific needs of their particular class. This ensures that students are both exposed to similar instructional practices throughout their tenure at Lighthouse as well as a tailoring instruction to effectively meet student needs.	• Pacing guides • Curriculum maps • Professional development calendar • Inquiry group notes • Learning Targets • Observation schedules
All school-wide decisions regarding curriculum, Individual Learning Plans, and assessment are decided through an established collaborative system. Lighthouse's professional development calendar has a regularly established system for these purposes. Collaboration includes loop-level, grade level and inquiry groups. Loop-level consists of two consecutive grade level pairings and inquiry groups consist of content pairing of teachers.	• Professional development calendar • Inquiry groups minutes • Peer observation calendar • Teacher mentorship of new teachers
The proficiency rates of older Lighthouse students who are taking end of course mathematics tests are both lower than desired and are not growing.	• Subject specific mathematics (e.g. algebra, geometry, algebra II) CST test scores declining and not meeting expected proficiency levels

especially compared to growth in other academic areas. This belies the successes we are seeing within classrooms and points toward need to develop shared instructional practices that deliberately develop discrete math skills represented on the end of year state exams.	
Critical work must be directed toward norming what it means to "meet" academic Learning Targets and expected school wide learning results. Teachers currently look at student work to norm items like student writing and math problems of the week. The issue that needs to be addressed is how much and what type of evidence constitutes "meeting" a learning target. This is critical because "meeting" learning targets is the foundation of Lighthouse's assessment system.	• Standards based assessment system • Grading system correlation to GPA • Learning Targets • Guiding Principles
To support all students in meeting instructional goals over time, teachers at Lighthouse offer students multiple opportunities to master content and meet Learning Targets through revisions and alternative assessments in addition to the regular course-work. Students have the option to revise their work on quizzes, essays, and other assignments and assessments. This improves access to learning, by giving students multiple opportunities to master the content.	• Master schedule • Revision policy • Flex Time tutorials
Students are made aware of work standards and grading expectations in terms of both the final goal (Learning Targets) and individual assessments (rubrics.) Each course and grade level uses the same standards-based grading system so students will learn this and use it throughout their career at Lighthouse. Teachers, students and families work together to monitor student progress towards meeting Learning Targets and develop explicit Individualized Learning Plans for students to meet standards.	• Learning Targets • Learning Target trackers • Online access to grading program • Course syllabi • School-wide rubrics • Portfolios
There is a school-wide focus on all students building developmentally appropriate critical thinking and problem solving skills. Teachers seek out instructional strategies that help students develop these skills as well as nurture a love of learning. For example the high school humanities and science teachers focus on current events to help students connect new learning to existing knowledge. Many lessons, fieldwork, projects and activities include a reflection portion of a student's growth in the academic and life skills learned. All students maintain portfolios	• Portfolios • Student work • Rubrics

where they are regularly asked to reflect on and evaluate their own learning.	
Teachers differentiate instruction to target individual and group's specific needs. Teachers challenge advanced students by expanding on curriculum. Teachers scaffold curriculum to help struggling students to master the Learning Targets.	• Student work • Classroom observations
Lighthouse provides support to students with learning differences. They utilize counselors, pull-out and push-in interventions, student study teams, and specialists to meet a variety of student needs.	• Resource Specialist schedules • Speech Therapist schedules • Counselor case loads
Lighthouse must continue to vertically align instructional practices to meet the specific needs of English Language Learners. This is especially pronounced because ELLs are a majority of the Lighthouse student population and we know that deliberate and specific strategies must be applied to maximize academic language development.	• Enrollment data • Academic growth of English Language Learners
Lighthouse must to continue to augment the academic support for exceptional students by continuing to develop instructional strategies that address the specific needs of each student. This must be completed within the context of our current relationship with our Special Education Local Plan Area, the goal being to enhance mainstream instruction and increase resources for academic support outside of the instructional day.	• Enrollment data • Academic growth of identified exceptional students
Lighthouse provides a rigorous literacy program. Teachers research, evaluate and implement a literacy program founded upon best practices. This ensures all students develop the literacy skills needed to be successful in the college or career of their choice. Lighthouse's literacy program draws specifically from The Arkansas Model for younger students and for older students Lighthouse applies WestEd's Reading Apprenticeship strategies from their Strategic Literacy Initiative.	• Professional Development calendar • Course Syllabi • Writing portfolios and rubric • Reading logs • Weekly schedules revealing time for both writing and reading workshops
All K-6 core teachers are trained in Project GLAD (Guided Language Acquisition Design) strategies for sheltering instruction—making sure that English Language Learners (ELLs) have access to and can demonstrate their learning of the core curriculum. Teachers use cooperative learning, guided oral practice strategies, input charts, vocabulary development strategies, and other techniques to ensure that ELLs comprehend instruction and can communicate about the content. Through ongoing	• GLAD training dates and sign-in sheets • Description of Project GLAD • GLAD unit

coaching and professional development, we are working toward full implementation of the GLAD model.	
There is a need to continue to improve vertical alignment of Learning Targets and instructional practices to ensure that students are exposed to consistently shared practices. An example can be found when comparing the Literacy strategies for grades 5-8. Not all literacy instructional strategies are shared through this grade span and as a result, student learning may not be accelerating as quickly as possible.	• K-12 literacy instructional strategies • K-12 course and content Learning Targets
Lighthouse must find creative ways to augment the access to more extracurricular activities for 9-12 students to ensure that they can accumulate the coursework that would both prepare them and make them attractive candidates to competitive colleges. This should include – but not be limited to – honors courses and increased access of community college coursework.	• Current A-G coursework • Current high school course offerings

Summary

Lighthouse strives to involve all students in challenging learning experiences in order to consistently achieve high academic standards. At Lighthouse, instructional practices are developed to meet the Learning Targets that are drawn from state standards. All students, K-12, are exposed to and taught the expected school wide learning results as a part of core instruction.

The Learning Targets reflect state standards and are aligned to provide a K-12 continuum that builds on previous course work. The Learning Targets are made explicit in all curriculum materials, to the students and to the community as well as the expected school wide learning results.

Lighthouse uses a school-wide focus on consistent instructional strategies, Learning Targets, differentiation, and collaboration to make this happen. Vertically aligned instructional strategies expose students to a common experience and vernacular. Instructional practices are normed across grade levels and content areas. Administrative and peer observations are used to ensure consistency of instructional practice. Content area teams are also trained together to develop a shared understanding of specific instructional practices (e.g. literacy development).

Within the construct of shared instructional practices, each Lighthouse teacher differentiates their instruction to meet the specific needs of their particular class. This ensures that students are both exposed to similar instructional practices throughout their tenure at Lighthouse as well as a tailoring instruction to effectively meet student needs.

Lighthouse must address the *proficiency rates of older Lighthouse students who are taking end of course mathematics tests. This is necessary because the scores are both lower than desired and have decreased over time. Instructional actions must be taken to*

deliberately develop discrete math skills represented on the end of year state exams. Lighthouse must continue to vertically align instructional practices to meet the specific needs of largest student population, English Language Learners. Lighthouse must to continue to augment the academic support for exceptional students by both enhancing mainstream instruction and increasing resources for academic support outside of the instructional day. There is a need, in general, to continue to improve vertical alignment of Learning Targets and instructional practices to ensure that students are exposed to consistently shared practices. Finally, Lighthouse needs to find creative ways to augment the access to more extracurricular activities for 9-12 students to ensure that they can accumulate the coursework that would both prepare them and make them attractive candidates to competitive colleges.

C2. Do all teachers use a variety of strategies and resources, including technology and experience beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them, succeed at high levels?

Activity/Finding	Evidence
Teachers design lessons to incorporate structured group work in order to engage students in higher level thinking and authentic learning opportunities. Structured group work supports diverse learning styles and reinforces previously learned skills through collaboration and independent problem solving. Structured group work allows students to take on leadership roles by becoming experts and teach others.	• Lesson plans • Small group instruction • Guided level reading • Expert groups • After school program • Literature circles • Peer evaluation and group assessment
Students take advantage of the wealth of resources in the surrounding community by venturing out of the classroom and conducting regular fieldwork studies. Students make real world connections between what they have studied in the classroom and what they see and experience in the community. Examples include when Kindergarten students are studying dance they attend professional dance performances at UC Berkeley. When middle school students are studying ecology they travel to Lake Merritt to test the water quality. When high school students are studying the genre of theatric play writing they attend performances of specific plays that they have read. Teachers collaborate with experts and community leaders to expose students to career options and link academics with their lives.	• Field work packets • Lesson plans relating fieldwork to content and standards • Student thank you letters • Follow-up reflection • Field trips photos • Portfolios
Technological resources are incorporated throughout the K-12 curriculum to enrich student learning. Students have access to computers in a variety of academic contexts in order to develop computer literacy, compliment academics through math and language interventions and gain technological confidence. Computers are used to	• Lesson plan that incorporates technology • Computer lab and Fast ForWord workshop • Listening centers (k-6)

facilitate the writing process, including research, editing, and publishing polished final projects. PowerPoint is often used as a media tool to share research with their class. For example, Earth Science students assemble PowerPoint presentations for each research project and present to their class for their final assessment. Computer programs and listening centers are utilized to engage and support students in developing language and mathematic proficiency.	
The school's emphasis on collaboration across grade level and content area provides students with consistent instructional strategies and cross-curricular learning opportunities. Curriculum is based on an expeditionary learning model, which includes cross-disciplinary thematic units and GLAD strategies to support English language learners. Teachers use state-standards to develop inquiry-based units with specific guiding questions in order to foster enduring understandings and critical thinking.	• Word walls, pre-reading lessons, root word walls • Graphic organizers • Literacy as a component of ALL classes • GLAD training • Small group instruction • Guided level reading • Home Language curriculum binder • Expert groups • Intervention • After school program
Instruction at Lighthouse teaches higher level thinking skills at all grade levels. Teachers receive Professional Development to learn best practices, which teach students to become independent, critical thinkers. Specific Learning Targets at each grade level emphasize developmentally appropriate critical thinking skills.	• Classroom observations

Summary

Lighthouse students develop critical thinking skills in order to prepare them for the college or career of their choice and become lifelong learners. Teachers employ a variety of strategies to facilitate mastery of concepts. Students regularly practice analysis, synthesis, application, questioning, observation and evaluation in each content area via a standards-driven curriculum. Lighthouse teachers design course work around Learning Targets, which are tied into the state standards. Curriculum draws upon a variety of resources, such as community fieldwork and experts, internet and technological resources, primary documents, and diverse texts presenting multiple perspectives. Teachers provide hands on experience that involve student expert groups, and structured group work. Structured group work supports diverse learning styles and reinforces previously learned skills through collaboration and independent problem solving. Structured group work allows students to take on leadership roles by becoming experts and teaching others.

Strengths

1. Instructional practices are normed across grade levels and content areas.
2. Teachers differentiate instruction to target individual and group's specific needs.
3. All school-wide decisions regarding curriculum, Individual Learning Plans, and assessment are decided through an established collaborative system.
4. Explicit communication of Learning Targets based on state standards.
5. Small group cooperative learning across student focused curriculum that provide intervention and enrichment.
6. Fieldwork that provides an authentic learning experience outside of the classroom.
7. Individualized student feedback/Individualized Learning Plans that guide student learning and growth.
8. Home language program that supports language development and core classroom content.

Growth Areas

1. Develop instructional experiences high school students that deliberately develop discrete math skills represented on the end of year state exams.
2. Continue to improve vertical alignment of Learning Targets and instructional practices.
3. Develop a process for norming what it means to "Meet" a Learning Target.
4. Vertical alignment of instructional practices to meet the specific needs of all English Language Learners
5. Augment support and strategies for special needs students
6. Find creative ways to augment the access to more extracurricular activities for 9-12 students

COMMUNITY CHARTER SCHOOL

Respectful, Responsible, Compassionate, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

CHAPTER IV
SELF STUDY FINDINGS

D. Assessment and Accountability

LEADERS

Drea Beale – Humanities

HEATHER THOMPSON – LITERACY SPECIALIST

Oscar Bermeo – Administrative Assistant
Gabriela Casal – Home Language
Ramon Honea – Mathematics
Izabela Kulesza - Art

Shuna Lewis – Resource Specialist
Columba Lopez – Home Language
Megan Stoehr – Humanities
Lindsay Zeigfinger – 3rd

D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Activity/ Finding	Evidence
Passage (K,2,4,6,8,10,12) Passage is a process that LCCS utilizes to demonstrate mastery to a collection of community members, teachers, staff, family members, and friends. Beginning in 2nd grade all students are required to complete the passage process every two years. Students individually or in pairs present an oral defense of how they have mastered the standards and Learning Targets for the previous 2 years. Students and family are required to participate in this process in order to be promoted. Presentations are made every two years.	• Passage portfolios • Passage checklists • Presentation scripts • Content questions & student model responses • Oral presentation checklist • Senior expedition • Student speeches and presentations
EXPO Students showcase their learning and academic progress at biannual **EXPO** where family participation is mandatory. It involves teachers and students preparing project based learning activities that demonstrate their mastery of Learning Targets. Students lead family and community members through individual, group, and classroom work presentations.	• Expo assignments • Expo sign-in sheet • Expo crew grades • Passport system used across all grades to track participation • Photos
Standards based grading Each year, families receive 2 progress reports and 2 report cards that describe how their child is progressing towards reaching the standards.	• Learning target trackers • Progress reports • Report cards with translated narratives • Share with families at Individualized Learning Plan meetings
Develop an **on-line grading system** that will make grades and Learning Targets accessible to all parents and students in real time. Parents and students will be able to see how students are progressing towards meeting Learning Targets, leading to greater transparency in mastery of Learning Targets. Students will be able to access their assessment data and how it correlates to each learning target enabling them to independently revise the appropriate work to eventually meet additional learning targets.	• Logging on to online system

Individualized Learning Plans with translation Individual learning plans (Individualized Learning Plan) are documents created throughout the year by a teacher, student, and family to set academic, physical, or social and emotional goals. Individualized Learning Plan goals and strategies are revised by students, teachers and family at least twice a year and adjusted to meet the student's needs. They are scripted and student led with oral translation (Spanish, Cantonese, Vietnamese, Tagolog...) available.	• Individualized Learning Plan scripts (agenda items about standardized testing)
State of the school meetings Informational meetings held as needed to share important information for stakeholders and community members. These meetings include sharing of test scores, our OUSD and NCLB accountability, budget, and school award presentations.	• PowerPoint Presentation • Tuesday envelope letter
Parent led community meetings which are open to the entire school community to address family concerns, plan events, and shape school policy.	• Coffee Tuesdays • Lighthouse Parent Advisory Committee (LPAC) Agendas • Tuesday envelope and Monthly mailer communication to families. Both of which are translated to ensure parent access to information.
Staff analysis of standardized tests LCCS uses standardized assessments to ascertain student achievement levels. Results are collected, disaggregated and reported school wide. Teachers and staff analyze the data though various grouping (grade level, loop level, content area) at least four times a year. From this analysis target groups are formed focusing on, grade level, small group, and individual intervention steps and goals.	• Interim assessment analysis • SAT analysis by grade level • PDI analysis of multiple points of data • CST
Board Meetings (quarterly IA updates) LCCS school board of directors meets on a regularly scheduled basis. The data committee shares our current school data around standardized assessments for feedback and policy changes. This system of accountability allows for program and policy changes as needed.	• Board minutes • Academic accountability committee
Public displays of test results Bulletin boards have been set aside for the displaying of proficient and advanced scores at the middle and high school level. This allows students, staff and families to celebrate the achievements of the students as well as inspire students to set higher goals.	• Bulletin boards • Press • Newsletters • The Beacon (quarterly newsletter) – is sent to all stakeholders and funders to continuously update them on Lighthouse's progress • CAHSEE passage party
Parent communication is a priority here at LCCS through the use of phone calls, newsletters, and Tuesday envelopes. All forms of parental communication is translated to ensure parental access.	• Phone calls • Newsletters • College Ready Friday lists

Summary

Lighthouse Community Charter School implements standards-based student learning through assessment and accountability. Our use of Individualized Learning Plans and the passage process allows parent and community access through student presentation of their mastery of standards based Learning Targets. This is achieved through our standards based grading process connected with the Individualized Learning Plan compilation and public displays of test results that allows for an environment where parent participation is a resource. Participation of the students and community at every step of the assessment process fosters an atmosphere where learning is a priority. LCCS holds itself accountable to parents and community by utilizing feedback to effect school change.

To maximize student achievement, Lighthouse is developing an on-line grading system that will make grades and Learning Targets accessible to all parents and students in real time. Parents and students will be able to see how students are progressing towards meeting Learning Targets, leading to greater transparency in mastery of Learning Targets. Students will be able to access their assessment data and how it correlates to each learning target enabling them to independently revise the appropriate work to eventually meet additional learning targets.

D2. Do teachers employ a variety of strategies to evaluate student learning? Do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Activity/ Finding	Evidence
Student performance is measured with **multiple means of assessment** in all subject areas. Lighthouse courses have common standards and measure achievement of these standards (Learning Targets) with a variety of measures. Teachers use a multi-modal approach to instruction, and assess student achievement with equally diverse assessment measures. Common practices for measuring student achievement include: student portfolios, group and individual projects and presentations, research papers and lab reports, learning logs, discussions and seminars, persuasive letters to the community, sketchbooks, museum expositions, and presentation and defense of achievement (Passage Portfolio). In addition, traditional methods such a standardized tests, triennial reading assessment, in-school Interim Assessments, and teacher-developed tests and quizzes are used to measure student achievement at Lighthouse.	• Portfolios in all classes (K-12) • Performance rubrics • Presentations • Science lab reports • Math Problems of the Week (POWs) • Quizzes and tests • Sketchbooks • Learning logs • Do now and exit ticket assessments • Projects • Research papers • Authentic presentations to community • EXPO • Fieldwork • Learning target trackers • Oral home language assessment • CELDT • CST • Interim assessments (literacy and math) • Reading assessments (English/Spanish) • Individualized Learning Plans • CAHSEE • SAT • Running records • Learning logs (GLAD)

	• Passage checklists • Passage
Students at Lighthouse must demonstrate **mastery of Learning Targets** in each subject area in order to pass that course. Grades are determined using rubrics that measure specific skills and content (Learning Targets). Revision, re-teaching, tutoring, and reassessing are an integral part of the learning process.	• Reteaching/revision/intervention • Flex time and lunch, after school tutoring groups • Retakes and alternate assessments for same learning target • Peer tutoring (HS/HS and MS/HS)
Passage occurs with all students at Lighthouse beginning in Kindergarten. In Kindergarten, Second, Fourth, Sixth, Eighth, Tenth and Twelfth grades, students compile academic portfolios reflective of their achievement for the previous two years in all subject areas. Part of the overall passage process includes an oral presentation with teachers and members of the community who act as outside evaluators of student performance. Students must meet specific grade level requirements in order to continue to the next grade level or they will be retained.	• Passage Portfolios • Passage Guidelines for each grade level • Student Evaluation Sheet • Passage Checklist
Lighthouse must continue to **vertically align** assessment and reporting practices to leverage the K-12 experience effectively. There are several shared assessment practices that span K-12 that are implemented differently. This varied implementation creates inconsistencies that can affect student performance and achievement levels.	• Passage Expectations • Writing Assessments • Reading Assessments • Problems of the Week (POWs)
Lighthouse staff and faculty regularly **analyze student achievement** on standardized tests (CST, SAT, CAHSEE) and Interim Assessments. Teachers use protocols to disaggregate and analyze data. This information helps us to set target areas for improvement and adjust curriculum as needed. An example this year was our concern with student performance on advanced CST mathematics exams. Our adjustments for this year, driven by the data, include better discipline with content converge and deliberate development of discrete mathematical skills.	• Grade level meeting minutes • Home language meetings • Literacy and math coaching based on assessment results • Learning area analysis of Interim Assessments • Learning area and schoolwide analysis of CAHSEE and CST results
Lighthouse teachers **work with Special Education staff** to analyze several factors of student achievement such as test scores, grades, teacher observations, and progress on behavioral goals. IEP goals and behavioral plans are developed collaboratively with the IEP team to ensure students have access to standards-based curriculum.	• IEP meetings • Quarterly progress reports • Achievement tests (WRAT, Woodcock-Johnson, Test of Written Language 3)
Teachers at Lighthouse meet regularly in order to reflect on their teaching and share best practices. **Teachers work collaboratively** within and across grade levels and subject areas. Classroom teachers also work collaboratively with specialists such as the Literacy Coach, speech therapist, resource specialist, and occupational therapist.	• GLAD trainings • Learning area meetings, using protocols • Common scoring (by grade level or content area teams) of work with universal rubrics • Grade level meeting minutes • Peer observations and debriefs • Literacy professional development • Inquiry group time

Lighthouse enrichment teachers/tutors use extension activities and assessments (written and oral) in the **Home Language program**. The Home Language program teaches k-4 students skills to maintain their home language (Chinese or Spanish) and non-Spanish or Chinese speakers learn Spanish as a second language.	• Home language curriculum • Spanish Oral Proficiency test • Spanish reading test • Home Language reading benchmarks • Chinese written assessments
Findings from our triennial literacy assessment are used to refer students for the **K-6 reading intervention program**. Students who receive reading intervention work with the literacy specialist in small groups, receiving daily modified instruction on a pull-out or push-in basis.	• FPRA sample assessments • FPRA schoolwide data • Intervention spreadsheet • Intervention group plans.

Summary

Lighthouse teachers use multiple means and measures of assessing student progress in each subject area. Lighthouse's assessment system is a standards-based system that measures student progress on articulated Learning Targets. In addition to measuring student achievement with a variety of methods, teachers consistently analyze the results. Teachers regularly meet in content areas, grade levels, and loop levels to adjust and improve lesson design and instruction. Although the standards remain constant for all students, methods of teaching, re-teaching, and assessing student achievement flex in order to meet individual student needs. Peer observations and continuing professional development contribute to sharing best practices, regular teacher self-reflection, and collaborative feedback.

Lighthouse must continue to vertically align assessment and reporting practices to leverage the K-12 experience effectively. There are several shared assessment practices that span K-12 that are implemented differently. This varied implementation creates inconsistencies that can affect student performance and achievement levels.

D3. Does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school wide learning results?

Activity/ Finding	Evidence
Each grade level and subject area establishes a set of **standards-based Learning Targets**. Over the course of the school year students have several opportunities to demonstrate mastery of each learning target. Students receive progress reports quarterly which report student progress on each learning target to students and parents by awarding students one of the following grades: JB = Just Beginning; the student is just beginning to master this skill or content AP = Approaching; the student is approaching	• Learning target lists • Progress reports • Portfolios • Cumulative folders

mastery of this skill of content M = Meeting; the student is meeting the expectations of this learning target and has demonstrated mastery of the skill or content E = Exceeding; the student is exceeding the expectations of the learning target In the elementary school, the progress report is used to measure student progress and ensure mastery of skills and content. In the middle school and high school, students receive a grade based on the percentage of Learning Targets they are meeting or exceeding, and must meet or exceed 60% of all Learning Targets in each class to advance to the next grade.	
Starting in kindergarten, students go through a **passage process** that requires them to demonstrate competency in the expected school wide learning results and grade level standards every two years. Beginning in sixth grade, the passage process becomes high stakes, and students must meet expectations to advance to the next grade. Typical passage requirements include a formal presentation and a portfolio of work that demonstrates mastery of grade level Learning Targets.	• Portfolios • Passage assignments • Photos of passage presentations
All students take a teacher-developed **Interim Assessment** quarterly to measure student progress toward grade level expectations in English Language Arts and Mathematics. These assessments guide teacher practices and professional development, prompt student reflection, and report student growth to parents and the school's Board of Directors. Lighthouse Community Charter School has developed this practice in collaboration with New Leaders for New Schools, and teachers model their tests on state and national standardized tests, like the CST, CAHSEE, and SAT.	• Board of Directors agenda, minutes, "dashboard" presentation • Interim Assessments and data
Lighthouse Community Charter School collects and **analyzes longitudinal standardized test data** for grade level cohorts, and uses information about cohort progress and areas of strength and weakness to guide teaching practices, professional development, and curriculum decisions.	• Reading assessment scores and home language reading benchmarks from 2003 – now • Cohort data for CST
Annually, representatives from the OUSD **charter agency** observe Lighthouse Community Charter School practices, conduct interviews with school staff, and assess progress achieving expected school wide learning results. This review provides external feedback on school practices and ensures	• School Accountability Report Card • Annual charter agency interviews and notes

accountability to the Lighthouse Community Charter School charter and to the OUSD.	
Lighthouse Community Charter School is required to maintain a **similar school score** of four or above. This score ranks our school in comparison to other schools with similar student populations. The school has consistently met this requirement, and has exceeded it in recent years.	• API • CDE Web site
Lighthouse Community Charter School is a member of **the Coalition of Essential Schools** (CES), a group of charter schools that collaborates on developing best practices and student growth. This relationship allows LCCS students and staff to observe the practices of other charter schools and attend annual conventions. More importantly, CES representatives who represent administrators, faculty, and students from other member schools visit the school annually to review LCCS practices. This **external review** provides LCCS with an honest and insightful evaluation of school culture and instructional practices.	• CES write up and notes

Summary

Lighthouse Community Charter School uses standards-based Learning Targets and over the course of the school year students have several opportunities to demonstrate mastery of each learning target. Students receive progress reports quarterly that report student progress on each learning target. In addition to Learning Targets and standards based reporting, Lighthouse employs authentic assessment tools. Starting in kindergarten, students go through a passage process that requires them to demonstrate competency in the expected school wide learning results and grade level standards every two years. Beginning in sixth grade, the passage process becomes high stakes, and students must meet expectations to advance to the next grade.

All students take teacher-developed Interim Assessment quarterly to measure student progress toward grade level expectations in English Language Arts and Mathematics. These assessments guide teacher practices and professional development, prompt student reflection, and report student growth to parents and the school's Board of Directors. Furthermore, the school uses longitudinal data about cohort growth to measure progress and guide instruction. Finally, LCCS uses and reflects upon the observations of external educators and administrators to measures its effectiveness and growth, consistently meeting OUSD and State requirements.

D4. Does the assessment of student achievement in relation to the academic standards and the expected school wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Activity/ Finding	Evidence
We added a **literacy specialist** position in our K-6	• Literacy specialist weekly schedule

program because CST and developmental reading data showed that many students were reading below grade level. The literacy specialist supports students directly through small group reading intervention classes; eligibility for this support is determined by reading assessment data. The literacy coach also supports teachers by providing coaching and professional development.	• Low test scores • Teacher referrals • API growth • Student achievement charts • Intervention reports
Interim assessment and state test data led to the addition of **math and reading intervention in our after school program** K-12 and in our 7-12 flex period. (Flex period is an elective period.) This intervention includes the Fast ForWord computer reading program for grades K-12 and the Do the Math curriculum in grades K-6, as well as tutoring and homework help in all grades.	• Fast ForWord reports • Master schedule • Step up to Writing • Flex class list • "Do the Math" program class lists • OCFY parent questionnaire about ASP intervention • Reading Partners documents
Anecdotal evidence from classroom observation and 2nd and 3rd grade state testing data led us to adopt a **new math curriculum, Investigations**, in grades K-5.	• Scores pre and post Bridges and Investigations math curriculum • API growth • Evaluation templates for the new K-5 math curriculum
CELDT data, state testing data, and internal assessments showed that many of our English Language Learners are still not achieving at high levels. This led us to establish a planning group to make a **long term K-12 ELD plan**, which will ensure quality instruction and achievement gains for all of our ELL students.	• Minutes from meetings • Planning timeline
Lighthouse must augment the continuous assessment of English Language Learners beyond the annual CELDT assessment to measure growth throughout a school year. Having a deliberate and continuous assessment system of English Language Learners will enable Lighthouse to provide the appropriate and targeted instructional services.	• ELL academic growth
Data showing that many of our high school students were not meeting the Learning Targets led to a system of **grade retention with extra support for high school students** who have not yet mastered the content.	• Retention plans • Percentage of students retained, and outcomes for those students
Learning target data and student grade reports led to the establishment of **peer tutoring and reading apprenticeship** programs during 7-12 flex time. High school students tutor other high school students as well as middle school students during this time.	• Master schedule • Pictures of peer tutors • FLEX student schedules • Student reflection
Report card data showed that the same students were struggling over time. This led to the establishment of **student check-ins and contracts with the director** or dean of students for specific 7th – 12th grade students.	• Copies of student contracts (varied grade levels)
Interim assessment, CST, reading assessment, and	• Summer school enrollment and attendance

passage portfolio data led to the establishment of a **summer school** program to support 6th grade students in completing passage and 1st-5th grade students with reading and math skills.	record • Description of program • Late passage presentations
Transcript analysis led to the enrollment of high school students in an **online credit recovery** program.	• Roster of students enrolled in program • Student reflection of on-line classes
Data about the college success rate of students throughout Oakland led to the establishment of a **Career/College Prep class** and a Senior Seminar curriculum.	• CCP curriculum • Internship photos and flyer • Student reflections • List of internships
Internal assessment data and learning target checklists lead to **revision of the schedule and student class enrollment shifts** each quarter in grades 7-12.	• Master schedule • Grade level meeting notes • Class rosters over time
City-wide CAHSEE and SAT data and internal SAT data led to the establishment of a 10th grade **CAHSEE class** and an upper-class CAHSEE intervention class, as well as an **SAT prep class.**	• Master schedule • Local CAHSEE/SAT and similar school score data • Initial and retake SAT scores
We decided to form professional **inquiry groups** to give teaching staff an opportunity to look more closely at data, talk about student achievement, and work together to improve teaching and learning. Inquiry groups include K-6 literacy, K-6 math, 7-12 Humanities, 7-12 Math, and Student Support Team.	• Agenda/minutes • Board minutes
CST literacy data led to adoption of several **professional development initiatives**, including implementation of the **Comprehensive Literacy Model (CLM)** in grades K-6, **Guided Language Acquisition by Design (GLAD)** training for K-6 core teachers and home language staff, and **Strategic Literacy Institute** training for 7-12 Language Arts/Humanities teachers.	• Board minutes • Agendas, training schedules • Exit tickets

Summary

The LCCS instructional program is consistently driven by academic achievement data. CST, CAHSEE, Interim Assessment, Reading Assessment, and Learning Target data are used to examine current student achievement and make decisions about how to improve our program. Over time, this has included adding new student support staff positions, implementing new curricular models, providing professional development for teachers, and providing new classes for students. Through these initiatives, students have access to a strong core curriculum and many interventions, and teachers are able to continually develop as professionals and use data to inform instruction. We return to assessment data many times throughout the year to make both short- and long-term decisions about our instructional program.

Lighthouse must augment the continuous assessment of English Language Learners beyond the annual CELDT assessment to measure growth throughout a school year. Having a deliberate and continuous assessment system of English Language Learners will enable Lighthouse to provide the appropriate and targeted instructional services.

Strengths

1. Lighthouse's Interim Assessment program provides student achievement data on a quarterly basis in literacy and mathematics. This allows us to track how students are progressing toward mastering grade level standards.
2. The Individual Learning Plan process involves and informs the entire community (parents, teachers, and students) in analyzing, reflecting on, and setting goals for student achievement. This builds accountability for all stakeholders.
3. The Lighthouse passage process ensures that students have achieved mastery of grade level standards, and have an authentic audience for sharing their growth.
4. The Lighthouse staff continually uses data to reflect on and improve our instructional program, including setting growth targets, sharing best practices, and adding new curriculum, interventions, and enrichment.
5. Lighthouse has a comprehensive, standards-based assessment system, including clear Learning Targets, common assessments, and built-in reflection time at grade-levels, loop-levels, and school-wide.
6. Lighthouse ensures that all stakeholders have multiple ways to get information about data and student achievement. This includes frequent parent communication and written and oral translation.

Growth Areas

1. Develop an on-line grading system that will make grades and Learning Targets accessible to all parents and students in real time.
2. Continue to vertically align assessment and reporting practice.
3. Augment continuous assessment of English Language Learners and the instructional services that we provide to these students based on their identified needs.

LIGHTHOUSE

COMMUNITY CHARTER SCHOOL

Respectful, Responsible, Compassionate, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

CHAPTER IV
SELF STUDY FINDINGS

E. CULTURE AND SUPPORT FOR STUDENT ACADEMIC AND PERSONAL GROWTH

LEADERS

Dana Thiercof – 5-8 Math/Science
Arlene Aldrette – Administrative Assistant

Sheila Castellanos – Lunch Staff
Josefa Garcia - Lunch Staff / Maintenance
Yael Irom – Humanities
Megan Jensen – 5-8 Math/Science
Carlos Maldonado – Maintenance

Tina Morris – 4th Grade
Yvonne Moultrie – 2nd Grade
Modupe Onowodufe – After School
Ana Pedrosa – Maintenance
Mona Lisa Treviño – Parent Liaison

E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Activity/ Finding	Evidence
Parents are encouraged to involve through **Individualized Learning Plans**: Lighthouse conducts 3 mandatory "Individualized Learning Plan" meetings with all parents and students per year. Parents, students, and teachers create and review academic and personal goals at these meetings to promote growth.	• Individualized Learning Plan Scripts • School Calendar • Goal sheets • Report Cards & Progress Reports
Lighthouse students in even grades present a portfolio to their family's teachers, and other members of the school and outside community at a **Passage Presentation.** The portfolio includes evidence from each subject area and the expected schoolwide learning results. Specific passage requirements and a complete portfolio is mandatory in order to be promoted to the next two year loop.	• Passage Portfolio • School Calendar
A **Student Success Team** (SST) is organized when a student demonstrates a concern to an administrotor, teacher, parent or other involved party. This group meets with the student to design a behavioral or academic plan to support the child. When a student has continues to be unsuccessful their SST, they are often referred for testing. Students who are deemed eligible receive an IEP (Individualized Education Plan). The Resource teacher and classroom teachers write specific goals for that student.	• SST Recording Sheet • Annual and Triennial IEP
EXPO is a mandatory event that occurs twice a year. EXPO is a time where students can present and explain their school work to their families, school staff, and outside community members. EXPO is often very interactive with students being responsible for leading family and community members through their work.	• Parent sign in sheets • Photographs • Flyers
Lighthouse parents are involved and supported by **Family Learning Nights** that are held throughout the year to share ideas with families about specific subjects; literacy, math, health, homework help, etc.	• Sign in sheets • Flyers
Lighthouse holds **College Preparation** meetings facilitated by our College Counselor. The events	• Sign in Sheets

target families for resources and education and are often led by outside experts. These meetings help families learn about: fees, scholarships, loans, grade requirements and the general admission process.	
Every Tuesday Lighthouse offers **Coffee Tuesday** (only at K-6 site), a place for families to interact and know one another. School staff (directors, reading specialists, etc.) make announcements and hold short workshops on school related topics (how to promote literacy at home, how to talk with your child's teacher about grades).	• Coffee Tuesday calendar • Coffee Tuesday handouts
Lighthouse sends home a weekly **Tuesday Envelope** (K-6) and a **monthly mailer** (7-12) to inform families of school and community news. Envelopes at K-6 are returned with a family signature.	• Flyers • Tuesday envelope
Families are often invited to assist in the classrooms and supervise fieldwork and field trips.	• Chaperone requests
Families of students who are new to Lighthouse and older do not participate at similar rates to families who have been in the community for multiple years or who have younger students. In order to achieve the mission, Lighthouse must continue to find ways to engage these specific families. Strategies used to date include one on one meetings with new families in the fall and direct calling for invitations to events.	• Individualized Learning Plan attendance rates • EXPO attendance • Lighthouse Parent Advisory Committee membership
Home visits: K-12 teachers are encouraged to visit families of students who are identified as needing extra support. Many teachers take advantage of this opportunity and are paid for such visits.	• Home visit logs

Summary

At Lighthouse Community Charter School, parental involvement in student achievement is an important part of the school's mission. LCCS successfully employs many measures to bring parents into the learning process including (but not limited to): Individualized Learning Plan meetings, Passage Presentations, Student Study Teams (when appropriate), mandatory events such as student EXPO, weekly gatherings for parents at Coffee Tuesday, and parent development events like Family Learning Nights College Preparation.

Families of students who are new to Lighthouse and older do not participate at similar rates to families who have been in the community for multiple years or who have younger students. In order to achieve the mission, Lighthouse must continue to find

ways to engage these specific families. Strategies used to date include one on one meetings with new families in the fall and direct calling for invitations to events.

E2. Is the School Safe, clean, and orderly place that nurtures learning?

Is the culture of the school characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement?

Activity/ Finding	Evidence
Lighthouse uses ten Guiding Principles to implement and sustain the school's culture. Students (and adult community members) are expected to aspire to and be able to explain the Guiding Principles through their words and actions.	• Posters • Habits of Work • Community Meetings (7-12) • Lightkeeper's meetings (K-6) • Classroom activities and language
The two building experience has resulted in a need to vertically align the cultural expectations and consequences. Alignment will ensure that Lighthouse students will know what is expected of them throughout their K-12 experience. This consistency will result in less time spent on teaching expectations and more time spent on instruction, support, and intervention.	• Referrals • Conditional enrollment forms • Classroom observations
Lighthouse sets high expectations for all students in both academic and behavioral areas.	• Classroom observations • Family Student Handbook • Lighthouse Mission • Habits of Work • Grade Level policies • Website
Building Security is essential to a safe and secure environment at Lighthouse. The staff employ multiple methods for safety and are prepared to respond to emergency events.	• Video Cameras at the entrance (at 7-12) and an elevator code to enter the building (7-12) • School adult always present at entrance of school • Constant communication via two way radios • One main entrance/ exit with second emergency exit available • Emergency evacuation plans in all rooms
Lighthouse is located in a bustling urban setting and therefore it is imperative to protect the physical security of students. Students are required to wear color specific uniforms for identification. Two adults accompany each class for recess (K-6) or lunch (7-12).	• Uniform Policy (policy book) • Recess Schedule • Lunch Supervision Schedule

Physical health is important for the development of all students. Healthy breakfast, snacks, and lunch are offered through Revolution Foods. Junk food is prohibited. All students in grades 5-9 participate in Fitness as part of their regular schedule and older high school students have access to competitive sports.	• Revolution Foods menu • Nutrition policy • Fitness schedule • Competitive sports schedule
Lighthouse creates a small school feel through smaller class sizes, looping, lunch and recess scheduling, family involvement opportunities and outreach. Staff members make attempts to know many students, even those outside of their specific classes.	• Staggered lunch schedule • Class roster
Lighthouse encourages cleanliness and building upkeep through custodial work. There are three full time custodians. When a problem arises with the facility or something breaks, it is resolved in a timely manner.	• The physical plant
Lighthouse conducts regular Professional Development for all staff to support the goals and mission of the school. This includes literacy and math development, using data to guide instructional decisions, how to support specific needs in students and families, and communication across all sectors of the community.	• Professional Development Calendar • Agendas/ Minutes

Summary

A safe, nurturing, and professional environment is paramount at Lighthouse in order to focus students on learning. Maintaining a strong school culture is driven by a single minded focus upon the guiding principles. The guiding principles are reinforced and developed through crew, classroom instruction, Lightkeeper and Community meetings, Tuesday envelopes and monthly mailers, and public award ceremonies. Physical health is important for the development of all students. Healthy breakfast, snacks, and lunch are offered through Revolution Foods. All students in grades 5-9 participate in Fitness as part of their regular schedule and older high school students have access to competitive sports. Physical safety is maintained by securing the physical plant, providing adequate supervision, and implementing consistent emergency procedures.

The two building experience has resulted in a need to vertically align the cultural expectations and consequences. Alignment will ensure that Lighthouse students will know what is expected of them throughout their K-12 experience. This consistency will result in less time spent on teaching expectations and more time spent on instruction, support, and intervention.

Appendix
WASC Visiting Committee Report

SELF-STUDY VISITING COMMITTEE REPORT **edited 3/27/09**

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Community Charter School

Oakland, California

March 9-11, 2009

Visiting Committee Members

Ms. **Error! Contact not defined.**, Chair
Foreign Language Teacher, Santa Teresa HS

Ms. Cassandra Pereira
English Teacher, Santa Teresa HS

Dr. Stephen Powers
Principal, Kingsburg Elementary Charter School District

Ms. Carol Rogers
Co-Director, Orchard View School

Mrs. Elaine Sumner
English/Spanish Teacher, Valley Preparatory Academy

Chapter I: Student/Community Profile

Lighthouse Community Charter Public School (LCCS), located in Oakland, California, serves 615 students in grades K – 12. One of thirty-plus tuition-free public charter schools operating in Oakland, Lighthouse was founded in 2002 in response to the achievement gap that exists for low-income students and youth of color in Oakland. The school has grown from serving 92 students in 2002 to 615 in 2008. Lighthouse operates with two charters: a K – 8th grade charter and a 9 – 12th grade charter. The Oakland Unified School District, Lighthouse's charter-granting agency, serves about 38,600 students in 111 traditional or small schools and 34 charter schools.

Oakland is the most ethnically diverse city in the United States and has over 100 different languages and dialects spoken. While it is culturally rich, its poverty level for families with children is estimated at 22%, compared to the state's average of 14%. In addition, Oakland is ranked as the 1st most dangerous city in California, and 5th in the United States.

The demographic breakdown of LCCS is 71% Latino, 17% African-American, 7% Asian, 3% White, 1% Filipino, and about 1% Pacific Islander and other multi-ethnic students. 68% of the students are English Language Learners. 79% are low-income and qualify for free or reduced meals. 7% of the students are special needs students. 87% of the parents did not attend college.

The original founding team still work full-time at the school. The idea for Lighthouse was borne from experiences with Teach for America, experiences in a rural private school, and the tutelage of Ted and Nancy Sizer. After two years of planning, LCCS opened its doors in 2002 to 40 Kindergarteners and 52 6th graders. Each year since its opening, the school has added two grade levels. This year, the school has reached its apex and will graduate it first senior class.

The staff at LCCS is comprised of 28 core classroom teachers, 7 art/music/fitness teachers, 2 paraprofessionals, 5 administrators, 1 Literary Specialist, 11 classified staff, 1 College and Career Counselor, 1 Social/Emotional Counselor, 6 Home language Program Instructors, 2 Resource Specialists, and 19 after school staff. 93% of the core faculty is fully credentialed and meet NCLB requirements. Two are not fully credentialed. Approximately 2/3 of the core teachers are White, with the remaining 1/3 of diverse ethnic background. Of the total staff about 1/3 are White, 1/3 Latino and the remaining 1/3 African-American and Asian.

Vision Statement:
The vision of the Lighthouse Community Charter School is to close the achievement gap for low-income students and students of color who have not been served by the current educational system.

Mission Statement:
The mission of the Lighthouse Community Charter School is to prepare a diverse, K – 12 student population for **college and a career of their choice** by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner. In order to achieve its mission, Lighthouse Community Charter School has committed to five tenants in its school design:

- High Expectations
- A Rigorous Curriculum
- Serving the Whole Child
- Family Involvement
- Professional Learning Community

Expected Schoolwide Learning Results (ESLRs):

Lighthouse's ESLRs are derived from the mission and vision. In order for students to be prepared for college, they must be **Self-motivated, Academically Equipped, Lifelong Learners.** In addition, students are to aspire to the following Guiding Principles:

- Responsibility
- Persistence
- Communication
- Collaboration
- Reflection
- Curiosity
- Integrity
- Courage
- Respect
- Compassion

Student Achievement Data:

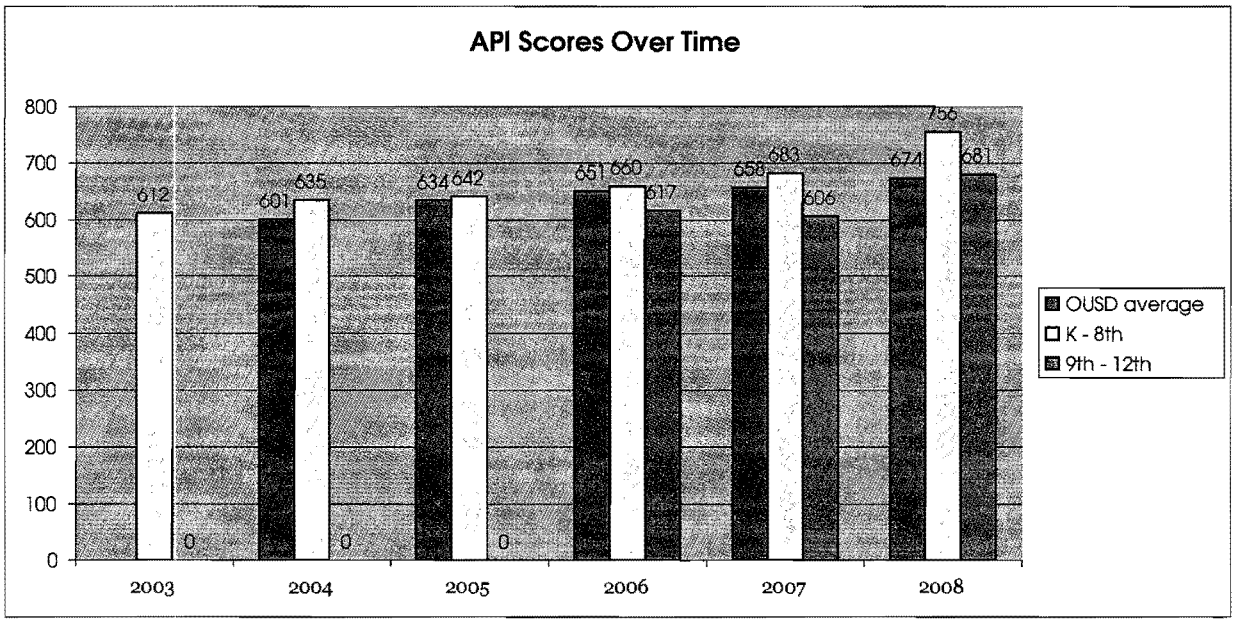
AYP:

	ELA AYP Objectives K-8								Mathematics AYP Objectives K-8							
	Met Participation				Proficient or Above				Met Participation				Proficient or Above			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
Schoolwide	Yes	Yes	Yes	Yes	**No**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	**No**	Yes	Yes

African American	N/A	N/A	N/A	Yes	N/A	N/A	N/A	Yes	N/A	N/A	N/A	Yes	N/A	N/A	N/A	Yes
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	Yes	Yes	Yes	Yes	Yes	**No**	**No**	Yes	Yes	Yes	Yes	Yes	Yes	**No**	Yes	Yes
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-econo. disadvant.	Yes	Yes	Yes	Yes	Yes	**No**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	**No**	Yes	Yes
English Learner	Yes	Yes	Yes	Yes	**No**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	**No**	Yes	Yes

***Lighthouse K – 8* is currently in Program Improvement Year 2 for not meeting AYP criteria in 2005 – 2007. In 2006, the school met 11 out of 17 AYP criteria and in 2007, the school met 16 out of 17 AYP criteria. In 2008, the school met AYP goals. *Lighthouse 9–12* met AYP goals in 2005 and 2007 and does not have Program Improvement Status.**

API:



Both Lighthouse charters have seen significant gains in its API scores over the years. Lighthouse K—8 has exceeded OUSD district averages every year on record. In 2008, both schools saw dramatic 75-point gains in its API. While the K—8 had a school ranking of "2" in 2007, the similar schools ranking was "5." (9-12 not available)

CAHSEE:

CAHSEE English Language Arts Grade 10 First Attempt **Percentage Pass Rate 2006-08**				
	2006-07		**2007-08**	
	Lighthouse	OUSD	Lighthouse	OUSD

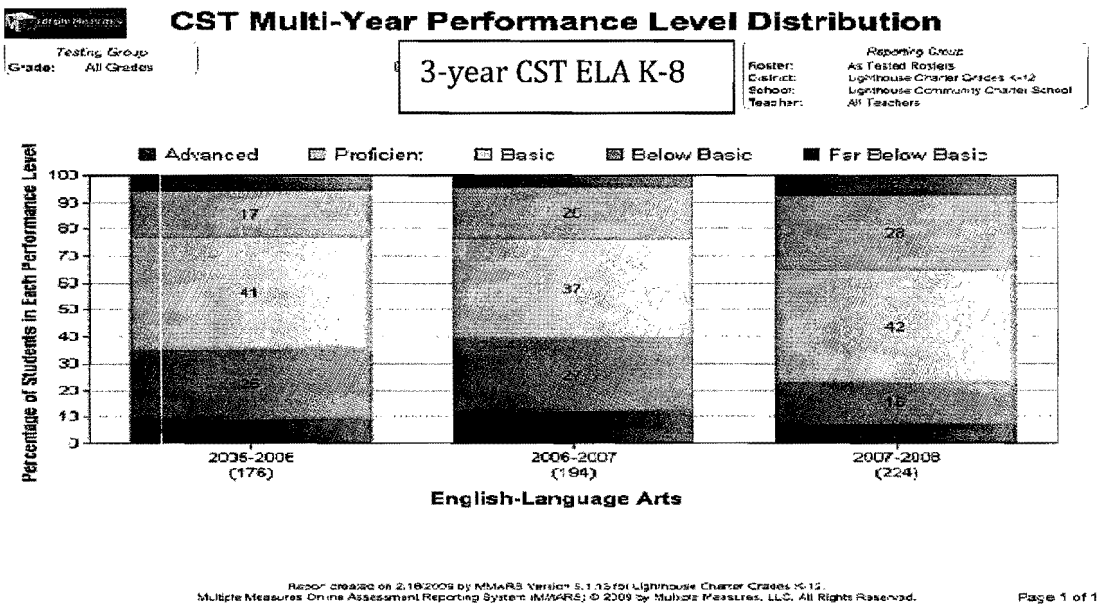
All Students	71	60	73	60
Female	83	67	84	65
Male	58	53	64	54
Latino	66	47	77	53

CAHSEE Mathematics Grade 10 First Attempt **Percentage Pass Rate 2006-08**				
	2006-07		**2007-08**	
	Lighthouse	OUSD	Lighthouse	OUSD
All Students	74	61	78	61
Female	78	61	79	62
Male	68	60	76	62
Latino	71	57	79	60

Lighthouse has administered the CAHSEE for the past two years and each year, the school has outpaced district averages of first-attempt 10th grade students passing the CAHSEE. At the time this report was finalized, 100% of Lighthouse seniors had passed the CAHSEE

CSTs K-8:

California Standards Test – All K – 8 students 2006-2008 % Proficient and Advanced				
Subject	**K – 8 Lighthouse**		**OUSD**	
	2007	*2008*	*2007*	*2008*
ELA	27.3	36.7	29.2	31.8
Math	32	44.7	29.8	33.1
History/Social Science	6.3	40.8	16.5	17.6
Science	10.6	18.4	24.3	31.9



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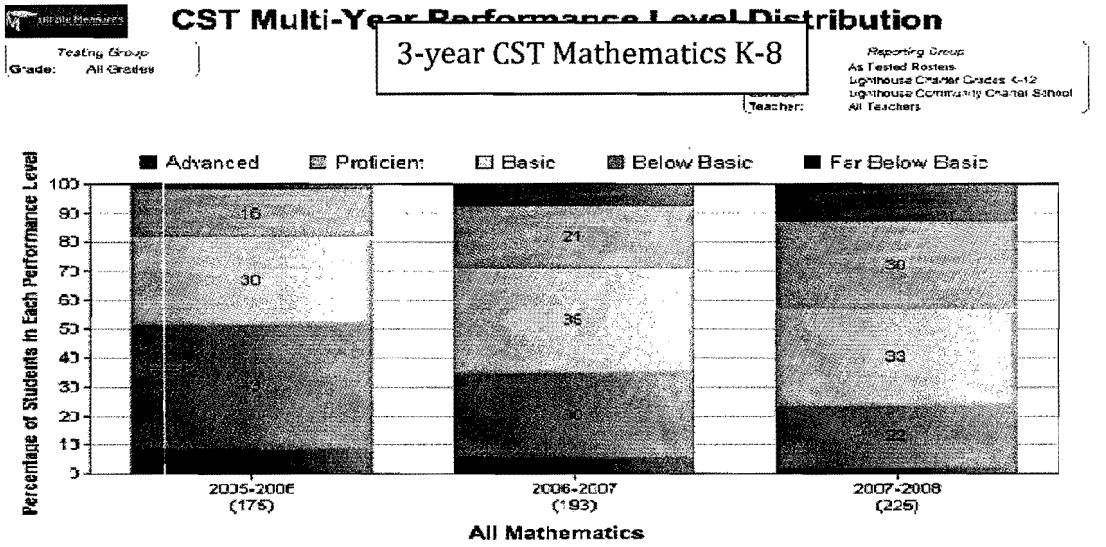

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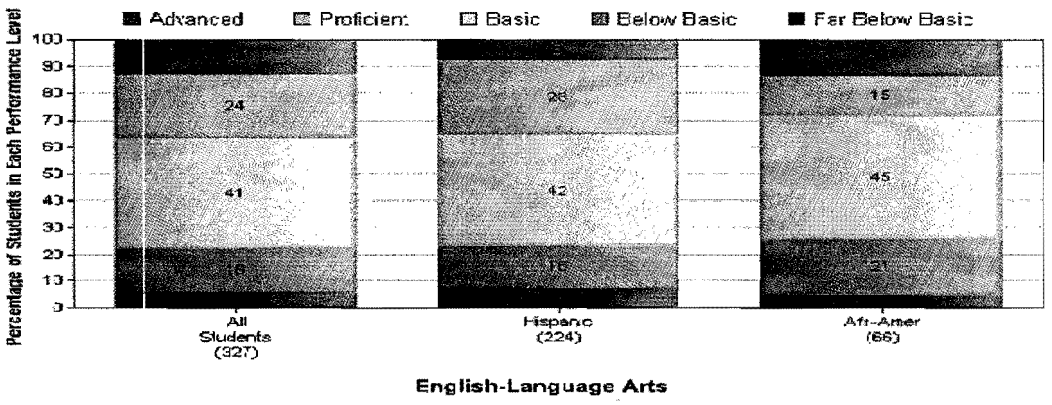
Longitudinal studies of LCCS K-8 CSTs show growth in all categories. The ELA, mathematics and social science scores accede those of the district, sometimes significantly; but the science scores are low and fail to meet the district's level.

The Achievement Gap:

CST Single-Year PL Distribution by Subgroup

Lighthouse Com 2008 CST Achievement Gap chart for ELA K-8 2007-2008



English-Language Arts

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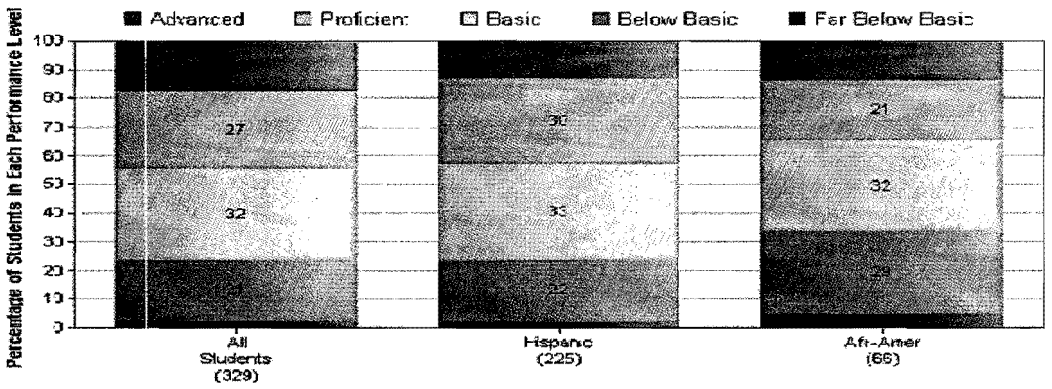
CST Single-Year PL Distribution by Subgroup

Lighthouse 2008 CST Achievement Gap chart for Mathematics K-8 07-2008

Primary Ethnicity



All Mathematics

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When comparing the disaggregated 2007-2008 K-8 CST scores, there is a 7% achievement gap in ELA and 8% in mathematics between the African-American students and the Hispanic students.

CSTs 9-12:

ELA:

CST Results: English	2005 to 2006 9	10	11	2006 to 2007 9	10	11			
# Tested	51		N/A	49		N/A	55		31
% Enrolled	98		N/A	100		N/A	96		100
% Advanced	4		N/A	4		N/A	6		6
% Proficient	20		N/A	22		N/A	21		39
% Basic	37		N/A	41		N/A	55		32
% Below Basic	22		N/A	24		N/A	19		13
% Far Below	18		N/A	8		N/A	0		10

For 9-12, LCCS has show steady growth at all grade levels in ELA. While the scores are improving, there is a need to move more students into the Proficient and Advanced categories.

Mathematics:

CST Results: Algebra I	2005 to 2006 9	10	11	2006 to 2007 9	10	11			
# Tested	51		N/A	42		N/A	17		0
% Enrolled	98		N/A	86		N/A	31		0
% Advanced	4		N/A	0		N/A	0		N/A
% Proficient	20		N/A	7		N/A	15		N/A
% Basic	37		N/A	40		N/A	37		N/A
% Below Basic	22		N/A	38		N/A	34		N/A
% Far Below	18		N/A	14		N/A	14		N/A

CST Results: Geometry	2005 to 2006 9	10	11	2006 to 2007 9	10	11			
# Tested	N/A		N/A	7		N/A	34		6
% Enrolled	N/A		N/A	14		N/A	62		19
% Advanced	N/A		N/A	N/A		N/A	0		N/A
% Proficient	N/A		N/A	N/A		N/A	6		N/A
% Basic	N/A		N/A	N/A		N/A	44		N/A
% Below Basic	N/A		N/A	N/A		N/A	29		N/A
% Far Below	N/A		N/A	N/A		N/A	21		N/A

CST Results: Algebra II	2005 to 2006 9	10	11	2006 to 2007 9	10	11			
# Tested	N/A		N/A	N/A		N/A	0		25
% Enrolled	N/A		N/A	N/A		N/A	0		81
% Advanced	N/A		N/A	N/A		N/A	N/A		0
% Proficient	N/A		N/A	N/A		N/A	N/A		8
% Basic	N/A		N/A	N/A		N/A	N/A		40
% Below Basic	N/A		N/A	N/A		N/A	N/A		28
% Far Below	N/A		N/A	N/A		N/A	N/A		24

In 2005-2007, the majority of freshmen were enrolled in Algebra I. In 2007-2008, 62% of the freshmen were enrolled in Geometry. The resulting scores have just over 40% of both the sophomores and freshmen scoring in the "Basic" category. However, more than 50% of the students are scoring "Below Basic" and "Far Below Basic" for all grade levels in all math courses. Further, no students are

taking the "Summative" math test.

Social Science:

CST Results: World History	05/06	06/07	
# Tested	N/A	42	39
% Enrolled	N/A	100	91
% Advanced	N/A	0	0
% Proficient	N/A	0	8
% Basic	N/A	19	50
% Below Basic	N/A	45	22
% Far Below	N/A	36	19

CST Results: US History	05/06	06/07	
# Tested	N/A	N/A	31
% Enrolled	N/A	N/A	100
% Advanced	N/A	N/A	0
% Proficient	N/A	N/A	26
% Basic	N/A	N/A	55
% Below Basic	N/A	N/A	13
% Far Below	N/A	N/A	6

World History scores have improved, and US History scores are high with 81% scoring "Basic" or "Proficient."

Science:

CST Results: Life Science Grade 10	05/06	06/07	
# Tested	N/A	42	41
% Enrolled	N/A	100	98
% Advanced	N/A	0	12
% Proficient	N/A	0	24
% Basic	N/A	26	39
% Below Basic	N/A	38	15
% Far Below	N/A	36	10

	2005 to 2006		2006 to 2007					
CST Results: Biology/Life	9	10	11	9	10	11		
# Tested	N/A	N/A	N/A	N/A		N/A	0	27
% Enrolled	N/A		N/A	N/A		N/A	0	87
% Advanced	N/A		N/A	N/A		N/A	N/A	7
% Proficient	N/A		N/A	N/A		N/A	N/A	59

% Basic	N/A		N/A	N/A		N/A	N/A	46	30
% Below Basic	N/A		N/A	N/A		N/A	N/A		4
% Far Below	N/A		N/A	N/A		N/A	N/A		0

	2005	to	2006	2006	to	2007			
CST Results: Physics	**9**	**10**	**11**	**9**	**10**	**11**			
# Tested	N/A		N/A	49		N/A	0	0	0
% Enrolled	N/A		N/A	100		N/A	0		0
% Advanced	N/A		N/A	0		N/A	N/A	N/A	N/A
% Proficient	N/A		N/A	0		N/A	N/A	N/A	N/A
% Basic	N/A		N/A	16		N/A	N/A		N/A
% Below Basic	N/A		N/A	39		N/A	N/A		N/A
% Far Below	N/A		N/A	45		N/A	N/A	N/A	N/A

From 2006-2007, Life Science Scores, increased significantly. The Biology scores show success, as well. 96% of the juniors and 76% of the sophomores are scoring at "Basic" or above. 66% of the juniors are at "Proficient" or "Advanced." There are no Freshmen taking Biology. In 2006-2007, the sophomores and freshmen took Physics. The results were not favorable with 84% of the freshmen and 71% of the sophomores scoring "Below Basic" or "Far Below Basic." A handful of students with the capacity and the interest have take more advanced science courses at the Junior college.

Surveys:

According to the student and parent surveys, students believe that there is at least one adult to whom they can relate on campus, that their teachers believe that they can succeed, that school is fair and that if they work hard, they can succeed. Parents feel welcome at the school. They believe that the staff members are available to answer questions and that the school is open to suggestions. They also believe that the school is well run and organized. The key issues center around the physical plant.

Chapter II: Progress Report

Since September 2002 until the present time Lighthouse has continued its expansion. In 2005-06, Lighthouse applied for WASC's interim accreditation status and was granted accreditation. At the time of the Initial Visit, Lighthouse was enrolling 8 grades at one facility. It has added five grade levels since the initial visit, and the school is fully enrolled K through 12 for the first time. It is currently housed in two different facilities. In 2007, the school had a substantive change visit by Dr. David Brown to accredit grades 4 – 5 and 10 – 11, and accreditation was expanded to include those grade levels.

2005-06.

K	1	2	**3**	4	5	6	7	8	**9**	10	11	12

2006-07

K	1	2	3	**4**	5	6	7	8	9	**10**	11	12

2007-08 Substantive Change Visit

K	1	2	3	4	**5**	6	7	8	9	10	**11**	12

2008-09 Self-Study

K	1	2	3	4	5	6	7	8	9	10	11	**12**

At the time of the Initial Visit, there were <u>seven</u> key findings:

1. The facility is only partially adequate. A new site needs to be identified if the school is to grow and provide a fully comprehensive educational program:

Summary of Actions Taken Since Initial Visit
• Lighthouse has expanded into a second downtown office building • K-6 are housed at 345 12th street and 7-12 are housed at 1600 Broadway – six blocks away • A potential permanent facility has been identified • Negotiation for purchase of building is underway • All associated project management is underway

2. The school must continue to be aggressive in recruiting and retaining highly qualified instructional staff members and ensure that they meet al federal and state credentialing requirements:

Summary of Actions Taken Since Initial Visit

Recruiting New Staff
• Lighthouse has expanded it's recruitment capacity by:
  o Recruiting from networks of similar minded teachers
  ▪ The Coalition of Essential Schools
  ▪ Expeditionary Learning Outward Bound
  ▪ Teach for America
  o Using robust recruitment tools, like
  ▪ EdJoin
  ▪ RISE Network
Retaining Staff
• LCCS works hard to develop a professional development program that both develops key competencies amongst staff as well as a professional learning community.
• The majority of teachers who have left Lighthouse, have left because of life changes (e.g. moving out of state, starting a family) rather than professional dissatisfaction.

3. Fundraising should receive consistent focus, particularly for purposes of leasing, buying, or building a new facility:

Summary of Actions Taken Since Initial Visit
• The Director of Development has added an administrative assistant to support program outreach and reporting.

- The Development team has successful secured significant contributions specifically targeted at procuring and developing a permanent facility.
- The Development team has established an annual Gala event that has raised over $100,000 each year.

4. The school will need to complete the development of the high school program:

Summary of Actions Taken Since Initial Visit
• The high school is now complete with students enrolled in grades 9-12. • The high school has had all initial A-G coursework approved. • The high school employs a full time college counselor who both manages the entire admissions process as well as an internship program for upperclassmen. • The high school is developing additional coursework for A-G approval that will augment G elective opportunities and honors credit.

5. The entire school administrative and teaching staff must continue to thoroughly and thoughtfully analyze student performance data to determine how individual learning plans can be adjusted:

Summary of Actions Taken Since Initial Visit
• Lighthouse continues to carefully analyze student achievement data using both statewide and local instruments' including but not limited to: o All California STAR tests ▪ STAR test results are used to develop school-wide goals and action plans. o Local Interim Assessments of both Language Arts and Mathematics administered four times per year. ▪ Interim Assessment data is used to adjust instructional practices, pacing, and academic intervention. ▪ Teachers individually confer with Directors of Instruction to analyze Interim Assessment results and to create action plans. ▪ Inquiry Groups of teachers are organized around particular content areas / grade levels to develop instructional practices that address academic needs identified from interim assessment results.

6. The school should find ways to expand their physical fitness program consistent with the intention of the federal free and reduced meal program:

Summary of Actions Taken Since Initial Visit
• All students have access to tasty, healthy, and nutritional food from a partnership with Revolution Foods. Revolution Foods provides breakfast, lunch, and snacks to all students who either qualify or who choose to pay. • Students at the 345 12th Street campus access two different playgrounds o The youngest Lighthouse students access a play area that is one block from the school and that provides a secure yard. o The older Lighthouse students access a play yard two blocks from the school and have access to indoor and outdoor court space. o Older students have access to deliberate fitness instruction designed to achieve statewide fitness goals. • Students at the 1600 Broadway campus have access to fitness opportunities, including: o Students access a large grass covered city park six blocks from campus for general

fitness activities. o Students receive deliberate fitness instruction designed to achieve statewide fitness goals. o Students have access to competitive league sports that include soccer, track, cross country, and basketball. o Students participate in professionally trained ice skating activities provided by Sharks Ice

7. The school's test scores have increased each year; however, the school should continue a strong focus on increasing student achievement as measured by the API rankings to ensure that the school meets the requirements of AB 1137:

Summary of Actions Taken Since Initial Visit
• K-8 Charter has met AB 1137 criteria since last visit o 2007 School Rank - 2 o 2007 Similar Schools Rank – 5 o 2008 API Growth – 75 points • 9-12 Charter has met AB 1137 criteria since last visit o 2007 School Rank – 2 (sample size too small for reliability) o 2007 Similar Schools Rank – None (sample size too small) o 2008 API Growth – 73 points

Chapter III: Self Study Process:

As previously stated, Lighthouse opened its doors to students in Kindergarten and 6th grade in 2002. In 2005-2006, it applied for interim accreditation status and was granted accreditation.

Stakeholder involvement in the self-study: During the 2007-2008 school year, the Director of Secondary Studies attended the WASC training. At this time, he made sure that the staff was studying all pertinent data asking critical questions and altering or planning to alter curriculum according to their findings. During the summer, the staff began to discuss the upcoming WASC process and what it meant to the school. In October of 2009, the whole staff met to study their data and discuss in broad terms the school's key issues and areas of focus.

While the staff were studying their school, due to a lack of expertise, they did not actually start the "Focus on Learning" process, meeting in focus groups and answering the questions addressed in Chapter 4 until after the initial visit in November. Since November, everyone on the staff has worked conscientiously to address the questions and complete the report. Focus groups included

administration, counselors, certified, and classified support staff. While there were some parents of students on staff who took part in the process, no other parents or students were included in the focus group study. Meetings took place on short schedule Wednesday during normal Professional Development time and task groups were assigned to gather evidence and write the different sections.

While time was short, the teams worked diligently to send out its report on time. Because of the lack of time, there were pieces of information missing from the report. However, in the interim between the mailing of the report and the actual visit, the staff continued working tirelessly to answer the questions of the visiting committee and supply missing data, including a new version of Chapter 5—the Action Plan. A secondary pre-visit, allowed the chair to meet the focus group leaders and clarify issues before the actual visit.

Clarification and measurement of student outcomes vis-à-vis the ESLRs:

In order for students to be prepared for college, Lighthouse's ESLRs dictate that students must be **Self-motivated, Academically Equipped, Lifelong Learners.** In addition students are to aspire to the following Guiding Principles:

- Responsibility
- Persistence
- Communication
- Collaboration
- Reflection
- Curiosity
- Integrity
- Courage
- Respect
- Compassion

The Expected Schoolwide Learning Results and Guiding Principles are part of everybody's vocabulary on this campus. They are part of the culture and the behavioral expectations and processes of the school. Many teachers have them very much in mind when they craft lessons. Passage portfolios and presentations are designed in such a way as to show mastery of the Learning Targets and evidence of the Guiding principles (ESLRs). The Guiding Principles are a part of the Crew lessons that are covered four days a week. While the Guiding Principals are listed on the LCCS report card, more work needs to be done to norm expectations and measurement of the Guiding Principals, so as to chart the growth of individual students.

Data gathering and analysis related to students and student achievement:

The Lighthouse staff has numerous ways to collect data on individual student achievement. Teachers use numerous performance assessments, field work, logs, presentations, essays, research projects, as well as standardized tests. Every student goes through "Passage"—a portfolio and oral presentation that demonstrates to their teachers, parents and other community members that they have mastered the learning targets for the last two grade levels or loop, and are ready to precede to the next "loop". They are also responsible for presenting their work at EXPO. In addition, they administer Interim tests in Humanities and math four times a year to have immediate feedback about their students' progress. K-6 students are assessed 3 times per year in reading. 7-8 grade students have two formal writing assessments per year while the 9-12 students are assessed in writing 2 to 4 times per year. The school takes time to analyze state mandated test, such as CELDT, CSTs, and CAHSEE. They pay particular attention to the data for a given year so that they can address the needs of the student for that year and adapt and revise curriculum appropriately.

There is a need to create interim tests for curricula beyond Humanities and math and to assure that all tests are aligned with the discrete skills listed in the state standards for that grade level. There is also a need to build more longitudinal data so that they can see patterns with the long-term efficacy of their programs.

Assessment of the entire school program and its impact on student learning:

The Lighthouse faculty followed the recommended protocol for the self-study process and reviewed the school's overall program in relation to the expected school wide learning results, the academic standards, and the WASC/CDE criteria within the time frame that they had established. Focus Groups offered recommendations with regard to growth needs and aspects of the action plan that were then consolidated by the Leadership Team.

Alignment of a long-range action plan to the school's areas of need; development and implementation of an accountability system for monitoring accomplishment of the plan:

Three areas of focus are identified in the school's action plan:

1. *Increasing student achievement and proficiency rates in literacy and mathematics.*

   Rationale: Lighthouse's mission is squarely focused upon college for all students. Academic readiness is a key indicator of future college success. The self-study process revealed and reinforced the fact that to achieve this mission, the significant growth seen in the elementary students needs to be extended to the secondary students.

2. *Increasing achievement rates within specific sub-groups. (ELL's, African-American boys, students with identified learning disabilities, students new to Lighthouse, and students who have be retained.)*

   Rationale: The self-study process has affirmed concerns about accelerating the achievement of specific populations of students. Support of English Language Learners is of paramount importance, as they represent 68% of the student population. In addition, specific sub groups are not making comparable academic progress to their cohort. These groups include African-American boys, students with disabilities, students new to Lighthouse, and students previously retained. Lighthouse's mission applies to all students and therefore work must continue to improve the academic outcomes for these specific student populations.

3. *Increasing the rigor and the alignment of the educational program.*

   Rationale: Lighthouse has operated in two separate buildings for the past four years. School structures and practices have evolved over time at both sites. This varied implementation creates inconsistencies that can affect student performance and achievement levels. Deliberate work vertically aligning structures, programs, and practices needs to be done to leverage the potential of being K-12 so that the delivery of instruction is maximized to promote student achievement and college readiness.

The LCCS action plan is directed at the most pressing of its key issues, improving literacy and mathematical ability, particularly in the significant sub-groups, and aligning K-12 curriculum to

maximize the educational experience. While the plan needs to be modified to include the extended recommendations, it clearly states the personnel responsible, the professional development and resources necessary, and the manner to report progress. The original document, however, was more of a one year plan and top-heavy. Upon the arrival of the visiting committee on March 8, 2009, a second action plan was provided that had been more thoughtfully planned out over a period of six years. While still a bit ambitious in scope during the first two years, the plan reflects the capacity and needs of the school. The plan calls for the accomplishment of many tasks within the first two to three years and then a refinement of them in the succeeding years; however, the AMOs need to be clarified.

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

LCCS has a clearly articulated vision and mission to close the achievement gap for low-income students and students of color by providing a college preparatory course of study where all students complete the A-G requirements and 100% of graduating seniors apply to a four-year university. The focus on college preparation drives leadership decisions.

Through a course of study at LCCS, the students aspire and adhere to the following Guiding Principles (Expected Schoolwide Learning Results):

- Responsibility
- Persistence
- Communication
- Collaboration
- Reflection
- Curiosity
- Integrity
- Courage
- Respect
- Compassion

These Guiding Principles are incorporated into all aspects of the students' time at school including group discussions, Habits of Work, Learning Targets, awards, progress reports, and student-created visuals on the walls. A sense of calm, mutual respect and academic achievement is apparent throughout the school.

Shareholders including the LCCS Board of Directors, administration, faculty, staff, parents and students are all clearly aware of and supportive of the school's mission through:

- *ESLRs, mission statement and Guiding Principles visible throughout the school on display boards, assignment sheet and student trackers.*
- *Lightkeeper and Community Meetings*
- *Mandatory enrollment, Individual Learning Plans (ILPs), and family meetings*
- *Weekly mailings to K-6 students*
- *Monthly mailings to 7-12 families*
- *Staff and family handbooks*
- *Back to School Night*
- *State of School Night*
- *Attendance at schoolwide Expositions*

The school's vision and expected schoolwide learning results are discussed regularly in both formal and informal settings. The staff is extremely committed to the Guiding Principles, but the size, openness, and flexibility of the school allows for a revision process involving all of the stakeholders if community changes make one necessary.

A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement for the expected schoolwide learning results and academic standards-based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor the results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

LCCS is overseen by a multi-faceted board of directors made up of twelve to fifteen members with expertise in the areas of fiscal management, real estate, special education, curriculum and instruction, education and charter school law, nonprofit management, and community organizing. To become a member of the board, one must first be nominated by a member of the school, and then proceed through an extensive interview process. The board conducts open meetings at least six times per year, which are regularly attended by staff, students, and parents. It also conducts an annual retreat, and has several committees including the following: Finance and Facility, Fundraising, and Academic Accountability. The three directors report to the Board of Directors, submitting an annual Local Education Agency plan, annual mandatory financial audits, and academic achievement data.
The board of directors works closely with the directors and staff, and some of them are parents of children within the school. They visit the school often and are aware of on-going activities. The board monitors spending, supports the internship program and works closely with the directors of the school. Their policies are directly connected to the school's vision and expected schoolwide learning results, and they regularly review and discuss them. The board also promotes the school within the community and supports much of the fundraising activities along with the parent community (LPAC).

Each year the board sets SMART goals for the school. These goals are derived from the school's charters and measurable pupil outcomes, and are directly related to the school's vision and guiding principles. The Board of Directors approves funding for additional support and resources to achieve schoolwide outcomes through:

- *After School Program*
- *Home Language Program*
- *Academic and emotional counselors*
- *Visual and performing arts programs*
- *Math and literacy coaches*
- *Competitive sports*
- *New Leaders for New Schools*

A3. To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

The school's planning process is exceptionally open and collaborative in nature and includes input from all members of the community, including parents, students, and staff. This open process ensures commitment from all shareholders. The core of this process is directly connected to the school's vision of preparing every

student for college or a career of choice.

The school staff gathers on a weekly basis and monitors student achievement using multiple instruments and adjusts instruction to help all students meet the designated learning outcomes, both the academic and expected schoolwide learning results. Data is collected through:

- *Individual Learning plans for each student*
- *Portfolio assessments for each student*
- *Extensive peer and administrative observations*
- *Year-end and staff reflection and surveys*
- *Parent and student surveys*
- *Interim assessment results*
- *CAHSEE, STAR, PSAT and SAT results*

As a result of annual monitoring, recent changes include:

- *Adoption of a two-year looping model*
- *Quarterly Interim Assessments*
- *Home language instruction*
- *Addition of 2 RSP teachers*
- *GLAD certification for all elementary teachers*
- *Summer School*
- *Additional staff development*
- *Study hall, After School Program and FLEX time.*

A 4. To what extent does a qualified staff facilitate achievement of the academic standards and expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

The LCCS hiring process includes a tour of the school, a series of interviews, and a sample lesson that includes direct student feedback. All of these procedures help to ensure that a prospective staff member is both qualified for and aware of the nature and demands of the school. All LCCS staff attend three Professional Development Institutes during the year that focus on how to support students in achieving academic standards and the expected schoolwide learning results (Guiding Principles). A one-week institute orients new teachers to instructional practices at Lighthouse. Throughout the year, minimum days, once a week, allow for continued reflection on instructional practice. 93% of the staff is fully credentialed and NCLB compliant. The other 7% is currently in the process. One staff member is National Board Certified. All faculty members are effectively assigned to areas in which they are credentialed, or being credentialed.

The school has very effective internal communication structures in place. The small size of the staff encourages friendship and a community atmosphere. Teachers and administrators are in regular informal contact every day, and there is an atmosphere of openness that naturally encourages conflict resolution. The directors are very communicative with the staff members, even hosting a "director's blog" that staff can comment on. This open communication ensures that major decisions and changes are discussed with and explained to the staff before they are made. Thus, the staff is involved in, and shares responsibility for, each alteration to the program. All staff are supported and held accountable for implementing innovations and improving their craft through a number of techniques, including the following: peer and administrative observations, mentoring (the pairing of an experienced staff member with a new staff member), collaboration, on-site professional development, self-reflection, and inquiry groups. These reviews are held

frequently, with many of them occurring daily or weekly.

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

LCCS is focused on gathering student achievement data that steers the professional development plan and improves student performance. Interim assessments are administered to students three times a year and the staff meets in grade level and loop level teams to analyze the data and develop an instructional action plan. STAR and CAHSEE data are also reviewed on an annual basis to judge the effectiveness of the academic program. College application and acceptance data for Class of 2009 is being analyzed.

One of Lighthouse's major strengths is its enormous allocation of resources to professional development. Staff members are regularly trained in methods that are directly related to the needs of their student populations. This includes GLAD, BTSA, and Strategic Literacy Initiative training. In addition the staff schedule allows for 17 days of paid training each school year, and an additional 3 hours of professional development/collaboration each week. This time is spent in collaborative groups that are separated by grade level or subject area, inquiry groups that are comprised of mixed staff and focus on schoolwide issues related to student learning, whole staff meetings which involve decision-based collaboration or staff training, and individual reflection time. Professional development is assessed and supported through teacher "buddy systems," mentoring, and peer/administrative observation that occurs on a weekly basis. Development is reflected upon and discussed as a group, and its effect on student performance is analyzed.

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

Lighthouse budgets its resources strategically to support student achievement on all levels. The budget is revisited every year to allow for shifting needs and priorities in the school. Budget decisions are proposed by the directors and leadership team, with the input of the entire staff, and are approved by the Board of Directors. State funds are supplemented with outside fundraising and grants to develop programs. School enrollment appears to be on the rise, and the school has a lottery system with a long waiting list for all K-12 grade levels.

Much of the teaching staff at LCCS is young and somewhat inexperienced. This does not appear to be an area of concern as they present themselves as enthusiastic, compassionate, united and committed to the school's mission and guiding principles. The teaching staff feels a sense of community at Lighthouse, which assists them in their challenging work. The teachers feel that they are well compensated and that instructional materials and supplies are adequately provided for.

Currently LCCS is housed in two separate sites, which does not support the overall vision of a K-12 cohesive campus with a true sense of community among the students. Areas of concern and need are more classroom space, outside play areas, a library, science labs and an art studio. The staff is optimistic that next year they will move into a permanent facility that is large enough to accommodate their entire program.

A7. To what extent has the charter school's governing authority and the school leadership executed

responsible resource planning for the future? Is the charter school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)

The LCCS Board of Directors, the Finance Committee, and Oakland Unified School District review the annual, mandatory, financial audit and work directly with the school directors and other stakeholders to determine the school budget which allocates resources according to the critical academic needs of the students and the ESLRs. The school has been found to be financially solvent, working within their budget. Because stakeholders have input into the financial decisions of the school, they are informed about the Lighthouse's financial needs.

Lighthouse markets mainly through word of mouth, although the parent committee and the Board of Directors also market at education-related events. The school has taken steps to make specific outreaches to specific populations that they feel are underrepresented in the student body. Finally, the nature of the school often has students out within the local and surrounding communities, where their uniforms and good behavior act as natural marketing strategies.

A8. Has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

Day to day operations and expenditures including payroll are handled by the school's executive assistant under the supervision of the Director of Strategic Development who reviews the accounts before they are forwarded to Ed Tech, an independent, contracted financial company. Weekly budget updates, practice audits, payroll checks, and other expenditure are all prepared by this financial company whose services are paid for by LCCS. The school's relationship with this company ensures that there are written policies on the scope and responsibilities related to an independent financial audit. There were no audit exceptions in the school's most recent financial audit.

Organization: Strengths:

- LCCS has a clearly articulated mission and vision that drive all decisions.
- The staff of LCCS is compassionate, united and supportive of the school's mission and vision.
- The teachers, support staff, administrators and board of directors have an excellent working relationship that promotes a sense of well being among all staff members.
- LCCS is fiscally responsible and solvent. An adequate amount of the budget is spent on staffing and instructional materials. Resources are readily available to teachers.
- Professional development is a high priority at LCCS with an extensive allocation of resources to provide wide-ranging and appropriate staff development.

Organization: Key Issues:

- In order to establish an improved sense of family and community that is part of its K-12 vision, LCCS aspires to improve the facility by housing all students on one cohesive campus with access to a recreational area, library, art studio and lab science work areas.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. To what extent do all students participate in a rigorous, relevant and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school wide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]

Through observation and documentation there is evidence that all certificated and support staff are committed to providing a quality, projects-based, standards-aligned program for students while trying to address each student's individual needs. There is ongoing and frequent professional development to assist certificated staff in their ability to facilitate student improvement in higher levels of cognitive and critical thinking while in a mixed-ability, multi-age, school setting. Professional development is a priority of school administration. Professional development is supplied the staff as program needs are identified. Within the core classes, there is standards-based instruction with instructor adjustments to accommodate the varied levels of ability in the school's student population. Lighthouse Community Charter High School has vertical and horizontal articulation through weekly inquiry group meetings that will continue to improve scaffolding and continuity of standards. However, the separation of the two campuses has created some gaps in the K-12 vertical alignment of curriculum and practices. Lighthouse staff must continue to work on the vertical alignment of curricula, curriculum maps, and practices.

Standards-aligned, faculty/director-approved curriculum and materials in the core curricular areas exist for students in grades K-12. The school has identified and is focused on the Learning Targets. Learning Targets are those standards identified in core subjects that occur most often on the CAHSEE and CSTs. The Learning Targets for each course are embedded in all curriculum development and are reinforced throughout the school and classrooms.

High school coursework that has been approved by the UC is based upon state standards and school's expected school-wide learning results. For Lighthouse students to graduate, they must satisfy all criteria of the UC/CSU a-g requirements. Lighthouse directors, administration, and staff inculcate within all students the belief that it is impossible for a student to graduate from LCCS without being eligible for four-year college matriculation. The high school has very little variation in course offerings thus allowing every student to participate in the same college preparatory coursework. In order to complete a course, students must show mastery of state standards and ESLRs through collecting evidence of this mastery, e.g., authentic assessments, quizzes, and tests.

Students with an IEP are provided services through the school's resource teacher and instructional teachers. Lighthouse practices a combined inclusion and pull-out model for both special education and EL students. Intervention is primarily supported within the mainstream classes. Based upon student IEP or CELDT results, accommodations and modifications are provided those students with support staff working closely with the certificated staff providing them the information necessary to individualize instruction and maximize student learning. It is evident the school's staff work together to engage students and give them multiple opportunities for success. One of the areas in which LCCS is working is to strengthen the sheltered instruction component to all grade levels. Weekly staff meetings are used to discuss and propose stratagems to help individual students experiencing specific academic needs.

High school students are offered an expanded elective option including community college classes for AP/honors credit, recovery credit for classes failed, or for classes Lighthouse does not offer such as world languages and advanced science classes.

Math

Every student is required to take math every year until they pass Algebra II, thus meeting the a-g requirements. Thus far, every Lighthouse senior student is on target to graduate having completed and passed Algebra II.

The math curriculum is designed as a balance between learning discrete skills and developing complex problem solving. Lighthouse uses open-ended problems of the week to develop students' ability to problem-solve and to communicate their mathematical thinking. The revision process allows students to revise their work to continuously develop their mathematical communication and discrete skills.

LCCS high school students have struggled to demonstrate high levels of proficiency on the CST. The current curriculum is either not paced appropriately or there is insufficient attention given to particular skills. The mathematics curriculum must be augmented to deliberately develop discrete mathematics skills that are assessed by the end of year state assessments. The vertical and horizontal professional development articulation in K-12 math, having chosen a common publisher, will greatly diminish 'gaps' between each math level and the standards covered and, thus, the possibility of improving math subject area CST student scores for this school year.

English/Language Arts

There is a heavy emphasis upon reading and exposure to a variety of texts as well as workshop time dedicated to the writing process. Older students are expected to independently read ten or more grade-level, college-preparatory books per school year. There is an institutional commitment to the writing process that is manifest in structures that support revision of work and longer instructional blocks for workshop time. The school promotes the writing process by providing multiple opportunities for students to write to writing prompts of different genre patterned after the California Writing Test. These writing prompts have clear rubrics in which students are able to make intelligent decisions for improvement. This desire for good writing is evident across curricular areas, e.g. in math - Problems of the Week.

There has been a deliberate development of a CAHSEE preparation curriculum by the high school instructional team to ensure 10th grade students are abundantly prepared for success upon the initial testing attempt.

Social Studies
Most curricula is designed and implemented by certificated staff that articulates instruction to learning targets. The social studies curriculum is tightly integrated with the language arts coursework during the Humanities instructional block.

Science
The majority of the curricula is designed and implemented by certificated staff that match instruction to learning targets. The science courses also use textbooks for instructional support. A large component of the science curriculum includes fieldwork and experts that expose students to science as a real-world experience.

CST Science scores speak to a need for aligning K-8 science curriculum more closely to the state standards. Also, the high-school science curriculum is currently composed of only biology and needs to be expanded to offer chemistry and physics.

English Learners
Lighthouse must continue to develop the curriculum to support English Language students through sheltered instruction techniques and an ELD program. There is a need for a minimum of thirty minutes per school day of specific EL instruction for identified EL students. Although this is not currently evidenced, Parents and staff are collaborating to develop a long term ELD program that will meet this need. This is important because language learners comprise a large portion of the student population and it is known that specific instructional strategies benefit literacy development.

There is a need to expand the physical education and health programs to meet the needs of the K-12 students.

B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuits of their academic, personal, and school-to-career goals?

Every student has an Individualized Learning Plan, which is reviewed three times each school year by the student's core teacher or crew leader, the student, and a parent or guardian. At each meeting, the student reflects on past achievements and sets new goals. Goals may be academic, social, or emotional in focus. Individualized Learning Plans focus both on long-term goals and the development of short-term strategies to achieve these goals.

In the 2008-2009 school year, Lighthouse Community Charter School will be graduating its first senior class. Currently, all seniors are on target to graduate. By November 2008, all seniors had submitted applications to universities; and by January 2009, 71% had received acceptance letters. Also, 100% of the senior class has passed the CAHSEE.

For Lighthouse students to graduate, they must satisfy all criteria of the UC/CSU a-g requirements. A student will not graduate from LCCS without being eligible for admission to a university. The high school has very little variation in course offerings thus allowing every student to participate in the same college preparatory coursework.

LCCS offers career and college preparation courses to every student. These courses are critical to achieving the mission by preparing every student to:

- Secure an internship (All 11th graders participate in a work-internship in the community during their spring semester. The students put in several hours per week with local businesses and other organizations and complete a minimum of 40 hours.)
- Use the Naviance college research and application program
- Visit college campuses throughout the school year
- Meet university admission officers that come to the school
- Attend college fairs
- Work with UC-Berkley student mentors
- Complete personal statements for college after a rigorous submission and revision process
- Achieve at high levels on the SAT
- Complete all financial applications
- Educate parents on effectively financing college
- Be successful in a college paced environment

All students have access to support and intervention as needed:

- Reading intervention classes: A K-6 interventionist provides daily small-group instruction to students reading below grade level and consults with those students' classroom teachers concerning supporting literary instruction in the classroom. High school intervention provides small-group instruction to students with reading and grammar skills below grade level. The intervention classes are led by classroom teachers and administrators.
- After-school tutoring: After-school K-12 staff provides homework assistance. Middle and high school teachers offer after-school tutoring as needed.
- Computer-based literacy intervention: Students in grade 1-12 have access to a computer-based program, Fast ForWord, which is designed to improve students' phonemic awareness, phonics, language usage, and fluency skills. Although in the 7-12 grades, this intervention is mainly integrated within the curriculum.
- Crew time: 7th - 12th grade students receive academic, social, and emotional support two to four times per week. Crew leaders focus on improving study skills, developing good time management, assisting students in meeting goals within student Individual Learning Plan, and building community within and without the school.

Flex-time, the afternoon block, effectively gives students who are struggling intervention and intensive help and gives enrichment to those who are excelling. An after school program provides more intervention and additional extra-curricular activities. While every attempt is made to include children with needs, not all who apply to after school can be accommodated and not all who should do apply. LCCS needs to assure that all students with needs have the opportunity for intervention services (e.g. reading intervention; summer school; counseling; after school tutoring; intervention weeks).

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

All Lighthouse high school students participate in an academic program that meets the UC/CSU a-g requirements for college entry and is aligned to the California State Standards. Students are required to

complete four years of Humanities, at least three years of math, and at least two years of lab science as a graduation requirement. For the 2008-2009 school year, 100% of the seniors have passed the CAHSEE.

All Lighthouse students participate in a performance-based promotion process called Passage. Every two years, starting in Kindergarten and grades 2, 4, 6, 8, 10, and 12, students are required to demonstrate mastery in their respective grade level through a Passage portfolio and presentation. During students' presentations, they exhibit work in front of family and teachers. Students who do not demonstrate portfolio requirement readiness are retained.

In K-4, there is a home language program offered in Spanish, English and Cantonese to offer enrichment and development of the language spoken at home. The home language program has grown immensely, both in size and effectiveness. In addition, Spanish as a second language is offered.

All teachers and students in all grades, K-12, use and practice college preparatory language and habits of mind, which include the expected school wide learning results and the ten guiding principles.

All 7–12 grade students participate in a small learning community, called Crew, composed of one staff member with twelve to fifteen students. Each "community" meets two to four days per week. This small-group structure allows staff and students to develop relationships, to have an advocate in the school, and to have a place that supports them with their academic, social, and emotional Individualized Learning Plan goals.

While all students are meeting the graduation requirements there is a significant gap with young African-American males. Support systems need to be targeted at this group, as well as any other significant under-performing sub-group.

Curriculum: Strengths:

- Lighthouse provides a rigorous performance and standards-based promotion system grounded in specific Learning Target expectations.
- There is structured goal and strategy setting performed three times per school involving parents, staff and individual students. These Individualized Learning Plans, as well as Crew (7-12) meetings are used to monitor and improve student academic achievement, as well as social and emotional development.
- The small school environment meets individual student needs by offering targeted academic and social interventions.
- There is a dedicated and highly qualified staff that is trained in sheltered instruction techniques and is GLAD certified (K-6).
- The home language program and the Spanish program offered in the elementary grades are exemplary.

Curriculum: Key Issues:

- The school must continue to develop a program to support English Language students through sheltered instruction techniques and English language development.
- There is a need to continue to develop strategies and support networks both academically and socially for their African-American boys and other struggling subgroups.

- The math instructors must develop instructional experiences for high school students that deliberately develop discrete math skills represented on the end of year state exams.
- Lighthouse must continue to work on the vertical alignment of K-12 Learning Targets and content maps.
- All identified students need to have the opportunity for intervention services (e.g. reading intervention; summer school; counseling; after school tutoring; intervention weeks).
- There is a need to expand the physical education and health programs to meet the needs of the K-12 students.
- The school needs to continue to augment current K-8 science courses to develop discrete skills represented on state exams and expand the high school program to include standards-based chemistry and physics.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

LCCS has a number of innovative programs and procedures designed to provide challenging learning experiences for all students. The overarching framework for expectations is known as "Learning Targets." Learning targets are created according to state standards for grade and subject area. These targets are connected to the expected schoolwide learning results through cross-curricular thematic units known as expeditions. The learning targets are schoolwide and are in the process of being vertically aligned. These targets are made explicit to students through classroom postings, direct instruction, and the course syllabi. Many classrooms have a checklist of learning targets. The school is also developing an online tracking system for learning target completion. Many learning targets are worded in the first person (e.g. "I can explain the relationship between"...) The development and refinement of these targets is ongoing, and the school has recently recognized the need to develop a common definition of what it means to "meet" each target. The faculty is working on shared rubrics and norming activities to begin this process. Instructional practices and academic expectations which are derived from the Learning Targets, (grading systems, rubrics, exit slips, do nows, workshops) are being normed across grade levels, enabling consistency in a student's day. The school recognizes that a critical academic need is the continuance and expansion of this horizontal alignment. They also recognize that vertical alignment of instructional practices is critical in assisting the development of EL students. Currently, the school is not providing the requisite 30 minutes per day of direct language instruction for beginning EL students. Finally, while the expected schoolwide learning results are explicitly taught in the Crew classes and mentioned in classroom instruction, most are not yet explicitly tied to assignments, rubrics, and co-curricular activities.

Inside the classroom, teachers are given the opportunity to differentiate instruction according to specific student needs, including mini-lessons for review and "exceeds" options. A consistently smaller (12-20) class size assists this differentiation. All teachers define difficult vocabulary for their students and each class is an opportunity to teach academic language. Teacher awareness of specific student needs comes from each student's Individual Learning Plan. The triannual meetings required to develop and maintain each plan give students the opportunity to share their perceptions on their learning experiences. Individual Learning Plans also give students and teachers the opportunity to explicitly reflect on the student's achievement of the expected schoolwide learning results. Students are also placed into "looped" classrooms, ensuring that each teacher will have a minimum of two years to get to know an individual student, and to differentiate instruction accordingly. Portfolios, which are a requirement for "Passage" to each new level, also provide information on student perceptions of their learning experiences.

Students of all levels and backgrounds are supported both within and without the classroom. LCCS has a home language program that provides instruction in most K-4 students' home language for a part of each day. There has been extensive development in literacy programs—within the classroom and without—in recent years, due to resource specialists, reading specialists, counselors, and speech therapists who are available to support struggling students. In spite of all this effort, Lighthouse still recognizes that there is more work to be done to support language development. Literary strategies must continue to be improved and implemented in grades 7-12. The leadership team and a special planning team are currently developing a comprehensive structure for serving EL students. Literacy and math intervention served 185 out of 425 K-8 students in 2007-2008 and has been linked to increased proficiency scores in 2008. In middle and high school, intervention time has been inserted into students' daily schedules (replacing study hall/ elective time) Advanced students are offered "exceeds" options and can enroll in community college courses. The school acknowledges, however, that extra-curricular and co-curricular activities are still lacking for advanced and

specialized students. Currently, the after school enrichment program is heavily impacted and students with academic or behavioral needs are given first priority. This leaves little room for advanced students. Juniors spend their second semester off site one day per week in an internship of their choice. The internship experience also has an academic component, which is implicitly related to the school's Guiding Principles.

Staff development plays a key part in the maintenance of this system. New staff are specifically trained in schoolwide vernacular and instructional practices before they ever set foot in a classroom. Content area teams are trained together to develop a shared understanding of specific instructional practices. Professional development time, scheduled into each week, allows teachers to discuss practices, conduct inquiry groups, analyze student data, and refine systems. Decisions regarding practices are made through this collaborative system. In addition, K-6 core teachers are GLAD trained. During teaching, both administrative and peer observations are used to ensure consistency in practice. These observations are extremely frequent and they involve immediate feedback. Many observations are videotaped and collaboratively reviewed, and many peer observations are designed by the teacher who is being observed. Interim assessments, conducted four times per year, are used by grade level and content teams to analyze pedagogical practices.

The results of this effort are clear in LCCS's testing data. 100% of the school's senior class has passed the CAHSEE and is eligible for acceptance to a four-year institution. The school shows consistent improvement in API scores, and most subgroups, especially between the 2007 and 2008 tests. While LCCS has consistently outperformed the Oakland Unified School District, it recognizes that its work is far from done. LCCS needs to continue to improve their API and similar schools ranking. Male students, ELL students, African-American students, and older students taking math tests, could all use improvement, and the school is taking measures for each subgroup. Examples of such measures include "Kid Talk," targeted intervention, College Preparatory Math in grades 6-12, and literacy programs. Student support and intervention (as well as enrichment) takes place through small group cooperative learning. These groups are scheduled into the regular school day, specifically during Crew class and Flex Time. The school would also like to see general improvement in literacy and math scores.

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Teachers use a very wide variety of strategies to engage students and involve them in high levels of success. The most effective way to demonstrate this would be to list the strategies:

- Group instruction, including expert groups, literature circles, and peer evaluations, that encourage leadership, conflict resolution, and support diverse learning styles, collaboration, and independent problem solving.
- Kinesthetic learning experiences, even in upper-level theory-based classes that get students out of their seats and physically involved with a concept (physically representing complementary angles, posing as the subjects of a painting to better understand the painter's motivation, etc.).
- Cross-curricular instruction, "expeditions", that focuses on a particular thematic unit (Colonialism, Industrial revolution, The Life Cycle, etc.) and is reinforced through multiple subject areas.
- Extensive fieldwork that gets students out of the classroom and into the real world. The real world is brought into the classroom through current events in Humanities and Science, and guest speakers that include community leaders and experts.

- Technology, much of which is used to support language acquisition, including listening centers (K-6), a Fast ForWord workshop, and language intervention. Desktop publishing, internet research, and PowerPoint creation are also incorporated into lessons for all students. In addition, students have access to a computer lab.
- SAT preparation offered on-site to students during the elective period.
- Community college coursework available as a supplement to traditional high school instruction.
- Workshop model instruction during block schedules to support students in literacy and math skills combines instruction, guided practice, and individual practice into a lesson.
- GLAD model and TERC instruction in the lower grades that provide scaffolding and inquiry based learning.
- Fine Arts and Fitness courses that supplement and reinforce core instruction.
- Exhibitions of student art at museums, which offer real-world critiques.
- Revision options in all courses that give students multiple opportunities to challenge themselves, develop skills, and show mastery.
- Crew classes that meet daily and offer instruction in teamwork, conflict resolution, and leadership skills and offer preparation for the CAHSEE exam.
- Junior internships, which place students in a career of their choice for a semester.
- A proposed "College Week", where students would participate in, and reflect on, a college schedule and expectations.
- Diversity of materials, including primary sources and multiple perspectives.

LCCS recognizes that it must not only continue to maintain the above programs and procedures but also work to improve student access to more extracurricular activities, especially at the high school level. A part of this difficulty involves the current facilities which house the school. LCCS is taking measures to correct this deficiency, but the current situation is inadequate.

Instruction: Strengths:

- Instructional practices are normed across grade levels and content areas.
- Teachers differentiate instruction to target individual and group's specific needs.
- All school-wide decisions regarding curriculum, Individual Learning Plans, and assessment are decided through an established collaborative system.
- There is explicit communication of Learning Targets based on state standards.
- Small group cooperative learning occurs across student-focused curriculum that provides intervention and enrichment.
- Fieldwork provides an authentic learning experience outside of the classroom.
- Individualized student feedback/Individualized Learning Plans guide student learning and growth.
- A home language program supports language development and core classroom content.
- During teaching, both administrative and peer observations are used to ensure consistency in practice. These observations are extremely frequent and they involve immediate feedback.

Instruction: Key Issues:

- The teaching staff should continue to improve vertical alignment of Learning Targets and instructional practices, especially those that will meet the specific needs of all EL students.
- The school needs to show general improvement in literacy and math scores.
- Literacy strategies must continue to be improved and implemented in grades 7-12.
- The school needs to develop a process for norming what it means to "Meet" a Learning Target.

- The school must find creative ways to augment the access to more extracurricular and co-curricular activities for 9-12 students.
- Guiding Principles need to be explicitly tied to learning targets, rubrics, and co-curricular programs, such as Junior Internships.
- While there have been immense gains in the school's API, the school needs to continue to improve their API and similar schools ranking.

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the parents and other shareholders of the community?

The Lighthouse Community Charter School utilizes multiple assessments in all subject areas to provide directors, staff, parents, and students information regarding student achievement. These assessments manifest themselves in different ways, e.g. authentic or traditional, formative or summative, informal or formal.

Concerning standardized tests, high school students take the mandated California tests and the college admissions exam: California High School Exit Exam (CAHSEE), California Standards Test (CST), as well as the Scholastic Aptitude Tests, both SAT and PSAT. Currently, all seniors have passed the CAHSEE. The majority of the students take the CELDT test, as well. The assessments are analyzed and reported on the School Accountability Report Card (SARC). This data is disaggregated into subgroups: Special Education, low income, English Learner, students of color, and gender.

The prior school year's students' CST subject scores assist teachers in lesson preparation through ascertaining student achievement levels. There are four interim assessments in which state standards are imbedded in ELA and math. Student results are analyzed with individual intervention and goals for improvement identified. SAT concept areas are discussed and taught through Crew time, in the Career & College class during the student's junior year. LCCS offers an extra-curricular class in conjunction with Kaplan in order to further prepare each student to score above average on the SAT.

Biennially, in a forum called 'Passage', students present to staff, parents and community members the standards and learning targets they have mastered during the preceding two school years. For instance, a 10^{th} grade student defends 9^{th} and 10^{th} grade learning through a Philosophy of Learning statement, application of multiple intelligences, and development of a project in which a research question is created that will help improve the community depending upon how the question is addressed and fulfilled by the student.

Also, biennially, through a medium called 'Expo', students prepare and deliver project-based learning activities in which parents and community members must participate. This is another avenue for students to confirm their learning and academic progress.

At least twice per school year, parent(s), teacher, and student meet to reassess the student's Individualized Learning Plan (ILP). The ILP is revised as necessary to meet the student's current and future goals: academic, physical, social, and/or emotional. Progress Reports are given at the end of first and third quarters with Report Cards given at the end of each semester. Report cards are based on the identified Learning Targets and Guiding Principles and not on letter grades.

LCCS administration states they are investigating a web-portal that will allow access to student data (current grades, attendance, mastered learning targets) for parents and their student. This will improve school-to-

home communication. Also, students will be able to access their assessment data and how it correlates to each learning target allowing them to independently revise appropriate assignments.

D2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Staff uses a variety of strategies to evaluate student learning. Common practices for measuring student achievement using authentic assessments include: student portfolios, group and individual projects and presentations, research papers and lab reports, learning logs, discussions and seminars, persuasive letters to the community, sketchbooks, museum expositions, and presentation and defense of achievement (Passage Portfolio). Also, traditional methods such as standardized tests, reading assessments administered three times per year in K-6, written assessments administered at least twice per year in 7-12, interim assessments, and teacher-developed tests and quizzes are used to measure student achievement.

Students must demonstrate mastery of Learning Targets in each subject area in order to pass the course. Grades are determined using rubrics that measure specific skills and content (Learning Targets). Revision, re-teaching, tutoring, and reassessing are an integral part of the learning process.

Lighthouse has weekly staff meetings (within grades or subjects and cross-curricular) in which faculty discuss, plan, monitor, and assess students' progress and program efficacy. During the current school year, the high school administration and math staff have focused on improving student learning in math due to concerns about student performance on mathematics portion of the CST – Elementary and Advanced Algebra and Geometry. Through analysis of the data, adjustments in the math curricula have included and need to continue to include more thorough content converge and deliberate development of discrete mathematical skills.

D3. To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

Each grade level and subject area establishes a set of standards-based Learning Targets. Over the course of the school year students have several opportunities to demonstrate mastery of each Learning Target. Students receive quarterly progress reports which detail student progress on each Learning Target. In the elementary school, the progress report is used to measure student progress and ensure mastery of skills and content. In the middle school and high school, students receive a grade based on the percentage of Learning Targets they are meeting or exceeding, and must meet or exceed 60% of all Learning Targets in each class to advance to the next grade.

The school needs to continue its K-12 vertical alignment of curriculum and accompanying assessments with appropriate and efficient disaggregation of data. There are several assessment practices that span K-12 that are implemented differently between elementary and secondary grades. This inconsistency can affect student performance and achievement levels.

All students take a teacher-developed quarterly interim assessment to measure progress toward grade-level expectations in English Language Arts and Mathematics. The assessments are modeled after state and national standardized tests, e.g. CST, CAHSEE, SAT. These assessments guide teacher practices and professional development as well as prompt student reflection. Reports of student growth are given to parents and the school's Board of Directors. Lighthouse Community Charter School has developed this practice in collaboration with New Leaders for New Schools (http://www.nlns.org/).

While the school has a fully completed and implemented standardized assessment program for English and Math courses, they do not have such a program for the rest of the curricula. Collaborative teaching teams need to create and implement interim assessments for curricular areas beyond English and Math.

The school collects and analyzes longitudinal standardized test data for grade level cohorts. This information, which shows cohort progress and areas of strength and weakness, is used to guide teaching practices, professional development, and curricular decisions.

External monitoring is provided by the school's chartering agency, Oakland Unified School District. Representatives observe LCCS practices, conduct interviews with school staff, and assess student progress toward achievement. This review provides feedback on school practices and ensures academic accountability.

Also, LCCS is a member of the Coalition of Essential Schools (CES) (http://www.essentialschools.org/), a group of schools that collaborates on developing best practices and student academic growth. This relationship allows LCCS students and staff to observe the practices of other schools and attend annual conventions. CES representatives from other member schools visit the school annually to review academic practices.

While LCCS staff, regularly check students for the accomplishment of the Guiding Principles (ESLRs), they need to begin to develop a normed system of measuring student achievement of the Guiding Principles (ESLRs).

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

LCCS instructional program is driven by academic achievement data. CST, CAHSEE, Interim Assessment, Reading Assessment, and Learning Target data are used to examine current student achievement and make decisions to improve each curricular area. Through this analysis, LCCS has added new student-support staff positions, implemented new curricular models, provided focused

professional development, and provided new course offerings for students. Through these plans students have access to a strong core curriculum with many intervention opportunities. Teachers are able to continue focused development as professionals and use data to inform instructional practices.

Lighthouse must augment the continuous assessment of English Language students beyond the annual CELDT assessment to measure academic growth throughout the school year. Having a deliberate and continuous assessment system for English Language students will enable LCCS to provide the appropriate and targeted instructional services for this focus group. They need to continue to work toward at least 30 minutes per day of EL instruction for targeted students.

Assessment and Accountability: Strengths:

- Lighthouse's interim assessments provide student achievement data on a quarterly basis in literacy and mathematics allowing the staff to track student progress toward mastery of grade level and subject standards.
- The Individual Learning Plan process involves and informs the school community (parents, teachers, students, and administration) in analyzing, reflecting on, and setting goals for student achievement. This builds accountability for all involved in the ILP process.
- The Passage process ensures students have achieved mastery of grade level standards. It provides an authentic audience for students to identify and present their academic growth as well as maturation.
- The LCCS staff continually uses data to reflect on and improve its instructional program, including setting growth targets, sharing best practices, and adding new curriculum, interventions, and enrichment components.
- Lighthouse Community Charter School has a comprehensive, standards-based assessment system, including clear Learning Targets, common and frequent assessments, and built-in student reflection time at grade-levels, loop-levels, and school-wide.
- Lighthouse ensures that all concerned individuals have multiple avenues to obtain information about data and student achievement. This includes frequent parent communication with, if needed, written and oral translation.

Assessment and Accountability: Key Issues:

- There is need to develop an online portal accessible for all parents and students to monitor grades, attendance, and Learning Targets in real time.
- Lighthouse needs to continue the vertical alignment of curriculum and accompanying assessments with appropriate and efficient disaggregation of data. There are several shared assessment practices that span K-12 that are implemented differently. This varied implementation creates inconsistencies that can affect student performance and achievement levels.
- LCCS needs to augment continuous assessment of English Language students and the instructional services provided to these students based on their identified needs and continue to work toward at least 30 minutes per day of EL instruction for targeted students.

- Through analysis of the data, LCCS staff need to continue to make adjustments in the math curricula through content coverage and deliberate development of the discrete mathematical skills.
- Collaborative teaching teams must continue to create and implement interim assessments for every curricular area beyond English and Math.
- The school should continue to develop a normed system of measuring student achievement of the Guiding Principles (ESLRs).

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Lighthouse Charter successfully employs many measures to bring parents into the learning process, including involving parents in their student's ILP, Passage Presentations, (where students must demonstrate competency in their subject areas), Student Study Teams, student EXPO, weekly gathering for parents at Coffee Tuesday at the elementary level, weekly mailings at K-6, monthly mailings at 7-12, and parent development events, like Family Learning Nights. New families are often called and given individual invitations to events, and teachers often make home visits.

A mandatory internship program for juniors for one semester in community based organizations involves the community and gives both students and community leaders a stake in the success of the school, as well as providing valuable work experience for students. Translators are provided at meetings where they are needed.

While parents are active at the school, there is room for improving the participation of the parents of students who are new to Lighthouse. In addition, the parents' role in the decision-making processes of the school should be strengthened.

E2: To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement?

To make the school a place where students can focus on learning a safe, nurturing and professional environment is provided. The guiding principles of the school are responsibility, persistence, communication, collaboration, reflection, curiosity, integrity, courage, respect and compassion. These principles are posted throughout the school at every grade level. Students are expected to aspire to these principles in word and action. They are reinforced through the Crew meetings, classroom instruction, Lightkeeper and other community meetings and communications sent home weekly and monthly.

The facilities, though old and often cramped for space, are kept in good condition by three full time custodians. Healthy breakfasts, lunches and snacks are offered through Revolution Foods. All students in grades 5-9 participate in fitness classes, and high school students have access to competitive sports.

Students are part of Crew meetings every week where they can find support and college preparatory training from a caring staff member. All other personnel on campus also work to support the whole child and see the students and school as a part of a large family. There is an atmosphere of acceptance and mutual respect that is demonstrated throughout the school from K-12 between students and staff and among students themselves. Students in the classroom are focused, actively involved, and appear to truly love learning.

Professional development opportunities are offered to all staff several times a year. Four times per year the assessment data drives and improves instruction techniques and targets areas of weakness in student learning. The curriculum, aligned with state standards, is rigorous and the A-G coursework

expected for graduation demonstrates high expectations for all students who must apply to a four-year college as part of their graduation requirement.

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

All students have an Individual Learning Plan that is revised and updated three times a year. Support services include intervention services both mandatory and voluntary before, during, and after school hours. Lunch work groups are assigned for those students who have trouble completing assigned work. There is a free after school program that includes tutoring and time to work on assignments. Intervention weeks are spaced throughout the school year for those students who need more assistance than the regular interventions can afford. Special needs students have access to a literacy intervention specialist, a speech therapist, a resource specialist, and social/emotional counselors as well as Special Ed teachers and an IEP. There are also targeted test preparation programs for the CAHSEE and the SAT.

E4. To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community.

The CREW groups focus on personal support, the internship program exposes students to community organizations and opportunities within the community, and counselors, academic, college, and social/emotional are provided at the school.

There is a career and college center on campus with access to a college counselor, weekly college workshops, a Senior Seminar to assist with college applications and financial aid.

The "Girls for Change" program is aimed at pre-adolescent girls in order to discuss issues, promote healthy choices, and increase awareness of body and self.

After school programs are offered daily. Liaisons with community groups such as the Oakland Youth Course, Theatre enrichment, and community sports programs, provide opportunities for involvement outside of school. Sports and music programs are also offered at the school.

To improve the school, there must be an alignment the K-12 cultural expectations and consequences. In addition, the school needs to increase student motivation to take advantage of the support services offered.

Culture and Support: Strengths:

- Students in the classroom are focused, actively involved, and appear to truly love learning.
- Crew groups meet frequently and reinforce the guiding principles of the school, as well as providing support for all students academically, socially, and emotionally.
- There are many opportunities for parental and community involvement, including the ILP process, passage presentations, SST , student EXPO, Coffee Tuesday, and the Lighthouse Parent Club.
- A strong school culture is fostered that is founded on the Guiding Principles.
- There are a myriad of intervention activities, provided before, during and after school, including general homework help, tutoring, preparation for state tests, etc.

- Many after school enrichment activities are offered, including sports, music and support groups.
- A warm and nurturing environment based on mutual respect and commitment to the ideals of the school exist between students and staff and among students.

Culture and Support: Key Issues:

- There needs to be an improvement in the participation of families in the decision-making processes of the school.
- Staff needs to encourage the involvement of parents of K-12 students who are new to the Lighthouse Community.
- There must be an alignment of the K-12 cultural expectations and consequences.
- The school needs to increase student motivation to take advantage of the support services offered.

Part B: Schoolwide Strengths and Critical Areas for Follow-Up

In its parting session with the faculty and staff, the Visiting Committee chair prefaced the presentation by noting that the Committee's report was intended as an affirmation of the concepts of the existing plan and a blueprint—an affirmation of the work the school staff had undertaken as a team in recent months, and a blueprint of the challenges to be addressed next. These comments are based on a revised plan that was provided to the WASC visiting committee upon its arrival at the school on March 8, 2009.

Commendations were noted in the following areas:

1. LCCS has a strong vision and a mission to prepare every child for college, which drives all of the school's decision-making processes.
2. The vision of the school is supported by a professional, learning community, made up of dedicated, hard-working, and united staff and based in well-allocated collaborative professional development.
3. The school has a tangible, family-like culture of mutual respect and appreciation between staff, students, and administration, which is implemented and reinforced through the Guiding Principles.
4. The school curriculum and instructional practices are data-driven and support the whole student through an immense wealth of programs and procedures, such as differentiated instructional strategies, Crew programs, fieldwork, and internships.
5. The school employs rigorous standards-based assessment systems with clear learning targets, common and frequent assessments in ELA and Math, multiple assessment strategies, portfolios, and reflection-driven passage events.
6. The individual learning plans establish a blueprint for student success through goal-setting, self-advocacy, and family involvement in the learning process.
7. Students in the classroom are focused, actively involved, and appear to truly love learning.

The Visiting Committee's recommendations extend across school organization, curriculum, instruction, and school culture and support services. They are as follows:

1. In order to establish an improved sense of family and community and to align with their vision, LCCS must improve the facility by housing all students on one cohesive campus with access to a recreational area, library, art studio, and lab science work areas. (Add to plan.)
2. LCCS must continue to increase achievement and proficiency rates in all curricular areas, as measured by the state assessments and the API rankings.
3. The school must increase academic achievement and proficiency rates within specific student sub-groups.
4. The school must continue to develop a program to support English Language students through sheltered instruction techniques and English language development.
5. The teaching staff needs to increase alignment of the K-12 educational program.
6. Collaborative teaching teams must continue to create and implement interim assessments for all curricular areas beyond English and math. (Add to plan.)
7. The school needs to continue to augment current K-8 science courses to develop discrete skills represented on state exams and expand the high school program to include standards-based chemistry and physics. (Add to plan.)

8. The staff should continue to align curriculum to the Guiding Principles (ESLRs) and develop normed measurements for student achievement and progress towards the mastery of the Guiding Principles (ESLRs). (Add to plan.)

Note: The AMOs on the action-plan should be clarified.

Chapter V: Ongoing School Improvement

Note: The original Chapter V in the report was more of a one year plan. At the request of the chair, **a second action plan** that had been more thoughtfully planned out for a period of six years was provided to the visiting committee upon its arrival on **March 8, 2009. These comments are based on that "second" draft (attached).**

Three areas of focus are identified in the school's action plan:

1. *Increasing student achievement and proficiency rates in literacy and mathematics.*

   Rationale: Lighthouse's mission is squarely focused upon college for all students. Academic readiness is a key indicator of future college success. The self-study process revealed and reinforced the fact that to achieve this mission, the significant growth seen in the elementary students needs to be extended to the secondary students.

   - Sixty-eight percent of the students at Lighthouse are EL students so there is a continuous need to focus on literacy in order to improve the scores on the state tests and to prepare the students for post-graduate success.
   - Lighthouse math and literacy scores need to be raised to be competitive with other schools in the state of California.

2. *Increasing achievement rates within specific sub-groups. (ELL's, African-American boys, students with identified learning disabilities, students new to Lighthouse, and students who have be retained.)*

   Rationale: The self-study process has affirmed concerns about accelerating the achievement of specific populations of students. Support of English Language Learners is of paramount importance, as they represent 68% of the student population. In addition, specific sub groups are not making comparable academic progress to their cohort. These groups include African-American boys, students with disabilities, students new to Lighthouse, and students previously retained. Lighthouse's mission applies to all students and therefore work must continue to improve the academic outcomes for these specific student populations.

   - There is a significant gap in student achievement between African American students and the other students at Lighthouse.
   - Students new to Lighthouse have not developed the same habits of work and need extra support.
   - EL students and students with identified learning disabilities need continued support and specialized support systems.

3. *Increasing the rigor and the alignment of the educational program.*

   Rationale: Lighthouse has operated in two separate buildings for the past four years. School structures and practices have evolved over time at both sites. This varied implementation creates inconsistencies that can affect student performance and achievement levels. Deliberate work vertically aligning structures, programs, and practices needs to be done to leverage the potential of being K-12 so that the delivery of instruction is maximized to promote student achievement and college readiness.

- There are some gaps and some redundancy in the alignment of the academic program.
- Also, there is a need to use the same best practices, and habits of work from K-12 to maximize the delivery of instructions.

Comments:

The LCCS action plan is directed at the most pressing of its key issues, improving literacy and mathematical ability, particularly in the significant sub-groups, and aligning K-12 curriculum to maximize the educational experience. Within the parameters of these three key issues, the school needs to include tasks that will strengthen all curricular classes, aligning the course work and assessments to the standards and ESLRs and using these assessments to improve curricula. The school needs to continue its work with the ESLRs, making them explicit and measurable. Additional attention needs to be paid to the science curriculum. While the plan needs to be modified to include the extended recommendations, it clearly states the personnel responsible, the professional development and resources necessary, and the manner to report progress. While still a bit ambitious in scope during the first two years, the plan reflects the capacity and needs of the school. The plan calls for the accomplishment of many tasks within the first two to three years and then a refinement of them in the succeeding years. The leadership of the school is well qualified to lead the school forward and has created a common vision that will drive the dedicated and hard-working staff to continue to seek improvement for the success of students.

While the plan is ambitious, it is feasible. The obvious impediment to the plan will be the school's ability to finally house itself on one campus. The new campus is currently being built, and the school is scheduled to move in August.

While the measurement tools for the individual tasks are appropriate, the **AMOs need to be clearly identified** and stated in such a manner that it is easy to monitor the gains that the school needs to make with the CSTs, the CAHSEE, the CELDT and/or any other targetable data that is appropriate. Once this is accomplished, the visiting committee feels that the plan will be sound and will move the school to accomplish the goals it has set for itself.

Appendix
Five Year Budget

Lighthouse
Budget Summary

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
	Lighthouse Community Charter High School	Lighthouse Community Charter High School	Lighthouse Community Charter High School	Lighthouse Community Charter High School	Lighthouse Community Charter High School	Lighthouse Community Charter High School
SUMMARY						
Revenue						
General Block Grant	1,199,525	1,378,332	1,420,471	1,463,018	1,506,965	1,552,112
Federal Income	181,632	122,565	130,837	133,012	135,188	137,519
Other State Income	270,648	259,072	268,919	208,631	270,519	271,318
Other Local Revenue	42,450	23,575	23,575	23,575	23,575	23,575
Fundraising and Grants	276,400	270,900	270,900	270,900	270,900	270,900
Total Revenue	1,970,655	2,054,444	2,114,702	2,099,137	2,207,147	2,255,424
Expenses						
Compensation and Benefits	1,219,486	1,218,333	1,262,993	1,304,890	1,348,364	1,393,498
Books & Supplies	175,327	174,677	174,677	174,877	174,677	174,677
Services & Operating Exp.	557,540	597,800	603,526	606,664	610,304	613,846
Capital Outlay	-	-	-	-	-	-
Total Expenses	1,952,352	1,990,811	2,041,196	2,085,431	2,133,345	2,182,011
Operating Income (excluding Depreciation)	18,303	63,633	73,506	12,705	73,802	73,413
Operating Income (including Depreciation)	*18,303*	*63,633*	*73,506*	*12,705*	*73,802*	*73,413*
Fund Balance						
Beginning Balance (Unaudited)	80,235	96,538	162,171	235,677	248,382	322,184
Audit Adjustment						
Beginning Balance (Audited)						
Operating Income (including Depreciation)	18,303	63,633	73,506	12,705	73,802	73,413
Ending Fund Balance (including Depreciation)	98,538	162,171	235,677	248,382	322,184	395,598
CDE Recommended Reserve (5% of Expenses)	97,618	99,541	102,060	104,322	106,667	109,101

DETAIL

Enrollment						
K to 3	-	-	-	-	-	-
4 to 6	-	-	-	-	-	-
7 to 8	-	-	-	-	-	-
9 to 12	195	215	215	215	215	215
Total Enrollment	195	215	215	215	215	215
Attendance Rates						
K to 3	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
4 to 6	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
7 to 8	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
9 to 12	93.0%	93.0%	93.0%	93.0%	93.0%	93.0%
Average	93.0%	93.0%	93.0%	93.0%	93.0%	93.0%
ADA						
K to 3	-	-	-	-	-	-
4 to 6	-	-	-	-	-	-
7 to 8	-	-	-	-	-	-
9 to 12	181	200	200	200	200	200
Total ADA	181	200	200	200	200	200
Economically Disadvantaged	68	75	75	75	75	75
Free Lunch	141	155	155	155	155	155
Reduced Lunch	-	-	-	-	-	-
English Language Learners	119	131	131	131	131	131

REVENUE							
	General Purpose Block Grant (K - 3)	-	-	-	-	-	-
	General Purpose Block Grant (4 - 6)	-	-	-	-	-	-
	General Purpose Block Grant (7 - 8)	-	-	-	-	-	-
	General Purpose Block Grant (9 - 12)	1,103,333	1,225,994	1,255,686	1,293,277	1,332,067	1,372,057
	Subtotal General Purpose Block Grant	1,103,333	1,225,994	1,255,686	1,293,277	1,332,067	1,372,057
General Block Grant							
8015	State Aid	760,000	901,259	923,764	951,419	979,955	1,009,375
8098	Property Tax	280,265	323,835	331,922	341,858	352,112	362,682
8480	Charter Schools Categorical Block Grant	139,250	153,238	164,785	169,742	174,899	180,055
	Special Apportionment						
	SUBTOTAL - General Block Grant	1,199,525	1,378,332	1,420,471	1,463,018	1,506,965	1,552,112
Federal Income							
8220	Child Nutrition Programs	58,579	58,579	58,579	58,579	58,579	58,579
8291	Title I - Basic Grant	61,738	63,986	72,258	74,434	76,809	78,940
0000	Title I - ARRA	39,204	-	-	-	-	-
0000	ARRA Stabilization Funds	18,000	-	-	-	-	-
	SUBTOTAL - Federal Income	181,632	122,565	130,837	133,012	135,188	137,519
Other State Income							
8434	Class Size Reduction, Grades K-3	-	-	-	-	-	-
8545	School Facilities Apportionments (SB740)	73,377	69,882	79,129	79,129	140,217	140,217
8560	State Lottery Revenue	22,125	24,594	25,194	25,994	26,793	27,593
8591	Supplemental Hourly Revenue	51,507	51,507	51,507	51,507	51,507	51,507
8590	Arts & Music Block Grant	2,881	2,881	2,881	2,881	2,881	2,881
8590	Charter School Facilities Incentive Grant	61,088	61,088	61,088	-	-	-
8590	CBET	-	-	-	-	-	-
8590	Middle and High School Counseling	10,171	10,171	10,171	10,171	10,171	10,171
8590	Special Ed Reimbursement	37,500	38,949	38,949	38,949	38,949	38,949
8590	BP Cohort	12,000	-	-	-	-	-
8590	ASES	-	-	-	-	-	-
8319	Other State Apportionments - Prior Years	-	-	-	-	-	-
8590	All Other State Revenue	-	-	-	-	-	-
	SUBTOTAL - Other State Income	270,648	259,072	268,919	208,631	270,519	271,318
Local Revenues							
8634	Food Service Sales	1,500	1,500	1,500	1,500	1,500	1,500
8636	Uniform Sales	4,500	4,500	4,500	4,500	4,500	4,500
8693	Field Trips	900	900	900	900	900	900
8703	Microsoft Voucher	8,310	-	-	-	-	-
8704	Florida Trip	11,675	11,675	11,675	11,675	11,675	11,675
8702	Senior Activities	5,000	5,000	5,000	5,000	5,000	5,000
8707	Property Tax Reimbursement	12,565	-	-	-	-	-
	SUBTOTAL - Local Revenues	42,450	23,575	23,575	23,575	23,575	23,575
Fundraising and Grants							
8802	Fundraising - Individuals	24,000	18,000	18,000	18,000	18,000	18,000
8804	Fundraising - Foundations	18,000	18,000	18,000	18,000	18,000	18,000
8801	Donations - Parents	3,000	3,000	3,000	3,000	3,000	3,000
8809	Fundraising - Annonymous - 9355	15,000	15,000	15,000	15,000	15,000	15,000
8818	Donations - Corporate	4,500	4,500	4,500	4,500	4,500	4,500
8814	Fundraising Dryer's	2,500	3,000	3,000	3,000	3,000	3,000
8813	Fundraising Events	36,000	36,000	36,000	36,000	36,000	36,000
8812	Walk-a-Thon	2,400	2,400	2,400	2,400	2,400	2,400
8815	OFCY	-	-	-	-	-	-
8816	ASSETS	135,000	135,000	135,000	135,000	135,000	135,000
8817	Fundraising Annonymous - Rent	36,000	36,000	36,000	36,000	36,000	36,000
8811	Capital Donations - Individuals	-	-	-	-	-	-
8819	Library Supplies	-	-	-	-	-	-
	SUBTOTAL - Fundraising and Grants	276,400	270,900	270,900	270,900	270,900	270,900
TOTAL REVENUE		**1,970,655**	**2,054,444**	**2,114,702**	**2,099,137**	**2,207,147**	**2,255,424**

EXPENSES							
1000 Certificated Employees							
	Administration (Cert)	210,223	206,541	212,737	219,119	225,693	232,463
	Teachers (Cert)	518,383	518,383	533,409	549,412	565,894	582,871
	Teachers - Student Support (Cert)	200,901	199,201	205,177	211,333	217,673	224,203
	Teachers - Specials (Cert)	58,710	58,710	60,471	62,285	64,154	66,079
	SUBTOTAL - Certificated Employees	**986,217**	**982,835**	**1,011,795**	**1,042,149**	**1,073,413**	**1,105,616**
2000 Classified Employees							
	Instructional Aide (Class)	-	-	-	-	-	-
	Home Language Tutors	-	-	-	-	-	-
	After School Program (Class)	47,952	47,952	49,391	50,872	52,398	53,970
	Janitorial/Crossing/Lunch (Class)	36,328	36,328	37,418	38,541	39,697	40,888
	Summer School	4,322	4,322	4,452	4,586	4,723	4,865
	Substitute (Class)	4,500	4,500	4,635	4,774	4,917	5,065
	SUBTOTAL - Classified Employees	**93,103**	**93,103**	**95,896**	**98,773**	**101,736**	**104,788**
3000 Employee Benefits							
3401-2	Health Insurance	84,174	89,306	80,137	86,548	93,472	100,950
3301-4	Social Security/Medicare/ETT	15,933	15,847	16,307	16,796	17,300	17,819
3501-2	Unemployment Insurance - State	3,251	2,705	2,713	2,794	2,878	2,964
3701-2	Other Retirement	43,253	43,038	44,308	45,637	47,006	48,416
3601-2	Worker's Comp	11,556	11,499	11,838	12,193	12,559	12,936
	SUBTOTAL - Employee Benefits	**138,166**	**142,396**	**155,302**	**163,968**	**173,215**	**183,085**
4000 Books and Supplies							
4100	Approved Textbooks & Core Curricula Materials	27,649	29,601	29,601	29,601	29,601	29,601
4315	Custodial Supplies	5,797	6,206	6,206	8,206	6,206	6,206
4320	Educational Software	1,632	1,748	1,748	1,748	1,748	1,748
4325	Instructional Materials & Supplies	23,543	25,205	25,205	25,205	25,205	25,205
4330	Office Supplies	17,317	18,540	18,540	18,540	18,540	18,540
4350	Uniforms	4,368	4,674	4,674	4,674	4,674	4,674
4410	Classroom Furniture, Equipment & Supplies	6,403	6,855	6,855	6,855	6,855	6,855
4430	Office Furniture, Equipment & Supplies	1,164	1,246	1,246	1,246	1,246	1,246
4710	Student Food Services	65,485	70,109	70,109	70,109	70,109	70,109
4720	Other Food	2,328	2,493	2,493	2,493	2,493	2,493
4352	Senior Activities	8,000	8,000	8,000	8,000	8,000	8,000
4353	Library Materials	11,642	-	-	-	-	-
	SUBTOTAL - Books and Supplies	**175,327**	**174,677**	**174,677**	**174,677**	**174,677**	**174,677**

5000 Services and Other Operating Expenditures							
5220	Travel and Lodging	4,366	4,674	4,674	4,674	4,674	4,674
5305	Dues & Membership - Professional	3,784	4,051	4,051	4,051	4,051	4,051
5450	Insurance - Other	10,808	11,571	11,571	11,571	11,571	11,571
5510	Utilities - Gas and Electric	40,746	43,623	43,623	43,623	43,623	43,623
5520	Security	2,910	3,116	3,116	3,116	3,116	3,116
5805	Equipment Leases	17,463	18,696	18,696	18,696	18,696	18,696
5810	Rent	174,827	186,957	186,957	186,957	186,957	186,957
5815	Repairs and Maintenance - Building	5,821	6,232	6,232	6,232	6,232	6,232
5816	Repairs and Maintenance - Computers	1,455	1,558	1,558	1,558	1,558	1,558
5803	Accounting Fees	3,493	3,739	3,739	3,739	3,739	3,739
5804	Florida Trip	3,079	3,296	3,296	3,296	3,296	3,296
5805	Administrative Fees (Retirement)	2,460	2,634	2,634	2,634	2,634	2,634
5807	Landscaping	3,493	3,739	3,739	3,739	3,739	3,739
5809	Banking Fees	1,746	1,870	1,870	1,870	1,870	1,870
5812	Business Services	33,900	35,210	38,326	38,326	38,326	38,326
5815	Staff Related Partnerships	58,209	62,319	62,319	62,319	62,319	62,319
5820	Consultants - Database Development	2,328	2,493	2,493	2,493	2,493	2,493
5824	District Oversight Fees	11,995	14,423	14,205	14,630	15,070	15,521
5830	Field Trips	4,366	4,674	4,674	4,674	4,674	4,674
5836	Fingerprinting	349	374	374	374	374	374
5839	Fundraising Expenses	14,552	15,580	15,580	15,580	15,580	15,580
5843	Interest Expense	1,455	-	-	-	-	-
5845	Legal Fees	2,140	2,291	2,291	2,291	2,291	2,291
5851	Marketing and Student Recruiting	1,799	1,926	1,926	1,926	1,926	1,926
5857	Payroll Fees	1,746	1,870	1,870	1,870	1,870	1,870
5860	Printing and Reproduction	5,821	6,232	6,232	6,232	6,232	6,232
5864	Professional Development - Other	4,366	4,674	4,674	4,674	4,674	4,674
5872	Special Education Encroachment	85,565	94,268	97,096	100,009	103,010	106,100
5874	Sports	10,000	10,000	10,000	10,000	10,000	10,000
5875	Staff Recruiting	457	489	489	489	489	489
5878	Student Assessment	749	802	802	802	802	802
5881	Student Information System	2,328	2,493	2,493	2,493	2,493	2,493
5884	Substitutes	16,007	17,138	17,138	17,138	17,138	17,138
5887	Technology Services	320	343	343	343	343	343
5893	Transportation - Student	6,112	6,543	6,543	6,543	6,543	6,543
5899	Miscellaneous Operating Expenses	5,821	6,232	6,232	6,232	6,232	6,232
5910	Communications - Internet / Website Fees	2,910	3,116	3,116	3,116	3,116	3,116
5915	Communications - Postage and Delivery	2,619	2,804	2,804	2,804	2,804	2,804
5920	Communications - Telephone & Fax	5,239	5,609	5,609	5,609	5,609	5,609
	SUBTOTAL - Services & Other Operating Exp.	**557,540**	**597,809**	**603,526**	**606,864**	**610,304**	**613,846**
6000 Capital Outlay							
6100	Sites & Improvement of Sites	-	-	-	-	-	-
6200	Buildings & Improvement of Buildings	-	-	-	-	-	-
6410	Computers	-	-	-	-	-	-
6420	Furniture	-	-	-	-	-	-
6430	Other Equipment	-	-	-	-	-	-
	SUBTOTAL - Capital Outlay	-	-	-	-	-	-
TOTAL EXPENSES		**1,952,352**	**1,990,811**	**2,041,196**	**2,086,431**	**2,133,345**	**2,182,011**
	Depreciation - Prior Years	-	-	-	-	-	-
	Depreciation - Current Year	-	-	-	-	-	-
6900	**SUBTOTAL - Depreciation**	-	-	-	-	-	-
TOTAL EXPENSES Including Depreciation		**1,952,352**	**1,990,811**	**2,041,196**	**2,086,431**	**2,133,345**	**2,182,011**

COMMUNITY CHARTER HIGH SCHOOL

Respect, Responsibility, Compassion, Integrity, Curiosity, Courage, Persistence, Reflection, Communication, Collaboration

CHARTER RENEWAL PERFORMANCE REPORT

CDS Code: 01-61259-0108944
Charter Number: 700

Respectfully Submitted
16 December 2009

Oakland Unified School District
1025 Second Avenue
Oakland, CA 94607

Lighthouse Community Charter High School
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STUDENT ENROLLMENT & DEMOGRAPHIC INFORMATION	
1.	Provide data on the number of applications annually received per grade and the number of students per grade on the waiting list for school years 2004-2005 to 2007-2008. Use Table I to format this information for submission. *1 page maximum*

2008-09

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
Lighthouse Comm. Charter High School	1600 Broadway	*Feb.* **2009**	*9*	78	*66*	12
			10	29	10	19
			11	45	-	45

2007-08

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
Lighthouse Comm. Charter High School	1600 Broadway	*March* **2008**	*9*	58	*60*	0
			10	Data not collected	-	12
			11	Data not collected	-	8

Prior to 2007-08

School	Campus	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Slots Available (per grade)	Number of students on waiting list (per grade)
Lighthouse Comm. Charter High School	1600 Broadway	*March* **2007**	*9*	*This historical data was not collected*		
			10	*This historical data was not collected*		
			11	*This historical data was not collected*		

2.	Provide a breakdown of your student population. Include data on student demographics, home languages, students with disabilities, English Language Learners, and homeless students for your charter term (2004-2008). Use Table II to format this information for submission. *1 page maximum*

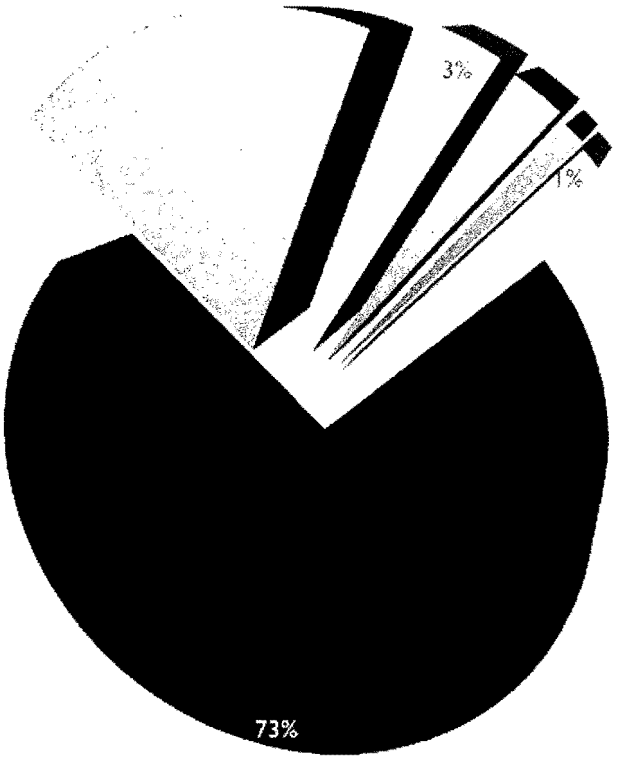
TABLE II
SCHOOL DEMOGRAPHIC PROFILE

	School Year		
Enrollment	97	145	176
Ethnicity/Race	**2006**	**2007**	**2008**
% White	1.0	2.1	0.6
% Black	11.3	13.1	17.0
% Hispanic	83.5	80.7	77.8
% Asian / Pacific Islander	0.0	2.1	2.8
% Mixed / No Response	1.0	0.0	0.0
% Other	3.1	2.1	1.7
Home Languages			
% Non-English Speaking Households	87.6	63.4	66.5
Special education			
% Students with Disabilities	3	4	3
Other			
% English Language Learners	87.6	82.8	79.1
% Homeless students	0	0	1
% Free and Reduced Lunch	80.4	74.5	81.8

Current School Year Demographics

2009-2010 Demographics Breakdown

Group	Count	%
Latino	143	73%
African American	37	19%
White	6	3%
Asian	5	3%
Filipino	2	1%
Unstated	2	1%
Free and Reduced	149	76%
ELLs	139	71%
Male	96	49%
Female	99	51%



3.	Describe the admissions and lottery process. Please explain how you ensure that these processes are aligned with the requirements found in Education Code §47605. *3 pages maximum* • What procedures are in place for wait-listed students not included in the first round of lottery offers? • What are the school's procedures for withdrawals and transfers?

The Lighthouse Community Charter High School does not discriminate in its admissions practices and policies on the basis of race, ethnicity, national origin, primary language, gender, sexual orientation, or disability. Admission to the school shall be open to any resident of the State of California, although preference will be given to students residing within the Oakland Unified School District.

The LCCHS will actively recruit a diverse student population from the district who understand and value the school's mission and are committed to the school's instructional and operational philosophy. In order to be admitted into the LCCHS, a student and their family must take part in an orientation process that will include a mandatory enrollment meeting which is an introduction to the school's philosophical and operational underpinnings and policies. These meetings are held at a variety of times and on different days to ensure that every interested parent can attend.

The LCCHS will accept all students who apply. If more applications are received than there are available slots, a public, random lottery will be held every year in a public location to determine the following school year's enrollment. Parents and students will be informed of their entrance into LCCHS via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again.

Students have been given preference in the LCCHS if their parents desire and they are:

- A sibling to a current LCCHS student.
- A child of a school faculty, staff, board, or development group member.

Each year, LCCHS begins collecting applications in December and/or January during the OUSD enrollment window. Lottery sessions will be held in February. Additional enrollment cycles that include informational parent meetings, application submission, and random lottery will happen throughout the year. Subsequent lottery students will be added to the end of the wait list. Students will remain on the wait list until they request to be removed.

When a Lighthouse student withdraws or transfers, Lighthouse takes the following actions:

- Records the requisite disenrollment data and submits to the OUSD on a monthly basis,
- Retains cumulative files until requested by new school,
- Updates all relevant student enrollment data in Lighthouse Student Information System, and
- Updates all relevant student transfer information in CALPADs and or CSIS.

4.	Describe the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners; students with disabilities or of homeless status)? *2 pages maximum*

In order to ensure that there is a racial and ethnic balance at the school reflective of the district, the Lighthouse Community Charter High School has implemented a student recruitment strategy that includes, but is not necessarily limited to, the following elements:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process,
- Scheduling of enrollment meetings at different times of the day and days of the week to ensure that families with varied schedules can attend,
- Scheduling one-on-one enrollment meetings in situations where families cannot attend the calendared times or dates,
- Distribution of promotional and informational materials in a variety of languages,
- Outreach meetings in local churches and other community spaces to reach prospective students and parents,
- Leveraging our already diverse parent population to recruit,
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of the district,
- Meetings with the superintendent's office and principals of local schools to recruit students from overcrowded schools and students who may not have strong parent advocates, but could benefit from a school that works to meet physical, social, emotional, and academic needs of each child,

- Matching Lighthouse annual enrollment timeline with district's open enrollment window, and
- Hosting all interested school visits to maximize Lighthouse's exposure to Oakland students.

5.	Provide data on the percentage of suspensions and expulsions for your charter term (2004-2008)? Use Table III to format this information for submission. *1 page maximum*

Lighthouse is firmly focused upon developing student behaviors that will result in academic achievement. We believe that these behaviors are learned as opposed to inherent and that the school has a responsibility in teaching these behaviors. At the same time Lighthouse maintains policies to ensure a safe space for student learning.

TABLE III
DISCIPLINE

Charter School	School Year			
	05-06	06-07	07-08	08-09
Enrollment	51	97	145	176
% Suspensions	16% 17 suspensions 8 students	29% 52 suspensions 29 students	19% 63 suspensions 28 students	10% 48 suspensions 18 students
% Expulsions	0% 0 expulsions	1% 1 expulsion	0% 0 expulsions	1% 2 expulsions

6.	If your charter school serves high school students, provide, in table format, data on the: *1 page maximum* • Percent of students graduating within five years of attending high school • Percent of graduates enrolled in college or postsecondary education (e.g. vocational school) • Percent of graduates not attending college who are employed. Use Table IV to format this information for submission.

The mission of the Lighthouse Community Charter School is to prepare a diverse, K – 12 student population for **college and a career of their choice** by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner. This mission demands that each graduate applies to and is accepted to a four-year college. The table below details the success rate of our first graduating class. Since this is our first graduating class, we do not yet have data specific to five-year graduation rate.

TABLE IV
GRADUATION *(H.S. ONLY)*

Charter School	School Year			
	05-06	06-07	07-08	08-09
Graduation Rate	n/a	n/a	n/a	96%
Post Graduation Plans	n/a	n/a	n/a	
% planning to attend 4-year college	n/a	n/a	n/a	95%
% planning to attend 2-year college	n/a	n/a	n/a	5%

% planning to attend vocational/ technical training	n/a	n/a	n/a	0%
% planning to join military	n/a	n/a	n/a	0%
% planning to work	n/a	n/a	n/a	%

7.	Provide data on the number of teachers hired each year and teacher retention between school years 2004 to 2007. *1 page maximum*

It is a priority of Lighthouse to retain and develop teachers. Lighthouse has retained 82% of teaching staff over the past four school years. Additionally, all four teaching staff from the initial school year continue to teach at Lighthouse. A detailed look at each school year is listed below.

2005-06
Four teachers hired for inaugural 9th grade class
Made one teaching change mid-year

2006-07
Four of four 05-06 teachers returned for 06-07 (100%)

Three new teachers hired to accommodate addition of new grade level

2007-08
Four of seven 06-07 teachers returned for 07-08 (57%)
Summary of Losses
- One teacher was not asked to return
- One teacher left to teach at Lighthouse's K-8 school
- One teacher left as a result of the family physically moving from Oakland

Five new teachers were hired to accommodate addition of new grade level AND to replace lost staff

2008-09
Eight of nine 07-08 teachers returned for 08-09 (89%)
Summary of Losses
- One teacher left to pursue other nonprofit experiences

Three new teachers hired to accommodate addition of new grade level AND to replace lost staff

2009-10
Ten of twelve 08-09 teachers returned for 09-10 (83%)
Summary of Losses
- One teacher moved to Oregon due to family relocation
- One teacher left due to budget cuts, moved to school in Richmond

Three new teachers hired to replace lost staff and support students in need of intervention

8.	Describe the educational goals established by the charter. How is the school measuring progress towards achieving these goals?

The mission of the Lighthouse Community Charter School is to prepare a diverse, K - 12 student population for **college and a career of their choice** by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner.

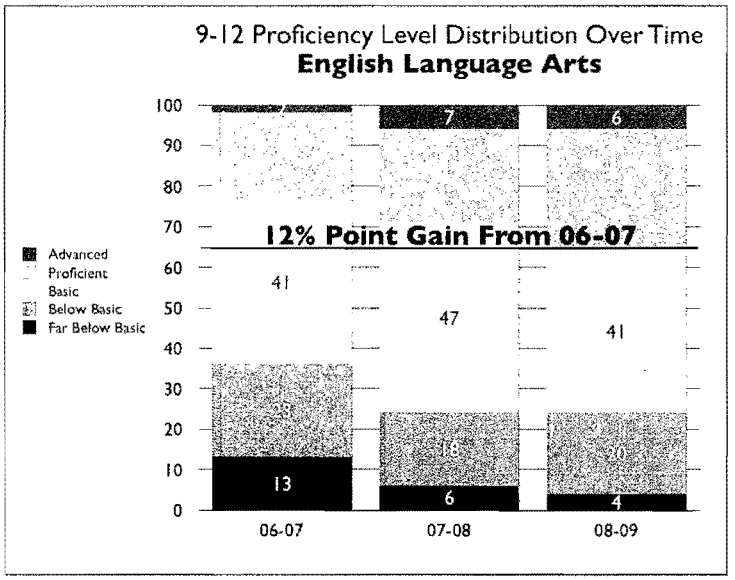
Our mission drives two high-level outcomes, college admission and matriculation. Thus far we have had one graduating class. That one class had 22 graduates. 21 of the 22 graduates completed all A-G coursework. The only student who did not complete the coursework was a sibling admitted in the middle of her senior year because of a family emergency that forced her to move from Arizona to California. Of the 21 students who completed the A-G coursework, all were accepted to four-year colleges. The one student who did not complete their senior coursework chose to return as a senior this school year to complete their requirements and seek admission to a four-year college.

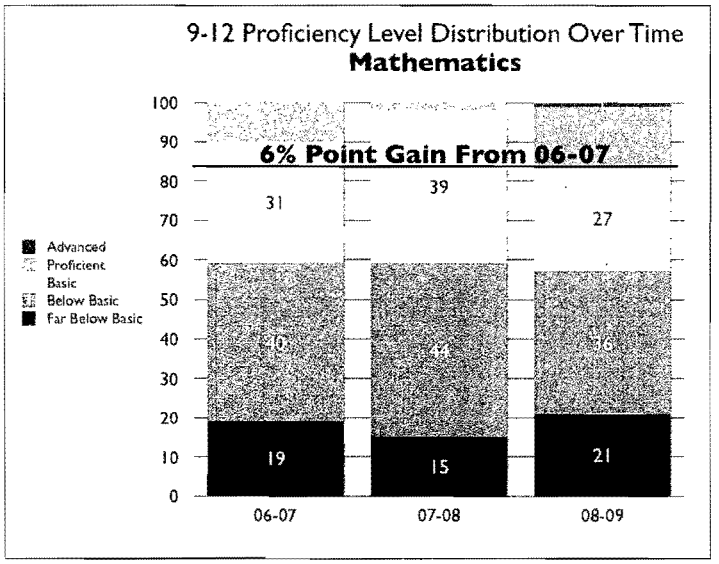
The 22 Lighthouse graduates were admitted to the following colleges:

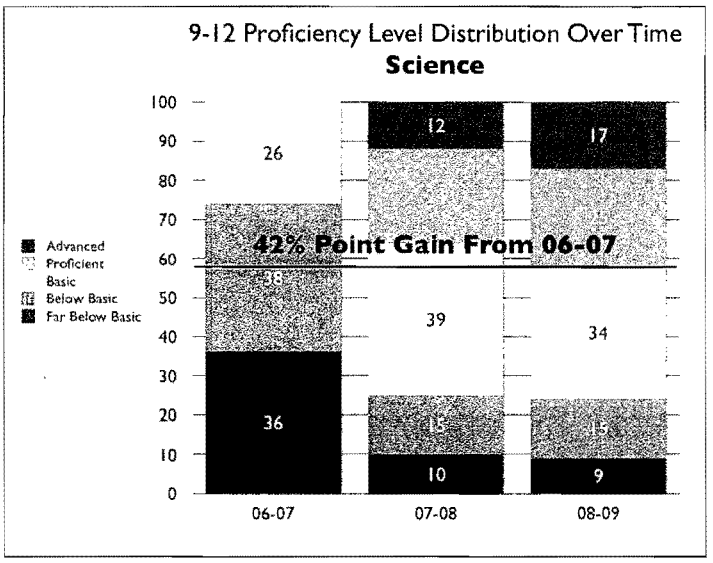
UC Berkeley	CSU Stanislaus	Mills College
UC Davis	CSU Los Angeles	Kalamazoo College
UC Santa Cruz	CSU Fresno	University of San Francisco
UC Merced	Sonoma State University	Southern Methodist University
UC Riverside	Humboldt State University	Saint Mary's
CSU Chico	San Francisco State University	Dominican University
CSU East Bay	San Francisco Art Institute	Holy Names
CSU Sacramento	California College of the Arts	Fashion Institute of Design and Merchandising
CSU Monterey Bay		

In addition to achieving our ultimate goal of college matriculation; the following is evidence of our effectiveness.

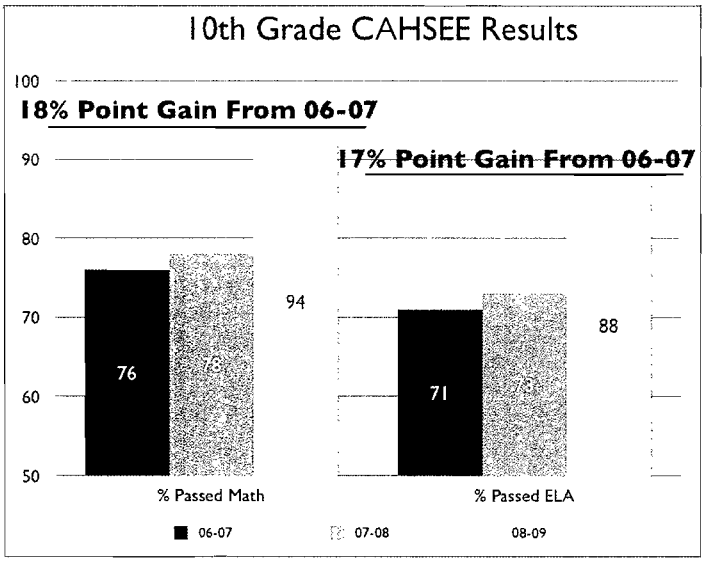
- Scholarships - Our first graduation class was awarded in excess of $700,000 in grant monies. In addition, one of Lighthouse's alumni is a Gates Millennium Scholar.
- Increased standards proficiency as measured by the California Standards Test


9-12 Proficiency Level Distribution Over Time
English Language Arts
12% Point Gain From 06-07
Advanced
Proficient
Basic
Below Basic
Far Below Basic
100
90
80
70
60
50
40
30
20
10
0
7
6
41
47
41
28
18
20
13
6
4
06-07
07-08
08-09

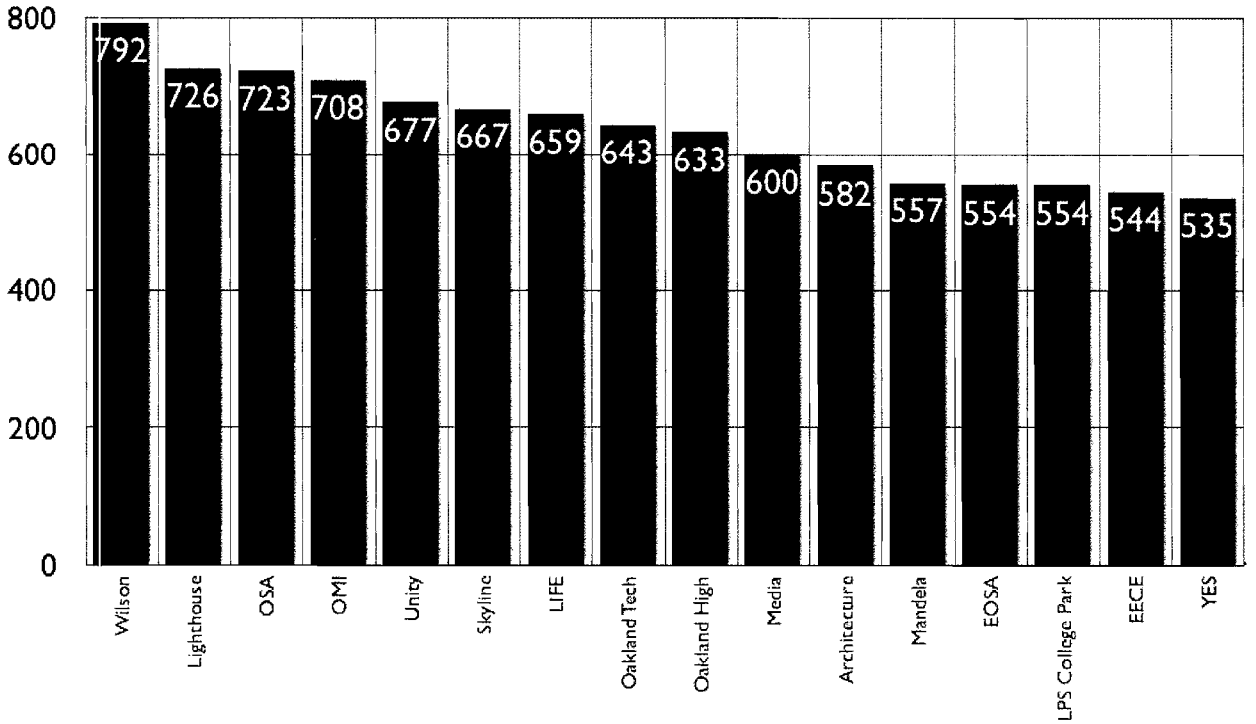

9-12 Proficiency Level Distribution Over Time
Mathematics
6% Point Gain From 06-07
Advanced
Proficient
Basic
Below Basic
Far Below Basic
100
90
80
70
60
50
40
30
20
10
0
31
39
27
30
41
26
19
15
21
06-07
07-08
08-09


9-12 Proficiency Level Distribution Over Time
Science
42% Point Gain From 06-07
Advanced
Proficient
Basic
Below Basic
Far Below Basic
100
90
80
70
60
50
40
30
20
10
0
26
12
17
28
39
34
36
15
15
10
9
06-07
07-08
08-09

California High School Exit Exam Results - Lighthouse students have improved their first time passage rate on both sections of the California High School Exit Exam by more than 17% over the last three years. About 90% of students are passing the test on their first attempt.



Academic Performance Index (API) - Lighthouse compares favorably to other Oakland high schools when using state measurement tools like the API. Currently, only one public high school in Oakland with a statistically significant testing population has a higher API than Lighthouse.



9.	Describe how your education program diagnoses and addresses the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation. *3 pages maximum*

SERVING ENGLISH LANGUAGE LEARNERS

As required by California law, all parents will be asked to complete and sign a Home Language Survey. This form is part of the registration packet that is filled out when students enroll at LCCHS. If a language other than English is indicated on the Home Language Survey, students will be administered the California English Language Development Test (CELDT) to evaluate their listening, speaking, reading, and writing abilities in English. Parents will receive notification of how their child's English Language Learning needs are being addressed by the school twice per year: at the beginning of the school year and again when official CELDT results are received.

Academically, Lighthouse Community Charter High School will meet the needs of its English language learners through an inclusion model in which all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. In addition, like all students at LCCHS, all English language learners will be held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed.

English language learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program, including fulfillment of the UC/CSU A-G requirements. At LCCHS, we believe that holding English language learners to such high expectations will ensure that every student at our school is intellectually challenged to reach his/her highest potential and given the opportunity to attend college.

In order to make sure that all English language learners have the ability to meet these expectations, all teachers at Lighthouse Community Charter High School will utilize pedagogical strategies that "shelter" and "scaffold" both content and skills in each discipline. These strategies include the front-loading of language for content, language development focused on academic vocabulary, and the use of inquiry-based learning, heterogeneous cooperative grouping, culturally relevant pedagogy, and contrastive analysis. CLAD certification is required of all teachers, BCLAD certification for all teachers will be strongly encouraged.

Every English language learner will also receive personalized support at LCCHS through approaches such as pullout instruction, after-school tutorials, and/or academic intensives. His/her Individual Learning Plan (ILP) and performance(s) on the school's various assessment measures will determine the form(s) and type(s) of such support provided to each student.

In regard to the testing and service requirements for English language learners, LCCHS will comply with all applicable state and federal laws. A combination of CST and CELDT scores are used to determine reclassification of LCCHS students. Students at LCCHS are eligible for redesignation when they have 8 or more total points between the CELDT from the current year and CST-ELA from the previous spring. For each child who receives a score of 8, the classroom teacher, administrator, and any specialists who work with the student review that child's performance data. If they agree there is no compelling reason to continue classifying the student as a language learner, the child is reclassified. In addition, for students with a score of 7, the classroom teacher, administrator, and any specialists who work with the student review the child's performance data. If they agree that the student has not reached the criteria because of issues unrelated to language proficiency, the student may be reclassified as R-FEP. Additional reclassification information can be found in our charter appendix.

SERVING STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

Academically low-achieving students will be identified through teacher recommendation, learning target percentages, internal and external test scores, and/or other assessment measures. Similar to the ways in which it will meet the needs of English language learners (see above), Lighthouse Community Charter High School will serve its academically low achieving students by demanding that every student put forth his/her best effort in school while constantly working to meet his/her individual academic, and socio-emotional needs.

In addition, Student Study Teams will be used as needed at Lighthouse Community Charter High School when further intervention and/or support strategies are needed for academically low achieving students. Specific interventions may include, but are not limited to:

- An academic intervention elective that students can enroll in to receive consistent and additional support
- An elective time (Flex) that can meet varied student needs through student advocacy
- Targeted student to student tutoring
- Targeted reading intervention for new students who are significantly low skilled
- Summer classwork to both get ahead of upcoming curriculum or recovering on previously coursework
- Academic support weeks that allow academically low achieving students to work with support during pupil-free staff professional develop
- Introduction of online coursework to support specific student remediation needs

SERVING STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Academically high-achieving students will be identified through teacher recommendation, grade reports, test scores, and/or other assessment measures. As with all of our students, the Lighthouse Community Charter High School will also maintain high academic expectations for high achieving youth. These students will be pushed to meet and exceed content and performance standards by setting appropriate goals for themselves in triennial Individual Learning Plan meetings as well as through differentiated instruction in classrooms, extra assignments outside of school, and after school clubs and/or tutoring with qualified staff. Each core academic course will include articulated honors coursework accessible to all high achieving students. In addition, high achieving students may be encouraged to enroll in challenging internships, Advanced Placement courses, and college level course work at local universities, community colleges, and/or distance learning centers as appropriate for each student's needs.

SERVING STUDENTS WITH SPECIAL NEEDS

The Lighthouse Community Charter High School and Oakland Unified School District pledge to work in cooperation with all local education agencies (LEAs) and special education local plan areas (SELPAs) to ensure that a free and appropriate education is provided to all students with exceptional needs.

During the first years of this charter, the school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special

education and related services pursuant to Education Code 47641 (b). During each school year during which the school operates as an arm of the district for special education purposes, the school shall pay the district an amount of funding per unit of average daily attendance equal to the district's direct costs of providing special education and related services minus the district's revenues from all special education and transportation and funding sources. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

The charter school and district shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code 47646 (b). The school and the district shall work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.

After the first year of this charter, the school shall have the right to pursue independent local education agency (LEAs) and/or special education local plan area (SELPA) status pursuant to Education Code 47641 (a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by the Education Code Section 47641 (b), and shall continue to receive funding and services pursuant to the terms of this section and an annual agreement.

Additional detail has been submitted to and accepted by the Office of Charter Schools. Specifically pages 26-27 of WASC Visiting Committee Report and pages 10-11, 66-71, 77-79 of WASC Self Study.

TEACHING AND LEARNING	
Curriculum & Instruction	
10.	Describe how the charter school's instructional approach and educational philosophy support the school's mission.

The mission of the Lighthouse Community Charter High School (LCCHS) is to prepare a diverse, 9-12th grade student population for higher education or the career of their choice by equipping each young adult with the skills, knowledge, and habits of mind to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st Century, we believe that every student must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner.

For each student to reach his or her fullest potential, we believe:

- All students must be held to clearly articulated, high expectations for achievement,
- Every student must be actively motivated to learn and actively engaged in their learning,
- The school, families, and community must collaborate to meet the cognitive, social, emotional, and physical needs of every student, and
- Teachers must be deeply involved in a reflective and collaborative environment of ongoing professional development that is focused on student achievement.

We have designed an instructional program that incorporates several proven methods of instruction to fulfill our mission of serving the whole child. This program will serve all students – including youth with exceptional needs, English language learners, and students who require extra support to achieve pupil outcomes – through implementation of the following structures:

- *College Mindset and Habit Development*
- *Inquiry Rich Curriculum*
- *Mixed-Ability Core Classrooms*
- *Low Student to Teacher Ratio in all Classes*
- *Differentiated Instruction*
- *Individualized Learning Plans*
- *Authentic, Accessible, and Revisable Assessment*
- *Use of Interim Assessments to Inform Instructional Modifications and Interventions*
- *Flexible Intervention*
- *Crew*
- *Junior Internships*
- *Senior Projects*
- *Community Involvement*

In sum, each strategy explained below will allow LCCHS to fulfill its mission of preparing all students for college and a career of their choice.

College Mindset and Habit Development

At Lighthouse, students are actively supported in developing the mindset and academic habits that will support them in college. Development of these college behaviors is critical to our practice and mission: we not only want to get students to college, but also through college.

Students are immersed in a college preparation environment that teaches them to develop their own:

- Agency through coaching students to access resources through Flex time, advocacy forms, and office hours
- Ability to organize themselves and manage their time to achieve long term goals
- College knowledge through campus visits, college fair visits, admissions officer visits, access to Naviance, and alumni panels
- Pride in achievement by recognizing students who have achieved at a college ready level and modeled the guiding principles
- Compelling admission profile by studying admissions requirements, conferring with our college counselor, and being required to complete all components of an application as part of their core academic program
- Resilience at college through a post-graduation mentoring program that supports each student in their transition from Lighthouse to college by pairing each graduate with a Lighthouse staff or board member who functions as a mentor for the next one-two years.

Inquiry Rich Curriculum

Lighthouse curriculum development focuses upon being inquiry rich and including experts, fieldwork and authentic contexts when appropriate. This is flexible enough to be applied across content areas while valuing curricular depth over the breadth of every single content standard.

Lighthouse curriculum is strategically aligned with state and national standards, linking specific content matter to big ideas, so that depth leads to breadth. By focusing on one area of study for an extended period of time, the curriculum promotes universal access to the curriculum, deep understanding of content matter, long-term retention of the material, and the development of higher order thinking skills. Indeed, research confirms that such forms of focused, project-based learning help support the diverse needs and multiple intelligences of all learners, thereby enhancing student interest, increasing student engagement, and improving student achievement.

Another Lighthouse curricular component is the integration of fieldwork and experts. These practices help students relate their learning to a real experience, extend their connections within their community and evaluate their work against professional standards.

The products of curriculum often serve as authentic assessments of student content knowledge and process skills. For example, in an art class students showcase their final work not only in a school gallery, but also ideally in a professional setting outside of school. Moreover, through presentations of these products in EXPOs, portfolios, and ILP meetings, students are motivated to take responsibility for the substance, form, craft, and impact of their work.

Mixed-Ability Core Classrooms

Building a learning environment where every student's abilities are valued, mixed-ability (inclusive, untracked) classrooms will allow students to interact with peers of differing academic levels, encouraging a climate of collective responsibility for the achievement of success by all students.

Low Student to Teacher Ratio at all Grade Levels

LCCHS maintains a student/teacher ratio of 26:1 or less in all classes and at all grade levels to promote strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the

community fabric of the school. In addition they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. Indeed, when teachers know student backgrounds, strengths, and challenges well and when students feel a "part of a community," student achievement rises.

Differentiated Instruction

To meet the needs of mixed-ability classrooms where many language backgrounds and ability levels will be represented, LCCHS teachers utilize differentiated instruction, which is guided by the strategies of flexible grouping, challenging tasks, and ongoing assessment and adjustment in order to meet the needs of each student. Some strategies of differentiated instruction may include independent projects, guided reading, literature circles, stations, and interest groups.

Individualized Learning Plans

Every student at LCCHS has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. ILPs detail a student's academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student's ability to succeed in school. Teachers refer to the ILPs on a consistent basis throughout the school year to assess a student's progress toward his or her goals. The ILP is also used as a tool to discuss progress with parents.

Students who are required to have an Individualized Education Plan (IEP) as designated by special education law will utilize their IEP as a modified ILP that integrates the information that would be found in an ILP into the existing IEP.

Authentic, Accessible, and Revisable Assessment

Authentic assessment measures like projects, portfolios, EXPOs, and passage presentations not only serve as a means to evaluate our students at LCCHS, but also as an educational practice that helps foster learning and drive instruction. Simply put, at LCCHS, authentic assessment methods are both a process and a product of teaching and learning.

In addition to being authentic, students always have access to assessment data and have the opportunity to revise work to meet articulated expectations. Lighthouse maintains an online assessment database that students can access to identify what work is not meeting expectations. This places the ability to revise in the hands of the students, thus empowering them to improve their academic standing.

Use of Interim Assessments to Inform Instructional Modifications and Interventions

Lighthouse has developed internal quarterly Interim Assessments in both Language Arts and Mathematics to inform instruction. Interim Assessments are administered with the intent of collecting real time academic achievement data. This data is used to achieve two specific and unique goals:

- Delineate content that needs to be retaught, and
- Identify specific students and groups of students that need academic intervention.

Teachers and administrators review interim assessment data on a quarterly basis to make thoughtful, data driven instructional modifications throughout the school year.

Flexible Intervention (Flex)

Lighthouse has learned that there is no single intervention program to support the diverse needs of our student body. Each year Lighthouse continues to implement previously used intervention strategies while also developing new strategies that meet the needs of that year. Intervention includes, but is not limited to:

- Differentiated instruction within the core classrooms, utilizing small group instruction to provide targeted support
- An elective time (Flex) in which core academic teachers hold office hours, enabling students to meet with teachers to address their individual academic needs
- A yearly schedule that provides for intensive intervention on a quarterly basis (fall, winter and spring intersessions and summer recess)
- Data-driven staffing of academic support positions to target subgroups of students who are struggling (i.e. students new to Lighthouse, students previously retained) and specific areas of struggle (i.e. reading intervention).
- Tailored curriculum and support for high stakes areas, in particular the California High School Exit Exam (served through a modified 10th grade Crew curriculum)
- Targeted student to student tutoring

Crew

Crew, commonly known as advisory, exists to ensure that each Lighthouse student has a strong relationship with at least one caring adult at the school. The crew leader is charged with coaching students in setting SMART goals, developing effective strategies to achieve designated goals, as well as maintaining consistent communication with families. These goals are revisited at least three times each year at ILP meetings.

Taught in small groups, the Crew curriculum assimilates students to Lighthouse's culture, specifically the Guiding Principles and our academic expectations. It becomes the forum for reinforcing rituals, celebrating achievements, providing a space to repair relationships, and making specific announcements or topics of interest. To achieve these small groupings, nearly all secondary Lighthouse staff assume the role of Crew Leader in addition to their core responsibilities.

Junior Internships

All juniors will participate in standards-based internships that provide them with opportunities to integrate learning and real world experience. Beyond the application of knowledge and technical skills, these internships will promote career exploration and character development by placing students with mentors whom model professionalism and civic responsibility. Each internship will culminate in a final project that demonstrates the integration of core academic knowledge, vocational training, life-learning skills, and the school's guiding principles.

Senior Projects

During the second semester of 12th grade, all seniors at LCCHS will design and implement a project that incorporates academic research and community service. A panel composed of teachers, community members and students will approve all project proposals.

Community Involvement

All students at Lighthouse Community Charter High School will become actively involved in their communities through fieldwork, internships, and service learning opportunities. Integrated into academic classes, crew, and extracurricular activities, these experiences will help students apply their learning to real-life situations while having a positive impact on their

families, friends, and neighborhoods.

Additional detail has been submitted to and accepted by the Office of Charter Schools. Specifically pages 24-26, 30-32 of WASC Visiting Committee Report and pages 6-9, 60-65, 74-79 of WASC Self Study.

11.	Provide a chart outlining your school's curriculum for each subject at each grade level.

Grade	A-G Course	Other Required Courses	Diploma/Elective Options
9th	Humanities 9 • English 9 • World History I Math • Algebra, • Geometry, or • Algebra II Art: Painting and Drawing	Crew Fitness	NFTE: Business Entrepreneurship Competitive Sports Advanced Art Music Language Other Than English (LOTE) at Community College (summer) Spanish I / French I
10th	Humanities 10 • English 10 • World History II Math • Algebra, • Geometry, • Algebra II, or • Math Analysis Biology	Crew	NFTE: Business Entrepreneurship Competitive Sports Advanced Art Music LOTE at Community College (summer) Spanish I / French I
11th	Humanities 11 • English 11 • US History I Math • Geometry, • Algebra II, • Math Analysis, • Statistics, or • AP Statistics Physics or Chemistry	Crew Career and College Prep Junior Internship	SAT Preparation Robotics Earth Science Competitive Sports Advanced Art Music LOTE at Community College Spanish II / French II
12th	Humanities 12 • English 12 • US History II Math • Algebra II, • Math Analysis, • Statistics, or • AP Statistics Physics or Chemistry	Crew Senior Seminar	SAT Preparation Robotics Earth Science Competitive Sports Advanced Art Music LOTE at Community College

12.	Describe the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment. Explain how you ensure that all students with disabilities in your school: • Have access to the general education curriculum • Integrate with their non-disabled peers and participate in standardized testing, including the accommodations and modifications which are provided to these students

As articulated in our charter, Lighthouse Community Charter School and Oakland Unified School District's single district Special Education Local Plan Area (SELPA) collaborate to serve the needs of our exceptional students.

> The Lighthouse Community Charter High School and Oakland Unified School District pledge to work in cooperation with all local education agencies (LEAs) and special education local plan areas (SELPAs) to ensure that a free and appropriate education is provided to all students with exceptional needs.
>
> During the first year of this charter, the school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code 47641 (b). During each school year during which the school operates as an arm of the district for special education purposes, the school shall pay the district an amount of funding per unit of average daily attendance equal to the district's direct costs of providing special education and related services minus the district's revenues from all special education and transportation and funding sources. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.
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> The charter school and district shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code 47646 (b). The school and the district shall work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.
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Lighthouse has worked collaboratively with OUSD to develop a service provision relationship that best serves students and meets the administrative needs of both partners. Through this relationship Lighthouse has been able to hire its own Resource Specialist and Instructional Aid to serve our identified students. These Lighthouse employees work closely with our SELPA to ensure effective and appropriate service provision. The Lighthouse resource team works collaboratively with instructional staff to:

- Provide effective and timely push-in support to identified students,
- Provide effective and timely pull-out work at the most optimum time within the school day,
- Communicate student goals and progress toward achieving these goals to all stakeholders, and
- Develop individual student Passage plans that correlate student IEP goals with school Learning Targets.

This collaboration between Lighthouse and the OUSD SELPA has been effective and essential to serving our exceptional students. An example of an individual student Passage plan is attached below:

INDIVIDUALIZED STUDENT ACADEMIC AND PASSAGE PLAN
AAAAAA XXXXXX

Outcomes

IEP Goals	Associated Learning Target
Goal 1 - By 04/21/2010, Given an indirect verbal cue, AAAAAA will demonstrate comprehension of 8th grade level texts through completion of pre- and post reading activities, identifying and summarizing main ideas and supporting details in math, science, and humanities instruction on 80% of opportunities.	Humanities Learning Targets 1, 2, 4, 6, 8, 12, 13, 21, 22.
Goal 2 - By 4/21/2010, Given graphic organizers paired with indirect verbal prompting, AAAAAA will produce final draft writing samples, with teacher feedback and revisions, that reflect grade level standards for organization conventions, and vocabulary, and convey one clear idea, as measured by work production evaluation.	Humanities Learning Targets 3, 5, 7, 14, 15, 18
Goal 3 - By 4/21/2010, AAAAAA will exhibit mastery of basic number skills such as mental calculations, multiplication tables. He will generalize this skill by properly solving multi-step equations with 75% accuracy given indirect verbal cues.	Math Learning Targets 1-4, 6, 9,13
Goal 4 - By 4/21/2010, Given an initial prompt, AAAAAA will independently complete assigned tasks for specified amount of time in lieu of talking to peers or redirecting teacher on 8/10 opportunities across three consecutive weeks.	Humanities Learning Targets 5, 9
Other Identified Learning targets - Humanities. 23, 24, 31 / Math 7, 11-13 / Life Science 1-5, 7,8,12,13,15.	

Habits of Work

Specific Student Habit	Evidence
Habit 1 - ORGANIZATION - Student maintains organized folders and binders and cleans out backpack at least once per week. Student maintains resource materials such as writer's notebook, product/quotient sheets, and note cards and uses them to complete assignments.	Weekly check-ins during RSP pullouts and 2xweek in study hall.
Habit 2 - RESPONSIBILITY - Student fills out advocacy forms	Check records from core teachers,

to receive extra help and asks clarifying questions of teachers and fellow students. Student attends scheduled resource classes and study halls and is on time.	attendance to RSP pullouts and study hall.
Habit 3 - FOCUS - Student stays on task without need for redirection and does not pull others off task.	Stays on task for at least five minutes at a time during class and RSP pullouts.
Habit 4 - HOMEWORK PREPAREDNESS - Student records homework in agenda each day, and makes sure he/she has materials and directions necessary to complete homework before leaving class.	Track agenda from crew leaders, and check preparedness in RSP study hall.
Habit 5 - PARTICIPATION - Student actively participates in classroom discussions and group work and monitors his/her understanding by volunteering for tasks, asking questions, or taking notes.	Check participation in push-ins and with core teachers.

Passage Requirements

Math / Science	Humanities	Habits of Work	Art / Fitness
☐ Meet 70% of identified LTS	☐ Meet 70% of identified LTS	☐ Meet 70% of identified HOW	☐ Meet 70% of identified LTS
☐ 2 Math POW Masterpieces	☐ 2 writing Masterpieces		☐ Meet Passage Expectations
☐ 1 Science POW Masterpieces	☐ 1 Social Studies Masterpiece		
☐ Meet Passage Expectations	☐ Meet Passage Expectations		

Passage Expectations Include:

- Persuasive Essay – Why I am ready for High School?
- Science Lab demonstration during public Passage presentation
- Passage portfolio completed and submitted by June 1, 2010
- Passage presentation completed and meeting expectations between June 14-18, 2010

Additional detail has been submitted to and accepted by the Office of Charter Schools. Specifically page 13 of WASC Self Study.

Ongoing Assessments	
13.	What student performance achievement targets have been established for your students, including those specified in the charter? How has your school performed against these targets? How have subgroups performed?

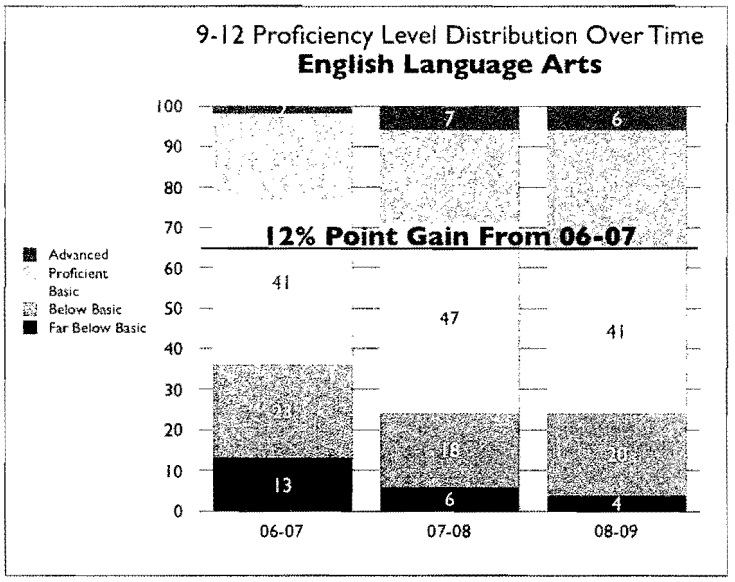
Our mission drives two high-level outcomes, **college admission and matriculation**. Thus far we have had one graduating class. That one class had 22 graduates. 21 of the 22 graduates completed all A-G coursework. The only student who did not complete the coursework was a sibling admitted mid senior year because of a family emergency that forced her to move from Arizona to California. Of the 21 students who completed the A-G coursework, all were accepted to four-year colleges. The one student who did not complete their senior coursework chose to return as a senior this school year to complete their requirements and seek admission to a four-year college.

The 22 Lighthouse graduates were admitted to the following colleges:

UC Berkeley	CSU Stanislaus	Mills College
UC Davis	CSU Los Angeles	Kalamazoo College
UC Santa Cruz	CSU Fresno	University of San Francisco
UC Merced	Sonoma State University	Southern Methodist University
UC Riverside	Humboldt State University	Saint Mary's
CSU Chico	San Francisco State University	Dominican University
CSU East Bay	San Francisco Art Institute	Holy Names
CSU Sacramento	California College of the Arts	Fashion Institute of Design and Merchandising
CSU Monterey Bay		

In addition to achieving our ultimate goal of college matriculation, the following is evidence of the effectiveness of our mission and strategies to achieve it:

- Scholarships – Our first graduation class was awarded in excess of $700,000 in grant monies as well as one student being recognized as a Gates Millennium Scholar.
- Increased standards proficiency as measured by the California Standards Test (See page10 of this report for more information)


9-12 Proficiency Level Distribution Over Time
English Language Arts
12% Point Gain From 06-07
Advanced
Proficient
Basic
Below Basic
Far Below Basic
100
90
80
70
60
50
40
30
20
10
0
41
47
41
21
18
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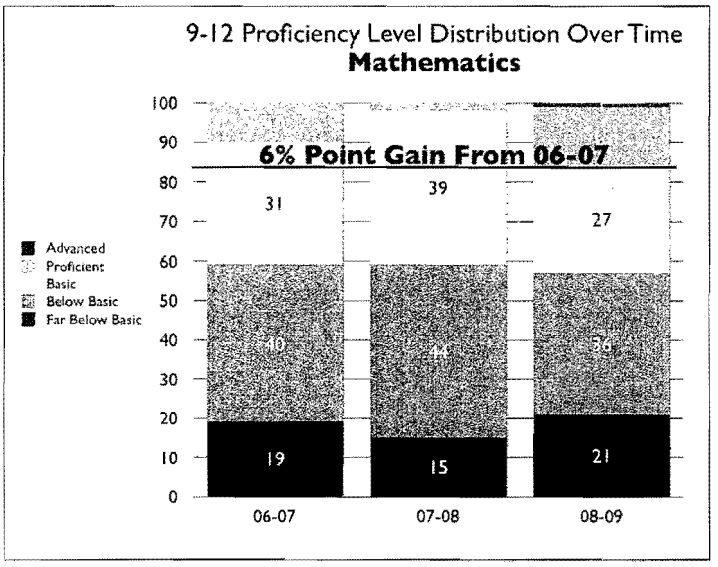
06-07
07-08
08-09


9-12 Proficiency Level Distribution Over Time
Mathematics
6% Point Gain From 06-07
Advanced
Proficient
Basic
Below Basic
Far Below Basic
100
90
80
70
60
50
40
30
20
10
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31
39
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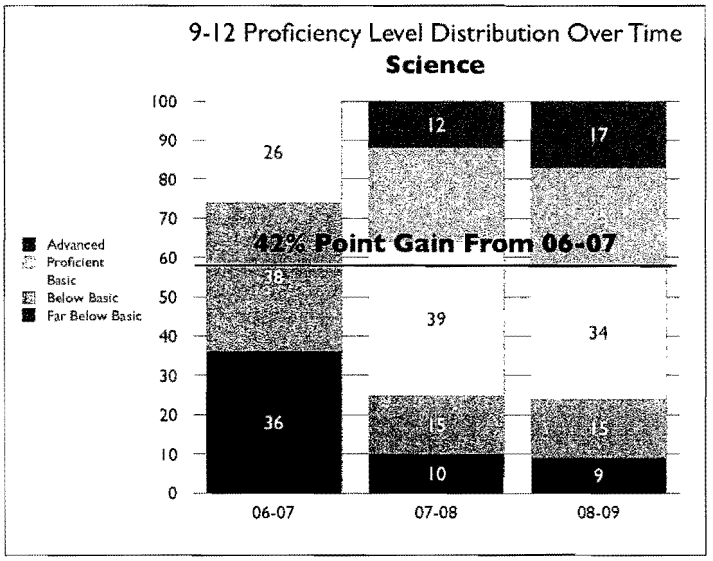
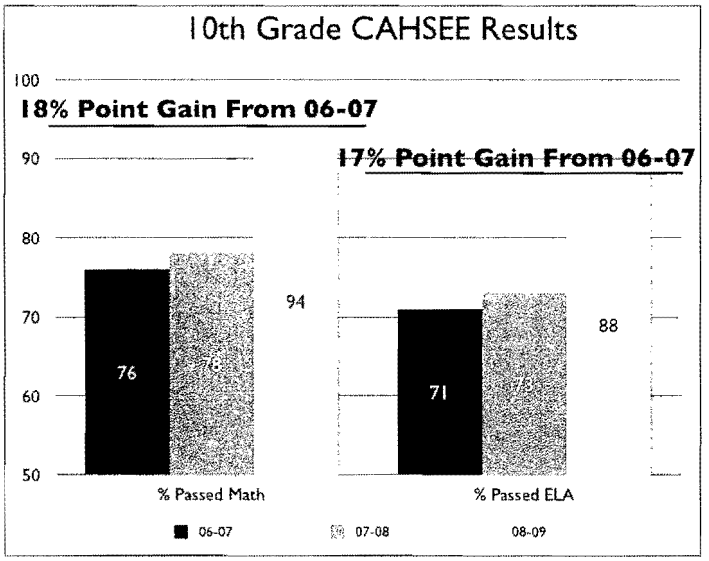
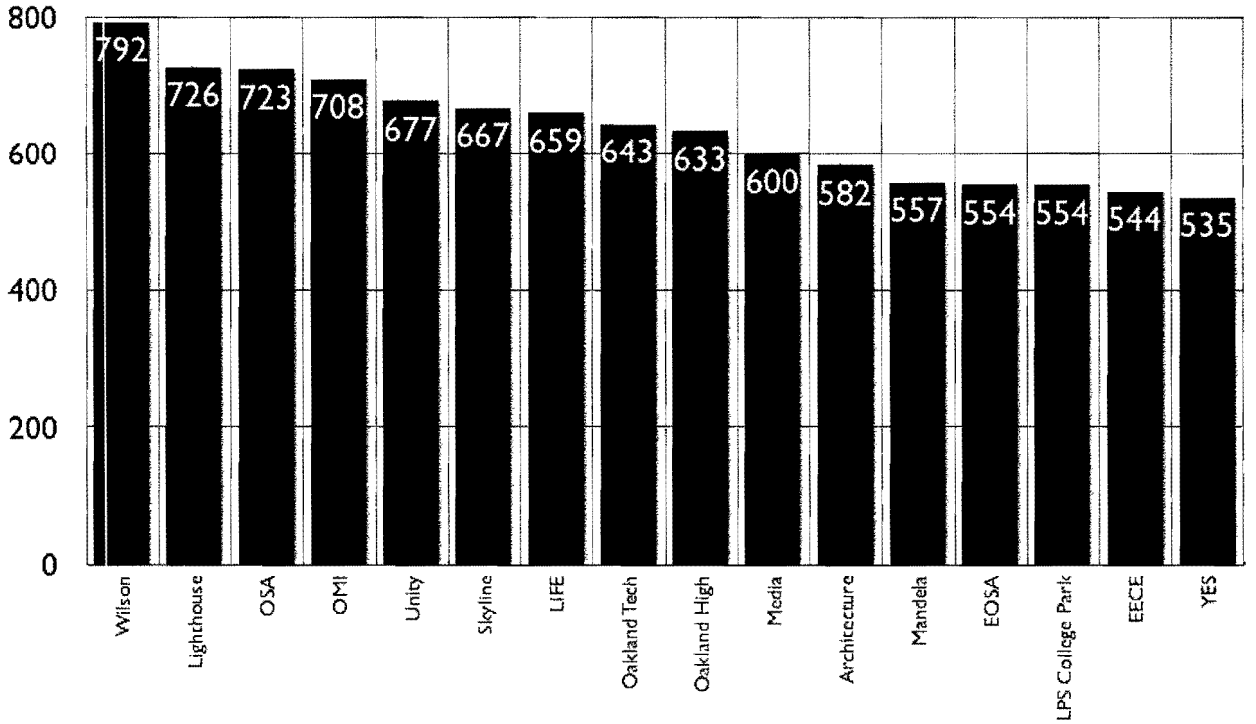
21
06-07
07-08
08-09


9-12 Proficiency Level Distribution Over Time
Science
42% Point Gain From 06-07
Advanced
Proficient
Basic
Below Basic
Far Below Basic
100
90
80
70
60
50
40
30
20
10
0
26
12
17
18
39
34
36
15
15
10
9
06-07
07-08
08-09

California High School Exit Exam Results - Lighthouse students have improved their first time passage rate on both sections of the California High School Exit Exam by more than 17% over the last three years. About 90% of students are passing the test on their first attempt.

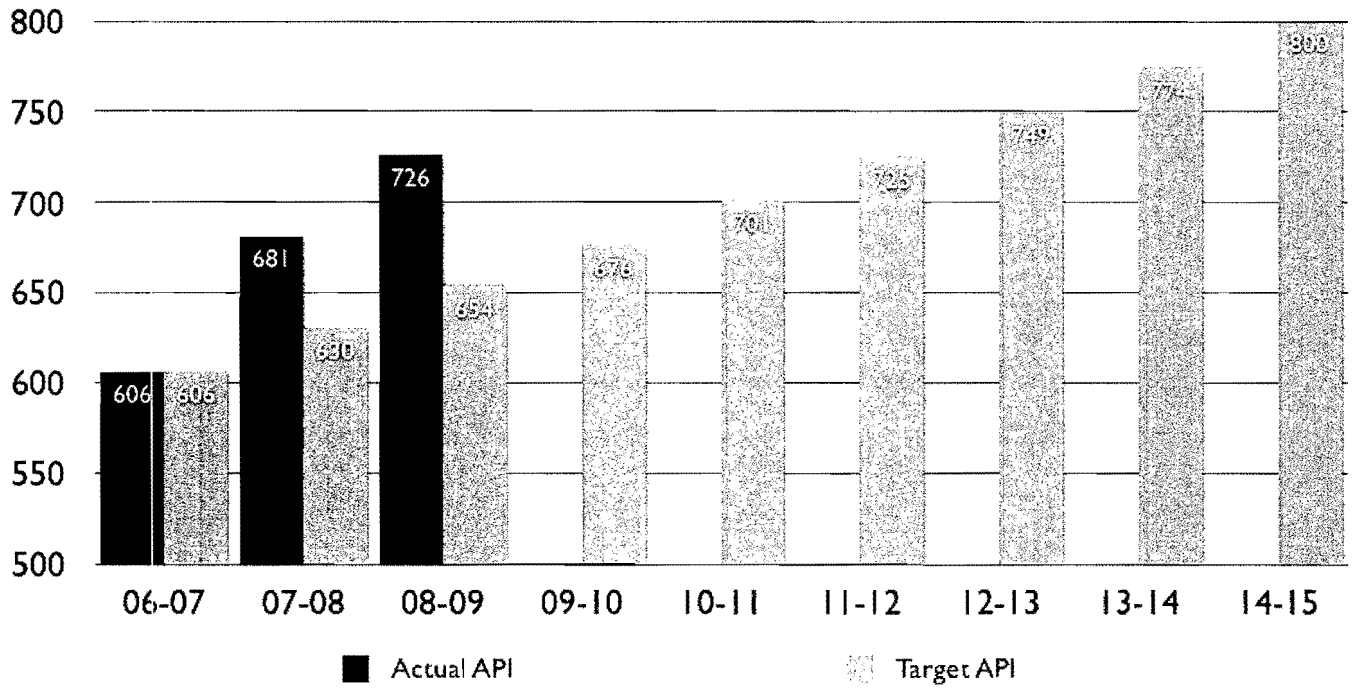


Academic Performance Index (API) - Lighthouse compares favorably to other Oakland high schools when using state measurement tools like the API. Currently, only one public high school in Oakland with a statistically significant testing population has a higher API than Lighthouse.



The Board of Lighthouse Public Schools has also set the following goals:

Board Goals	Outcomes to Date
All students will graduate from Lighthouse having taken the A – G requirements, enabling them to apply to the UC/CSU system	At the end of the 2008-2009 school year all but one student had achieved this goal
By 2011, 90% of students enrolled as 10th graders will graduate with UC/CSU eligibility	At the end of the 2008-2009 school year 95% of students had achieved this goal
By 2011, 100% of UC/CSU eligible students will be accepted to a four-year college	At the end of the 2008-2009 school year 100% of students had achieved this goal
By 2015, Lighthouse Community Charter High School will reach the state target API of 800 for its 9-12 program, indicating that our students have met state expectations of proficiency across the content areas.	The chart below illustrates how our current API growth rate exceeds the necessary pace to achieve the goal of 800 by 2015.



The original Lighthouse Community Charter High School charter included the following goals:

SCHOOL-WIDE STUDENT PERFORMANCE STANDARDS

- Attendance will remain at 95% or better each year
- The dropout rate at LCCHS will never exceed 5% in any given year or 10% for any cohort of students over a four-year period.
- 90% of all students who attend LCCHS as freshmen will graduate from high school.

- 100% of all students who graduate from LCCHS will meet or exceed the A-G course requirements for UC/CSU admission.

Attainment of Goals
The following table displays how the school has performed against these outcomes.

Outcome	Measurement	Outcomes to Date
Attendance will remain at 95% or better each year	Attendance Reports	08-09 – 96.7% 07-08 – 91.2% 06-07 – 96.3% 05-06 – 95.5%
The dropout rate at LCCHS will never exceed 5% in any given year or 10% for any cohort of students over a four-year period.	State Drop Out Data Collection Methodologies	08-09 – 4.1% 07-08 – 1.0% 06-07 – 0.0% 05-06 – n/a
90% of all students who attend LCCHS as freshmen will graduate from high school.	Percent of continuously enrolled graduating seniors	08-09 – 95% 07-08 – n/a 06-07 – n/a 05-06 – n/a
100% of all students who graduate from LCCHS will meet or exceed the A-G course requirements for UC/CSU admission.	Percent of graduates who complete A-G coursework	08-09 – 95% 07-08 – n/a 06-07 – n/a 05-06 – n/a

ACCOUNTABILITY INDEX

In order to remain accountable to its vision, our students, families, and community partners, the Oakland Unified School District, and state/federal regulations, the Lighthouse Community Charter High School aims to meet the following outcomes of achievement:

Assessment Method	Student Outcome	Outcomes to Date
CST	LCCHS will increase the number of students scoring at proficient/advanced levels by 5% every year.	ELA 08-09 – +7% 07-08 – +5% Math 08-09 – +13% 07-08 – (-7%)
CAT-6	LCCHS students will show 5% growth on CAT-6 achievement from one year to the next.	No longer applicable – CAT-6 has been phased out.
Value Added	More than 50% of all students will show some growth in their STAR test scores from one year to the next.	08-09 – 52% 07-08 – 69% 06-07 – 64%
API Ranking	LCCHS will score a 4 or better in similar schools ranking and/or a 4 or better in its overall API ranking from one year to the next.	08-09 API – 4 08-09 Similar School API – 8
CAHSEE	90% of all students will pass both the	08-09 – 100%

	Math and English sections of the CAHSEE before the time of their graduation.	
CA Physical Fitness Test	90% of all students will test into the "Physically Fit Zone" in at least 4 areas of fitness by the time of their graduation.	08-09 – 67%
Passage Requirements	90% of all students will successfully meet our internally developed passage outcomes in 10th grade and 12th grade.	08-09 10th Grade – 80% 12th Grade – 95%
Reading, Writing, and Numeracy Assessments	90% of all students will meet their internally identified growth targets in the school's reading, writing, and/or numeracy assessment program in any given year.	08-09 – 92%
Individual Learning Plans	90% of all students will meet at least one of their Individual Learning Plan goals each year.	08-09 – 96%
Community Service	90% of all students will complete the LCCHS community service requirements before time of their graduation.	08-09 – 95%
Senior Internship Project	90% of all students will successfully fulfill the requirements of the senior internship project before time of their graduation.	08-09 – 95%

Additional detail has been submitted to and accepted by the Office of Charter Schools. Specifically pages 4-10 of WASC Visiting Committee Report and pages 19-23, 29-31, 52-53 of WASC Self Study.

14.	What assessments are you using to monitor student learning? How is the school using data from these assessments to make programmatic decisions? How are teachers using assessment information to modify instruction?

The Lighthouse Community Charter High School provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their mastery of Learning Targets. Assessment will be data driven, collected over time, and used formally several times throughout the year to engage teachers in reflection on student achievement and to inform professional development opportunities for teachers that may be necessary to meet the needs of all students.

Student assessment at LCCHS will include:
- State assessments and/or other standardized tests,
- Quarterly Interim Assessments,
- Content assessments that measure content and skill mastery against specific Learning Targets,
- Teacher, parent, and student assessment of ILP goal achievement,
- Other alternative assessments such as portfolios and exhibitions of work in front of a panel of peers, parents, teachers, and community members.

Through data-based inquiry and guided reflection, assessment practices and outcomes at Lighthouse Community Charter High School will also be used to improve the educational program at the school by:

- Identifying whole school and/or individual professional development needs
- Identifying students in need of academic intervention
- Identifying content in need of reteaching
- Setting whole school and/or grade level achievement targets
- Setting individual student ILP goals

USE OF STATE ASSESSMENTS & STANDARDIZED TESTS

As mandated by Education Code 47605c(2), Lighthouse Community Charter High School will annually administer each of the following assessment measures, or legal equivalent, to all students required to take each battery of tests:

- STAR
- California High School Exit Exam (CAHSEE)
- California English Language Development Test (CELDT)

USE OF AUTHENTIC ASSESSMENTS

In order to evaluate student learning and performance in multiple ways on an ongoing basis, Lighthouse Community Charter High School will utilize the following forms of assessment:

Presentations

At the conclusion of sophomore, junior, and senior years, LCCHS students present evidence of their progress and achievement as learners before a committee composed of students, parents, staff, and community members. Such presentations give students the opportunity to demonstrate that they have mastered the Learning Targets of their classes,

completed high quality work, and achieved their ILP goals. These presentations of learning also require students to meet the real world standard created by a panel of judges from different sectors of the community.

Content Assessments

Teachers of core and non-core classes will measure student progress toward Learning Target mastery through teacher-created assessments on a regular and on-going basis. This on-going work (i.e. essays, labs, Problems of the Week, tests, reports, projects) will be assessed on a pre-determined rubric and will be open for revision. The level of success with content assessments will be one form of Learning Target mastery evidence.

Individualized Learning Plans

Each student at the LCCHS has an Individualized Learning Plan that articulates goals and strategies for academic, social, and emotional areas specific to the needs of each child. Parents, students, and teachers come together three times a year, once to develop the ILP and a second and third time to reflect on progress toward achieving the goals, in addition to setting new goals and/or developing new strategies if necessary. Individualized Learning Plans will serve as an occasion to reflect on the strengths and needs of the whole learner and to monitor the development of each student's intellectual, physical, moral and socio-emotional growth.

EXPOs

Students have multiple opportunities throughout the school year to showcase their best work. EXPOs are planned to occur at least twice a year when student work is displayed, viewed, evaluated using rubrics by peers, teachers, families, and community members. This process will add a layer of accountability for students as they publicly communicate their understanding of specific content and performance standards.

Portfolios of Work

Each year, students, with the aid of their teachers, will maintain a compendium of work in portfolios. Portfolios may hold a variety of materials such as content and performance assessments, cooperative and individualized class work, and final projects. Portfolios will serve two purposes at the LCCHS. One, they will be utilized by teachers, students, and parents to reflect on a student's academic growth over time. Two, portfolios will also be a record of on-going work.

Teachers are using assessment data to modify instruction in the following manners.

- *Individual Instructional Improvement via Interim Assessments and Data Conferences and*
- *Collaborative Inquiry Into Instructional Growth through Looking at Student Work*

Individual Instructional Improvement via Interim Assessments and Data Conferences

Interim Assessment of specific Language Arts and Mathematics Learning Targets occur on a quarterly basis. Interim Assessment data is critical in supporting individual teacher instructional growth. This happens through the strategic use of data conferences. The data conferences are initiated after the Interim Assessments have been administered, assessed, and shared with teachers. The teacher and Director of Secondary Programs then collaboratively analyze the data to achieve two specific goals:

- Identify the specific content that needs to be retaught and to whom. Once the specific content is identified, the teacher and the Director of Secondary Programs then discuss the

optimal instructional strategies, mini-lessons, and formative assessment tools that will effectively address the specific content to be retaught.

- Identify students who are not making optimal academic specific, prioritizing students who are providing effort and not producing expected results. Once students have been identified, the teacher and the Director of Secondary Programs develop an intervention plan for each student to be implemented as soon as possible.

The data conference process repeats itself each quarter. Each conference focuses upon what needs to be retaught and who needs intervention.

Collaborative Inquiry Into Instructional Growth through Looking at Student Work

Lighthouse uses actual student work as an important data point to improve instructional practices to maximize student achievement. As part of our professional development structures, Lighthouse maintains content are Inquiry Groups. These groups meet on an almost weekly basis. A core focus of their practice is the collection and analysis of student work. For example:

- The Humanities Inquiry Group will administer a cold writing prompt across grades 9-12. They will then collaboratively assess the writing to indentify what strategies are yielding palpable results. Then the team will take time to observe their peers implementing the identified strategies, with the intent of future implementation across the content area.
- The Mathematics Inquiry Group rotates sharing Problems of the Week. They collaboratively assess the mathematical problem solving and communication of each piece of work to identify strategies that are yielding palpable results. Then the team will take time to observe their peers implementing the identified strategies, with the intent of future implementation across the content area.

Additional detail has been submitted to and accepted by the Office of Charter Schools. Specifically pages 20, 34-35, 36-37 of WASC Visiting Committee Report and pages 82-91 of WASC Self Study.

LEARNING COMMUNITY	
15.	What is the mission of your charter school for the renewal period (2008-2013)?

MISSION

The mission of the Lighthouse Community Charter High School is to prepare a diverse 9 – 12 student population for college and a career of their choice by equipping each youth with the knowledge, skills, and principles to be a self-motivated, lifelong learner.

What is the Vision for reaching this Mission?

In order to achieve our mission, Lighthouse Community Charter High School has committed to five priorities in its school design:

- High Expectations
- A Rigorous Curriculum
- Serving the Whole Child
- Family Involvement
- Professional Learning Community

It is through these five tenets that we believe we will best be able to achieve our mission. They are the vision that guides us in our work.

Professional Culture	
16.	List the professional development opportunities you provide to administrators and teachers. • How are professional development activities selected? • How are they evaluated?

We believe that schools are only as strong as their teaching faculty. One of our core goals at the LCCHS is to work towards an increased professionalization of teaching by establishing a culture of professional development. The core of LCCHS professional development occurs in two different venues.

- The first is through the collaboration of Grade Level Teams to effectively meet the individual needs of each student.
- The second venue is content focused Inquiry Groups (e.g. Humanities, Mathematics) that investigate which instructional practices yield the highest quality student work and best accelerate student achievement .

In addition, LCCHS includes pupil-free Professional Development Institutes (PDI) throughout the school year. At each institute, teachers collaborate to refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. Finally, LCCHS provides teachers time daily to collaborate, prepare lessons, communicate with families, and take part in professional development opportunities.

Grade Level Teams

Grade Level Teams exist as a tool to ensure that students are known well and are immersed in a consistent and supportive culture. Grade Level Teams are composed of all teachers who serve as Crew leaders for students in each specific grade. Grade Level Teams are charged with the following work throughout the school year:

- Planning, scheduling, and implementing a similar Crew experience across grade level,
- Having consistent and purposeful kid-talk focused upon improving individual student outcomes,
- Planning, scheduling, and implementing whole grade Community Meetings on a consistent interval, and
- Scheduling extended periods of kid-talk to prepare for ILPs.

Inquiry Groups

Inquiry Groups exist to continuously improve instructional practices to yield increased academic outcomes. Inquiry Groups are organized by domains (e.g. mathematics, art) and consistently meet throughout the school year. Inquiry Groups are charged with the following work throughout the school year:

- Looking at student work with the primary intent of identifying which practices are yielding the highest academic value,
- Reviewing, discussing and analyzing Interim Assessment data to identify trends and to make instructional adjustments,
- Scheduling, purposing, facilitating, and debriefing consistent peer observations by domain,
- Consistently aligning curriculum vertically across grade levels,

- Planning cross grade level assessments (e.g. writing prompts, Problems of the Week) to assess student skills that span grade levels, and
- Codifying curriculum at the end of the year to reflect any and all adjustments made throughout the school year.

Additional Professional Development Throughout the Year:

- Reading assessment training
- Emergency preparedness training (ranging from lockdown to disaster preparation)
- College mentor training
- Mathematics training with College Preparatory Mathematics staff
- Literacy training Strategic Literacy Initiative staff
- Social studies training with Facing History, Facing Ourselves staff
- Collaboration with other high schools as part of the Coalition of Essential Schools Small Schools Collaborative

Additional detail has been submitted to and accepted by the Office of Charter Schools. Specifically pages 20-21 of WASC Visiting Committee Report and pages 18, 53-56 of WASC Self Study.

17.	Describe how you as an operator are training administrators and teachers to understand and use assessment data.

The collection, analysis and application of assessment data are a core practice at Lighthouse Community Charter High School. Data is currently collected, analyzed, applied for the following purposes:

- Educate and inform the entire Lighthouse community
- Inform and update Lighthouse Public Schools Board
- Individual Instructional Improvement
- Collaborative Inquiry Into Instructional Growth
- Programmatic Modifications

The following paragraphs articulate how each of these purposes is achieved at Lighthouse.

Educate and inform the entire Lighthouse community

Each year the entire school community (including parents) participates in a state of the school meeting. This meeting focuses upon:

- Whole school achievement data from prior academic year,
- Individual grade level and content are achievement data from prior academic year,
- Financial standing, and
- Attendance rates.

The state of the school serves as an educational platform, educating community members of the different types of tests, their individual purpose, and how proficiency is measured. The state of the school also exists to connect institutional decisions to specific data; thereby being transparent has how data informs decision-making.

Inform and update Lighthouse Public Schools Board

The Lighthouse Public Schools Board uses assessment data in two distinct ways. The first manner is an academic achievement presentation at the Fall board meeting. This presentation presents academic progress from the previous academic school year using standardized testing data. The presentation is also used as an educational opportunity to update all board members on the myriad data related policies (e.g. API) and to clearly identify Lighthouse's current standing in relation to each policy.

More frequent data updates happen via the sharing of Interim Assessment data. Lighthouse uses a quarterly Interim Assessment system to measure student progress toward meeting specific Learning Targets in both Language Arts and Mathematics. All students in grades 9-11 take the Interim Assessments on the same quarterly schedule. The data is collected and analyzed by teachers and the Director of Secondary Programs. This data is inputted into an academic dashboard that details the quarterly progress of each grade level, on each test, throughout the school year. The data is initially shared with the Academic Accountability Committee and subsequently shared with the entire school board. This data provides the board and committee opportunities to probe into what programmatic adjustments are being made to influence targeted academic growth.

Individual Instructional Improvement

Interim Assessment data is critical in supporting individual teacher instructional growth. This happens through the strategic use of data conferences. The data conferences are initiated after the Interim Assessments have been administered, assessed, and shared with teachers. The teacher and Director of Secondary Programs then collaboratively analyze the data to achieve two specific goals:

- Identify the specific content that needs to be retaught and to whom. Once the specific content is identified, the teacher and the Director of Secondary Programs then discuss the optimal instructional strategies, mini-lessons, and formative assessment tools that will effectively address the specific content to be retaught.
- Identify students who are not making optimal academic specific, prioritizing students who are providing effort and not producing expected results. Once students have been identified, the teacher and the Director of Secondary Programs develop an intervention plan for each student to be implemented as soon as possible.

The data conference process repeats itself each quarter. Each conference focuses upon what needs to be retaught and who needs intervention.

Collaborative Inquiry Into Instructional Growth

Lighthouse uses actual student work as an important data point to improve instructional practices to maximize student achievement. As part of our professional development structures, Lighthouse maintains content are Inquiry Groups. These groups meet on an almost weekly basis. A core focus of their practice is the collection and analysis of student work. For example:

- The Humanities Inquiry Group will administer a cold writing prompt across grades 9-12. They will then collaboratively assess the writing to indentify what strategies are yielding positive results. Then the team will take time to observe their peers implementing the identified strategies, with the intent of future implementation across the content area.
- The Mathematics Inquiry Group rotates sharing Problems of the Week. They collaboratively assess the mathematical problem solving and communication of each piece of work to identify strategies that are yielding positive results for students. Then the team will take time to observe their peers implementing the identified strategies, with the intent of future implementation across the content area.

Programmatic Modifications

Lighthouse also collects data to measure the efficacy of different core programs (e.g. Crew) through the use of surveys. The surveys are administered to students, teachers, and staff. The data is collected and analyzed by the Director of Secondary programs and then shared with the appropriate groups. For example, grade level and crew leader disaggregates student survey data. Crew leaders and grade level teams are then charged with addressing outlier data specific to their team or themselves. Action plans are then shared with the Director of Secondary Programs who uses the plan as an accountability tool for implementation. The survey data is collected again during the academic year to measure if the action plans were effective.

18.	Describe your methods for training staff on how to educate students with disabilities in the least restrictive environment.

Unfortunately, the response does not answer the question.

Lighthouse uses several methodologies for training staff on how to educate students with disabilities in the least restrictive environment. The Lighthouse Resource Team is charged with training staff on how to best educate our exceptional students. The following types of training take place:

- Whole Group training where...
  - The identification process is articulated, and
  - New staff are educated on how service is provided at Lighthouse.
- Grade Level training where...
  - The existing caseload of students is presented to the grade level teaching team,
  - The service schedule is developed to maximize student support and service,
  - The grade level team can surface any students who may need to be subsequently assessed, and
  - And where core Learning Targets are identified for Individual Student Passage plans.
- Inquiry Group where...
  - Resource teachers share differentiation strategies and push-in strategies for students
- Individual Teacher training where...
  - The resource team works to identify and revise teaching strategies that will best serve identified students in their mainstream classes.

School Climate and Culture	
19.	Provide a description of: • The steps the school takes to be sensitive and responsive to the needs and concerns of At-risk students. *(These are students who are at risk of not being successful in school and ultimately failing or dropping out. They are behind in basic skills, or they are frequently absent, or they have been suspended, or they have become pregnant, or they have been adjudicated as delinquent.)* • The services that are offered by the school and the services that are provided by outside providers.

Lighthouse has developed an advisory program named Crew designed to serve our most at-risk students by:

- Ensuring that each student has a strong relationship with at least one caring adult at Lighthouse (one caring adult in a child's life increases their resiliency factors thus improving their ability to achieve our mission),
- Deliberately exposing students to Lighthouse's culture (e.g. Guiding Principles and academic expectations), and
- Nurturing our larger community by convening *Community meetings* designed to reinforce our rituals, celebrate achievements, provide a space to repair relationships, and a forum for specific announcements or topics of interest.

Crew is an additional class that almost all secondary Lighthouse staff assumes in addition to their core responsibilities. It is smaller in size than the typical classroom and meets four times per week. Crew time is used to:

- Make individual connections with students,
- Set weekly SMART goals,
- Collect evidence of goal achievement,
- Reflect upon achievement of goals,
- Prepare for ILP meetings,
- Develop community amongst crew members,
- Prepare for community meetings,
- Discuss important community topics, and
- Meet the unique needs of students at each grade level (passage, CAHSEE, SAT preparation)

Crew leaders are expected to:

- Know how their students are progressing in all of their classes
- Meet regularly with their grade level team to discuss all students successes and challenges
- Consistently be in contact with the parents of their crew to discuss
  - Positive achievements
  - Areas of growth
  - Academic standing

Sample School Crew Learning Targets Include:

- Maintain binder organization.
- Keep student agenda up to date by recording homework and setting work completion goals.
- Consistently login to gradebook to record learning target percentages in all classes.
- Actively participate in crew through check-ins, community meeting planning, and volunteering,
- Set SMART goals and monitor progress through weekly goal reflection, monthly portfolio checks, and triennial self-assessments for ILP conferences and successfully complete the Exhibit of Learning project for both semester 1 and semester.
- Demonstrate an understanding of how the Guiding Principles function in your own life, at Lighthouse and in the world around you by completing the guiding principle project.
- EXPO Learning Target – use effective oral communication skills when I explain to my parents my learning experiences in all of my classes during EXPO.

In addition to Crew, Lighthouse employs a variety of tools to support the individual and dynamic needs of all of our students. These tools include, but are not limited to:

- A highly qualified full time Social and Emotional Counselor
- A highly qualified full time College and Career Counselor
- Triennial Individualized Learning Plan meetings
- Academic tutoring available before, during, and afterschool
- An academic support and intervention position specifically for students new to Lighthouse
- An online assessment database to keep students constantly connected to their academic progress
- A College Mentorship Program for alumni
- An Afterschool Program that focuses on tutoring, homework help, and enrichment

Crew Components

1st **Check Ins**

Everyone sits in a circle where they can all view each other. Each student checks in - topics can be chosen or students can simply focus upon their highs and lows for the day.

2nd **Agenda Check**

Students take out agenda.

Confirm that each student has entered the appropriate homework for each class

3rd **Planning for Study Hall, Flex Time, and Homework**

Students identify what they will accomplish in their agenda.

Students organize their work for easy access later in he day.

4th **Focused Lesson - planned by grade level team**

Community Meeting Agenda

Appreciations - students appreciate specific actions of members within their community.

1st

- Students who want to make an appreciation stand
- Each volunteering student makes their appreciations and then sits
- Entire community applauds once finally appreciation is made

Apologies - students make specific public apologies to their community that are intended to take ownership for actions as opposed to addressing the same event again.

2nd

- Students who want to make an appreciation stand
- Each volunteering student makes their appreciations and then sits

3rd **Announcements**

4th **Focused Activity** – planned by grade level team

20.	Provide information on other educational activities your school provides students (i.e.: after-school programs, summer school). Explain the purpose behind the activities and the outcomes measured.

In addition to our core academic program, Lighthouse provides a variety of educational activities that include:

Activity	Purpose	Outcomes Measured
Concurrent enrollment program with local community colleges	Allows students to both gain college experience as well as augment the courses available to study	Student transcripts that are
Academic Support Weeks during pupil-free PDI	Students at most risk for retention get more time on task, more individualized support	Homework Percentage improvement
Summer School Program for At-Risk Students	Prepare at-risk students for upcoming school year, as well as provide students with "final stop" to meet specific Learning Targets from the previous school year	
After School Program	Provide students more time in a safe place to complete homework, get small group academic support, gain access to enrichment such as rock band, step classes, sports leagues, yearbook, arts and music programs, etc.	Increased CST scores in students who attend
SAT Preparation Courses		

Additional detail has been submitted to and accepted by the Office of Charter Schools. Specifically pages 99-101 of WASC Self Study.

21.	How does the charter school collaborate with parents to encourage active participation in their student's education?

Lighthouse was founded under the assumption that the mission cannot be achieved without the active participation of families in their student's education. Lighthouse also acknowledges that what family participation looks like as action varies per family. Therefore, Lighthouse has identified effective family participation as:

- Families know the academic standing of their student,
- Families know what their student needs to improve, and
- Families collaborate to set the goals and strategies that students will use to improve their academic standing.

In order to ensure effective family participation, Lighthouse requires families to participate in the Individualized Learning Plan process. Through this process

- Students collect data specific to their academic standing using the online assessment database,
- Students reflect upon their current academic standing to prepare for ILP meetings,
- Students facilitate the ILP meeting; which must include a family member, and
- All ILP attendees collaboratively revise the student goals until they reflect the most critical work that the student can be engaging, and then
- Families commit to following up on and coaching students in implementing their goals.

ILPs happen during non-instructional weeks to maximize scheduling flexibility. All families are expected to attend their ILP meeting. The Director of Secondary Programs will schedule an administrative ILP if a student or family fail to attend two consecutively scheduled ILP meetings.

Outside of core ILP participation family participation at Lighthouse varies to meet the needs and interests of our community.

Prior to start of school year

- Families come into school during summer to update all student data to ensure accuracy
- Families attend a mandatory orientation at which time they learn all school policies and are invited to join the Lighthouse Parent Advisory Committee (LPAC).

First quarter of school year

- Families are required to attend Back to School Night and students are prepared to tour their families through the school; starting most importantly with meeting their Crew leader
- Weekly Café Tuesdays are hosted at school and focus upon building family capacity to support the school mission and to provide a forum for concerns and appreciations
- Monthly LPAC meetings are held on the first Wednesday of each month and they are open to all Lighthouse families. Invitations are made through written notification and phone system
- All families attend fall ILP during first Professional Development Institute

Second quarter of school year

- Families are invited to a State of the School meeting
- Weekly Café Tuesdays are hosted at school and focus upon building parental capacity to support the school mission and to provide a forum for parent concerns and appreciations

- Monthly LPAC meetings are held on the first Wednesday of each month and they are open to all Lighthouse families. Invitations are made through written notification and phone system
- All families attend Winter EXPO of student work

Third quarter of school year

- All families attend winter ILP during second Professional Development Institute
- Weekly Café Tuesdays are hosted at school and focus upon building capacity to support the school mission and to provide a forum for family concerns and appreciations
- Monthly LPAC meetings are held on the first Wednesday of each month and they are open to all Lighthouse families. Invitations are made through written notification and phone system
- Families are invited to attend LPAC planned Family Learning Nights at Lighthouse

Fourth quarter of school year

- All families attend spring ILP during third Professional Development Institute
- Weekly Café Tuesdays are hosted at school and focus upon building capacity to support the school mission and to provide a forum for family concerns and appreciations
- Monthly LPAC meetings are held on the first Wednesday of each month and they are open to all Lighthouse families. Invitations are made through written notification and phone system
- Families are invited to attend LPAC planned Turn Off the TV week activities
- Families are invited to attend and support annual Walk-a-Thon
- All families attend Passage presentations and graduations ceremonies (if applicable)

In addition, Lighthouse has opened a Family Resource Center (FRC), a place for parents to build a strong social network and share needed resources. The FRC also functions as a place where parents drive the agenda to create and implement programs that are requested and needed in the community, such as technology education, family literacy, parenting teenagers, and other pertinent topics. To date, the Family Resource Center has offered language classes, classes to support families in understanding the school and state reporting systems, and numerous college information events.

Additional detail has been submitted to and accepted by the Office of Charter Schools. Specifically page 39 of WASC Visiting Committee Report and pages 23-24 of WASC Self Study.

22.	Describe the methods and strategies by which your school assures the provision of services to homeless children in compliance with all federal laws and regulations.

According to McKinney-Vento Act and California state law, Lighthouse in no way restricts enrollment by requiring homeless families or students to provide:

- Proof of residency
- Immunization records or tuberculosis skin-test results
- School records
- Legal guardianship papers

In addition, Lighthouse will actively support families in finding and securing free services to provide their children with immunizations, physicals, and tuberculosis tests.

Lighthouse supports all homeless students by:

- Encouraging their full participation in all school activities and programs for which they are eligible,
- Financially supporting all necessary transportation costs,
- Automatically qualifying the child for free and reduced-price lunches and breakfasts, and
- Staying in constant contact with the family to determine any additional necessary school support.

23.	Describe the school's key community partnerships and how they are impacting the school's educational goals.

Lighthouse maintains several key community partnerships. In general, our community partnerships serve the following educational experiences.

- Sophomore Passage Presentations
- Junior Internships
- Senior Projects
- Expert Panels
- Mentoring
- Fieldwork
- College Coursework
- Athletic Programs
- Special Education
- Developing a Data Driven Environment
- Community Building Activities
- After School Program Partnerships
- Family Learning Opportunities

Sophomore Passage Presentations

In June, students who are passing three out of their five classes and who have completed a passage portfolio will have interviews with community members in which they convince their interviewer that they are ready for the 11th grade through their exhibit of work and their ability to express their ideas and explain themselves.

Junior Internships

The Junior Internship program is predicated upon the collaboration with local community partners. These partnerships have ranged from corporate giants like Wells Fargo and The Gap to local institutions like Rock, Paper, Scissors, to federal groups like the ATF (Alcohol, Tobacco, and Firearms).

Senior Projects

The Senior Project relies upon collaboration between students and a community partner who has expertise within the area of student research. The community partner and student collaborate and confer at least eight times throughout the project in addition to attending the project presentation.

Expert Panels

A core component of Lighthouse curriculum is Experts. Experts are deliberately involved in content to serve as primary source resources. Examples of experts consistently called upon in support of expeditions are:

- Betty Soskin (an African American Rosie the Riveter) as part of the World War II expedition
- Local scientists participating as judges in a Science Symposium
- A Holocaust survivor discussing his experience in a concentration camp

Mentoring

University of California students serve as mentors to Lighthouse students - specifically students of color who directly support students in thinking about and strategizing for college.

Fieldwork
A core component of Lighthouse curriculum is Fieldwork. Fieldwork is deliberately connected to the academic content studied by students and serves as a contextual augmentation of learning for students. Examples of consistent community partners who support fieldwork are:

- Monterey Bay Aquarium supporting marine biology learning expeditions
- Rosie the Riveter National Park supporting the World War II expedition
- The Museum of Tolerance supporting the Holocaust expedition
- Mission Dolores supporting the Colonization expedition
- Joyce Gordon Galleries supporting art classes by providing an actual gallery space for student work

College Coursework
Lighthouse currently participates with a cohort of Oakland high schools in developing a comprehensive strategy to effectively implement a middle college experience for students. This partnership is integral to improving Lighthouse's existing concurrent enrollment program. All of the Peralta Colleges are valued partners in supporting the concurrent enrollment of Lighthouse students as they look to successfully experience college prior to graduating high school.

Athletic Programs
Lighthouse partners closely with Oakland Parks and Recreation as well as the Bay Area Charter School Athletic Conference to provide a CIF athletic league to all interested students.

Special Education
Lighthouse has worked collaboratively with OUSD to develop a service provision relationship that best serves students and meets the administrative needs of both partners. Through this relationship Lighthouse has been able to hire its own Resource Specialist and Instructional Aid to serve our identified students. These Lighthouse employees work closely with our SELPA to ensure effective and appropriate service provision.

Developing a Data Driven Environment
Lighthouse participates in the Effective Practice Incentive Community initiated by New Leaders for New Schools to focus upon how we can best add academic value to our students. As a part of this collaboration Lighthouse shares best practices and simultaneously learns from the other effective cohort members.

Community Building Activities
There are innumerable additional community partnerships that engender community building amongst Lighthouse members. Partnerships include, but are in no way limited to Sharks Ice who donates ice time for reward events, Jack London Aquatic Center who donates boat time, and dozens of other community members who value the development of Oakland youth.

After School Program
Lighthouse partners with several community organizations to booster the robust programming we offer in the after school program. These include OASES, the Oakland Fire Department, the SPCA, the Oakland Conservatory of Music, etc.

24.	*Describe the process for selecting Board of Directors. Provide roster and resumes.*

Process

The process for selecting board members is as follows. Annually, the board and Directors assess the strengths, challenges, and future of Lighthouse. With this in mind, the board identifies areas of board expertise that need to be bolstered. We work to keep expertise in the following areas of fiscal management, real estate, special education, curriculum and instruction, education and charter school law, nonprofit management, and community organizing. Once areas of weakness are identified, the board then brainstorms community members who might make a good fit with the organization. Normally, a conversation with a potential board member is initiated with a school visit, meeting other board members, sharing of our vision and mission of the school, discussing board responsibilities, and if there is mutual agreement, an ask to join the board.

New board members go through an orientation to the school at the annual board retreat. In addition, all board members sign a board agreement outlining their responsibilities to the school and the school responsibilities to the board member. Board members serve one-year terms with unlimited opportunities to renew terms. Finally, all board members are asked to serve on at least one committee.

Roster

NAME	TITLE	TERM EXPIRES	SERVING SINCE
Brian Rogers	President	February 2010	2003
Libby Schaaf	Vice President	February 2010	2002
Sanjay Dholakia	Secretary	April 2010	2005
Susan Harper	Treasurer	April 2010	2004
Sarah Chavez	Board Member	June 2010	2009
D'Lonra Ellis	Board Member	April 2010	2008
John Hall	Board Member	April 2010	2008
Mike "JB" John-Baptiste	Board Member	April 2010	2005
Monica Montenegro	Board Member	February 2010	2005
Soo Zee Park	Board Member	April 2010	2003
Jonathan Velline	Board Member	February 2010	2006

Resumes are attached.

25.	*Describe how the board is structured and include a list of board committees. Provide a copy of board meeting attendance records for school year 2007-08 and 2008-09.*

The Lighthouse Community Charter School is governed by a Board of Directors made up of seven to eleven members with expertise in the areas of fiscal management, real estate, special education, curriculum and instruction, education and charter school law, nonprofit management, and community organizing. The board works with all constituents to carry out the mission and program of the school, fundraise, strategically plan, hire and evaluate the school director, and manage the school. The board meets every six times per year. The board has several committees that also meet six times per year or on an as needed basis.

Board Committee	Chair	Responsibilities	Meeting Calendar
Finance	Susan Harper	Analyze budgets, monthly statements, provides strategic advice as it relates to finance, analyzes audit, monitors expense reports, oversees projects that fall into the scope of finance such as 5-year budgets, retirement and benefit analysis, etc.	Meets the 20th of every odd numbered month, unless otherwise indicated
Academic Accountability	D'Lonra Ellis	Analyzes quarterly academic achievement results, provides strategic advice as it relates to academic outcomes, oversees projects that fall into the scope of academic accountability such as charter renewal or WASC, conducts annual Directors Review	Meets the 2nd Wednesday of every odd numbered month, unless otherwise indicated
Fundraising	Mike "JB" John Bapstite	Sets annual fundraising goal, supports the creation of the annual fundraising plan, supports fundraising projects such as gala, brown bag luncheons. Provides direction in major donor cultivation and marketing.	Meets the 1st Tuesday of odd numbered months, unless otherwise indicated.
Personnel	D'Lonra Ellis	Sets personnel policy. Most recently a discreet project of this committee is to analyze the evaluation methodologies for teachers	Meets on ad-hoc basis

Attendance at board meetings can be found on board minutes that were submitted to OUSD a the time of the three-day visit.

26.	*Describe the Board of Directors primary roles and responsibilities. Give an example of recent issues/policy the board is working on.*

Primary Roles and Responsibilities (as spelled out in board agreement)

1. Uphold and carry out the charter school's mission and purpose.
2. Select and support the charter school administrator.
   - The Board must reach consensus on the charter school administrator's job description and undertake a careful selection process to find the most qualified individual for the position. The board will ensure that the charter school administrator has the moral and professional support he or she needs to further the goals of the charter school.
3. Review the charter school administrators' performance.
   - The Board will conduct periodic evaluation of the administrator's performance.
4. Ensure effective organizational planning.
   - As stewards of the charter school, the board must actively participate with the staff in an overall planning process and assist in implementing the resulting plan.
5. Ensure adequate resources.
   - One of the board's foremost responsibilities is to provide adequate resources for the charter school to fulfill its mission. The board should work in partnership with the charter school administrator and development staff, if any, to raise funds from the community. The board should work toward 100% board participation in fundraising.
6. Manage resources effectively.
   - The charter school board, in order to remain accountable to the charter granting entity, parents and students, its donors, the public, and to safeguard the tax-exempt status, must approve the annual budget and ensure that the financial controls are in place.
7. Determine and monitor the charter school's programs and services.
   - The board's role in this area is to determine which educational programs and services are most consistent with the charter school's mission and to monitor their effectiveness.
8. Enhance the charter school's public image.
   - The board will clearly articulate the organization's mission, accomplishments, and goals to the public, as well as the garner support from important members of the community.

Recent Issue

As a part of the recent Directors Evaluation, it became clear that the board and directors, in partnership, had an opportunity to improve the methods that the school uses to formally assess and evaluate its teachers. The Personnel Committee was formed and has undertaken the work of creating a mission-focused, innovative evaluation process that will be piloted in spring of 2010.

27.	*How are parents, teachers, and community members involved in the governance of the school?*

There are several ways for teachers, parents, and community members to be involved in the governance of the school. Teacher leaders on the School-Site Leadership Team represent teachers. Concerns, ideas, and proposals are brought to the Leadership Team, which meets monthly. Parents are involved in the governance of the school through the Lighthouse Parent Advisory Committee (LPAC), which works to set its own goals and direction. Parents bring proposals, ideas, and concerns to this body, which has a School Director, assigned to it. Finally, community members are welcome to make public comment at board meetings, which are officially posted at the school site 72 hours in advance of any official meeting. The bulk of board members are community members who aim to serve the school and its mission.

28.	*Provide an organizational chart that reflects all levels of staffing and management of your charter school.*

Attached.

29.	How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards? What steps are taken if school administrators and teachers are not effectively implementing the school's curriculum?

All courses have articulated Learning Targets that are the distillation of the California State Standards. Teachers craft instruction and assessment to align to the articulated Learning Targets. Assessment data aligned to Learning Targets is accessible to all community members via Lighthouse's online assessment system. This transparency holds teachers accountable to effectively assessing student progress to mastering the identified Learning Targets. Additional forms of curricular implementation accountability include, but are not limited to:

- Consistent direct informal observation of instruction by Director of Secondary Programs
- Formal observation of instruction by Director of Secondary Programs
- Consistent targeted peer observation
- Quarterly Interim Assessment systems that assess student attainment of Learning Targets taught
- Data conferences between teachers and Director of Secondary Programs focused upon student attainment of Learning Targets taught

30.	Describe your approach to student discipline. Provide an example of a policy/procedure that exemplifies the approach. *2 pages maximum*

Lighthouse is firmly focused upon developing student behaviors that will result in academic achievement. We believe that these behaviors are learned as opposed to inherent and that the school has a responsibility in teaching these behaviors. To ground our entire staff in a similar philosophy, we have adopted Discipline Principles. The adoption of principles was deliberate to reflect that discipline at Lighthouse is not guided by the steps of a comprehensive system, but rather by the core philosophies of our principles. In the end, we believe that these principles will develop students who are more capable to independently achieve the school mission.

Lighthouse's Discipline Principles

- The student is responsible for solving their own problems (with guidance) and can make a strong connection between their infraction and the consequence.
  Meaning - students do the thinking and the work - staff facilitate and provide guidance.

- Discipline problems are considered as opportunities for personal growth rather than bad things that should never happen.
  Meaning - discipline is taught, not innate. Students who are less disciplined must be taught as opposed to punished.

- Students learn appropriate and effective habits through adult modeling and teaching.
  Meaning - we must model what we expect.

- Students develop the ability to self regulate for personal gain as opposed to power and control.
  Meaning - we want students to make good choices to benefit themselves as opposed to avoid adult punishment.

- Teacher interventions to discipline are quick, caring, and keep instruction fluid.
  Meaning - Interventions that last and dwell are not effective and often destroy trust.

These principles guide how we as caring adults interact with students. Included below is how staff are expected to respond to the most frequent low-level disruptive behaviors.

The goal of behavior intervention is to put the responsibility of modification upon the student. This is founded upon the work of Jim Fay and *Love and Logic*.

Initial Behavior Concern - Provide a Choice
If a student engages in a disruptive or destructive behavior...
- Clearly state the behavior, empathize with the student and
- Provide an authentic choice for students (e.g. start engaging your group or work alone at the quiet desk...)

Repeat of Behavior Concern - Provide an Escalated Choice
If a student engages in the same disruptive or destructive behavior after having chosen a solution...

- Clearly state the behavior, empathize with the student and
- Provide an authentic choice for students (e.g. do to the reflection room until ready to return to class or confer with a counselor...)

Repeat of Behavior Concern - Provide a Choice
If a student returns to class under the assumption that they had unlimited time to reflect upon and adjust their behavior outside of class and the behavior persists...
- Clearly state the behavior, empathize with the student and
- Refer the student to the Director of Secondary Programs

Outside of Discipline Principles, students are informed of the general school consequence ladder in their school provided agenda (attached below).

Office Referral
- Phone call home by referring teacher
- A logical consequence
- Conversation with an administrator

Behavioral Student Study Team
- Activated after the accrual of the first three referrals
- Parent conference with administrator
- Initial behavior plan developed by team

Suspension
- Activated after the accrual of the first four referrals
- Parent conference with administrator
- Definite loss of privileges (e.g. Fun Friday)

Conditional Enrollment (After **2** Suspensions or 8 referrals)
- You are placed on conditional enrollment. Parents, administrators, and student develop explicit expectations that you must abide by to become a productive member of the Lighthouse community.

Expulsion Hearing with the LCCS Board (After 4 Suspensions or 16 referrals)
- Lighthouse Community Charter Public Schools board will review student violations to determine if you should remain enrolled or be expelled.

31.	*Describe all ongoing efforts to ensure fiscal soundness and legal compliance*

Lighthouse Community Charter High School has adopted a comprehensive set of fiscal policies that ensure the school is fiscally sound and legally compliant. LCCHS contracts with Ed-Tec, a business entity that has an expert financial team to assist the school with financial and legal functions. LCCHS utilizes Ed-Tec for assistance in the following key areas:

- Monthly financial statements
- Accounts payable/Accounts Receivable
- Payroll
- Budgeting
- Auditing and budget monitoring

Financial systems and monitoring

Accounts Payable/Accounts Receivable

Each week, the school sorts and codes bills and other accounts payable to the correct SACS codes. These are then submitted to Ed-Tec who then uses an invoice cover sheet produced by the school to pay each bill in a timely fashion. All AP runs are initiated by the Executive Assistant and then are approved by the Director of Strategic Development. In addition, another weekly financial function is to monitor, code, and make deposits into the proper account. Deposits are initiated by the Executive Assistant and approved by the Director of Strategic Development.

Payroll

Each month, the Director of Strategic Development with the creation of a change summary and hourly employee timesheet initiates payroll. This change summary ensures any changes to payroll (new employees, terminated employees, address changes, garnishments, etc) are made in a timely way. A final payroll report is presented by Ed-Tec and approved by the Director of Strategic Development. Edtec then submits that to Paychex which then cuts the final payroll checks. Quarterly payroll reports and tax documents are prepared by Ed-tec.

Budgeting

Lighthouse follows a July 1 – June 30 fiscal year. In January, budgeting for the next fiscal year begins. The school directors, with input from the school's Leadership Team, analyze the effectiveness of school program and create a budget model for the next year. With Ed-tec's assistance, the school produces a draft budget using most up-to-date revenue numbers and expense numbers that trend from the previous year or other indicators. As a rule, Lighthouse tends to be conservative in its budgeting (i.e. assuming aggressive increases in health care, for example). The budget normally goes through several iterations before presented for board approval in April or June. Once the board of directors approves the budget, the budget and its subsequent programming is shared with the entire school community, including teachers and parents. Once the state adopts its budget, the school revises the June-approved budget with more up-to-date revenues and expenses. The school then monitors its monthly financials against the June and August revise numbers.

Reports generated and the frequency; identify the party responsible for generating the reports and his/her qualifications

Report	Purpose	Party Responsible	Qualifications
Attendance Reports (Once per month)	Monitor ADA and enrollment to ensure ADA-driven revenues have been correctly projected. If necessary, course corrections will be made.	Steve Sexton	Powerschool trainings, on-the-job training
Financial Reports (at least six times per year)	Monitor revenues vs. expenditures. Monitors budget variances to ensure overspending does not occur.	Jenna Stauffer with Ed-tec	CSDC trainings, on-the-job training
Fundraising Reports (at least six times per year)	Reports levels of success of private fundraising as measured against benchmarks for the year.	Jenna Stauffer	On-the-job training
Audit (once per year)	Reports profit and loss. Conducts several tests for fiscal health according to OMB Circular.	Hosaka, Nagel, and Co CPA with Ed-tec and support from Jenna Stauffer	Over 30 years auditing experience

Describe fiscal review and monetary processes; including but not limited to policies regarding a) cash flow, b) purchasing, c) payroll, d) audits. Identify the party responsible for generating the reports and his/her qualifications.

Review of	How does review occur	Party Responsible	Qualifications
Cash Flow	Monitoring of school's bank accounts occurs daily. If AP is going to exceed balance, a $300,000 line of credit can be tapped with Wells Fargo.	Jenna Stauffer	CSDC and Ed-tec trainings, on-the-job training
Purchasing	Purchasing is directly related to the adopted budget (i.e. an item will not be purchased unless it has a direct link to the approved budget). Purchases are typically made with a Purchase order and initiated by the Executive Assistant and approved by the Director of Strategic Development. Urgent purchases can be made via a debit card by one of the three directors. Debit card purchases are coded monthly to ensure proper monitoring. Purchases over $10,000 must be board approved.	Jenna Stauffer	CSDC and Ed-tec trainings, on-the-job training

Payroll	See above		
Audit	See above		

32.	*Describe the board's processes for holding the school financially and operationally accountable*

The Board of Directors holds the school financially and operationally accountable using the following methods:

- Six times per year, the Finance Committee of the Board meet to scrub the most current financial statements and cash flow and to ensure financial policies are being met and spending and revenues are on target.
- If necessary, the finance committee provides guidance to the school directors about areas of spending, planning, etc.
- In budget development, the board with the school directors, work to align the proposed budget for the following year with academic results and needs of the school community.
- The school's annual audit is thoroughly discussed and the school's auditors advise the board if financial policy or practice need to change or be improved.
- An annual Director's review is conducted to measure strengths and challenges of the school directors' performance as it relates to the fiscal health of the school

33.	*Describe how key non-academic operations are conducted, including (but not limited to)*

The three school directors are responsible for the key non-academic operations with Board and staff support.

Key Operations	**How is it conducted**	**Party Responsible**
Strategic Planning	The Board of Directors has an annual retreat. Months prior to the retreat, the school directors lay out its strategic goals (academic, fiscal, etc.) for the coming 1 – 5 years. The Board discusses to make long-term decisions on direction and strategy.	School Directors with Board of Directors
Financial Management	See above questions	
Facilities	The Director of Strategic Development is responsible for facility maintenance; entering into contracts as it relates to facility; warranties, etc. We begin with the belief that the school's facility is critical to student learning and staff satisfaction. Facility issues are brought to the attention of the director on a daily basis who then trouble shoots on a daily basis.	Director of Strategic Development
Food Services	LCCHS partners with Revolution Foods to provide food (breakfast, lunch, and snack) to its students. Each student, at registration and intake, indicates if they will participate. In addition, they fill out appropriate income paperwork. Meal service to each individual is	Director of Strategic Development with Office Manager's support

	monitored daily at each meal in Mealtime which produces monthly reports. LCCHS partners with Leadership Public Schools to file National School Lunch Program reimbursements for breakfast, lunch, and snack.	
After-School Programming	The Director of Strategic Development manages the LCCHS After School Coordinator. Together, with student interest surveys and academic achievement data, they create annual plans for after school programming, which includes tutoring, recreation, and enrichment. LCCHS hires qualified tutors and coaches to staff the program at a ratio of 20:1 maximum. Then, through community outreach, LCCHS creates partnerships with relevant organizations to provide enrichment programming to students.	Director of Strategic Development with, Associate Director

34.	*Five-Year Projected Budget*

Attached.

35.	*Current Lease Terms*

Lighthouse Community Charter High School is currently occupying a permanent facility that was designed specifically by school leadership to serve the purpose of housing the Lighthouse Community Charter High School. It is co-located with the Lighthouse Community Charter School, serving grades K – 8. The facility is owned by Lightkeepers, LLC, a subsidiary of the Rogers Family Foundation. Lightkeepers, LLC and Lighthouse Community Charter Public Schools has entered into a long-term lease agreement with the school for ten years with an option to renew.

36.	*Describe the condition of the current facility.*

Lighthouse Community Charter School's facility, which co-locates the K – 8 school and the 9 – 12 school is on a 3.5 acre campus on Hegenberger Road in East Oakland. The school has occupied the facility since August of 2009, after a multi-year search for a permanent home. In June 2008, Gary Rogers and Brian Rogers, Executive Director of the Rogers Family Foundation, came forward to make an unprecedented gift to Lighthouse by committing $15 million dollars toward the renovation of the facility. Negotiations to purchase the property quickly began and in February 2009, Lightkeepers LLC closed escrow on the property and construction began just days later. By August 2009, the facility was finished.

This facility exceeds the expectations of its staff and students. The 70,000 square foot facility has ample study space, large classrooms with ample natural light, state-of-the-art energy conserving lighting and HVAC systems. In addition, the school houses an innovative, college-

level science laboratory, a media lab, a K – 12 library, a Family Resource Center, and art studios. The outdoor space includes a sports field and basketball courts, as well as a learning garden and spaces for students to "hang out."

As LCCHS is just about "full-grown," there is not need to expand the space at the school.

While the facility is still new, the entire building is under warranty until August 2009 and as such, the school implements a "call-back" system if something is need of repair. If the repair needed is not a warranty issue, the school uses "facility issue" forms, which are submitted to the Director of Strategic Development who then prioritizes them. We have a long list of subcontractors (available upon request) that are called upon to repair things as necessary. In addition, the Director has a daily check-in with janitorial staff to ensure the facility is clean, stocked, and in good repair at all times.

37.	*Describe any facility improvement projects planned for the next five years.*

None planned.

38.	*Please attach copies of any up to date ADA surveys of the facility.*

As the school's design and construction are up to the E-occupancy standards as set out by the City of Oakland, the entire school is up to date on all ADA codes and regulations. From elevator access, parking spaces, ramps, bathrooms stall size, water fountain height, etc.; the school facility could accommodate any disability.

39.	*Please attach a written plan for providing access for persons with disabilities, including activities for parents and community members.*

Currently, there are no non-wheelchair-accessible building spaces at the school. As such, the school does not have the need to relocate activities to accessible spaces from non-accessible spaces.

40.	*Please describe your procedures for providing accommodations for persons with communication related disabilities.*

Lighthouse Community Charter Schools contract with several outside vendors for translation of documents. Avantext provides written translation into several languages and while not necessary up to this point, Avantext has a list of consultants available for contract to assist with sign-language interpreters. LCCHS has a budget for such purposes if necessary.

In addition, if required, Lighthouse would contract with outside consultants to provide Braille or large print documents.

While Lighthouse currently does not have a policy that defines how these accommodations are requested, all of our public materials state that the school does not discriminate based on any ability, therefore, we would be obliged to provide any accommodations as necessary.

41	Discuss the key challenges or risks that you see for your school in the next five year period. *3 pages maximum* • Describe what you are doing or plan to do to address each of the major challenges that you have identified.

A comprehensive six-year plan has been developed as a part of our most recent six year WASC accreditation in the spring of 2009. The plan has been submitted to and approved by the Lighthouse Board of Directors as our Single Plan for Student Achievement. The plan have been submitted to and accepted by the Office of Charter Schools. Specifically pages 44-45 of WASC Visiting Committee Report and pages 103-137 of WASC Self Study.

Performance Report Attachments

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SUMMARY

Over fifteen years of providing thought leadership and of driving innovation at one of the country's best retail banks. Proven track record of developing and implementing new business models and technology to acquire, service, and strengthen customer relationships, while simultaneously managing risk. Able to create consensus at all levels of the organization, and lead a team to move an idea forward from concept to full implementation.

WORK EXPERIENCE

Wells Fargo Bank, Distribution Strategies & Services Group *March 2000 – Present*
SENIOR VICE PRESIDENT, HEAD OF ATM BANKING & STORE STRATEGIES

Lead a highly matrixed team to define and implement distribution strategies for 6,600 stores and 12,000 ATMs to create better customer experiences, improve team member engagement, and increase profitability.

ATM Business

- Run Wells Fargo and Wachovia business of more than 12,000 ATMs, the third largest bank ATM network in the U.S., providing a high quality customer experience almost 800 million times per year.
- Unified fragmented ATM channel strategy, a product of several mergers, and led team to execute and promote the new business model. Obtained broad partnership and support from across the bank and with ATM manufacturers.
- Pioneered web-enabled and Talking ATMs, and led Wells Fargo to be the first bank to complete their roll-out.
- Created the Envelope-Free ATM, and converted a check at the ATM into a digital image under Check 21 before any other financial institution.
- Transitioned ATM into a sales channel, delivering cross sales through targeted offers and advertising.
- Chaired bank-wide committee to reduce enterprise costs of cash and check transportation. Identified and began implementing savings of $47MM through image capture, procurement, and management.

Retail Branch Technology & Process Design

- Lead Wachovia integration efforts in overlapping markets for Community Banking. Create strategy and lead team to deliver the best of Wells Fargo and Wachovia to our customers while minimizing risk and expense.
- Developed store hardware technology strategy, creating a regular technology refresh schedule that improved computing power, introduced image processing, and reduced costs through "open source" competition.
- Designed store processes, defining how bankers and tellers provide excellent customer service while supporting Bank and regulatory policy. Lead process change strategy and implementation across 3,300 retail stores.
- Created new methods for managing ATM and store technology p&l, allowing for continuous innovation, development, and refresh, while managing steadily growing earnings.
- Built an "assisted self-service" prototype, delivering a combination of ATM-like self-service with a full-service teller experience.
- Implemented Regional Banking Risk Council of senior leaders to assess and manage risk associated with banker and teller behavior.

Distribution Planning & Analysis

- Lead distribution planning for combined Wells Fargo and Wachovia network of 6,600 stores and 12,000 ATMs.
- Developed Wells Fargo's store and ATM distribution analysis process, providing the framework and analytic support for growing 100 high quality new stores and 400 new ATMs each year, responsible for adding over $10 billion in new deposits over the last five years.
- Rigorous process of analysis feeds a learning model, and ensures that each year's crop of new stores out performs the previous years.
- Launched *Test & Learn* practice, providing discipline to investment in technology innovation.

Wells Fargo Bank, Distribution Strategies Group *January 1999 – February 2000*
GROUP FINANCE OFFICER, HEAD OF FINANCE, PLANNING & STRATEGIC ANALYSIS

- Developed and implemented financial plan for the store and ATM network during the Norwest/Wells Fargo merger. Secured funding and allocated resources among divisions and projects. Managed group to bottom-line plan. Maintained accounting controls. Identified future trends, opportunities, and hazards.
- Developed consistent analytic framework to allow comparisons between different initiatives. Ensured consistency of modeling efforts between divisions. Supported modeling efforts throughout the organization and diffused best practices.
- Analyzed distribution network and identify opportunities for growth, and key levers for achieving financial targets of merger.

Wells Fargo Bank, California Region *February 1998 – December 1998*
REGIONAL FINANCE OFFICER, HEAD OF FINANCE, STRATEGY & DEVELOPMENT

Reengineered use of management information in the largest Region of retail stores. Brought database marketing principles to line management to identify opportunities, set goals, and measure performance. Developed annual quarterly financial plans and forecasts. Transitioned from cost-center management to full P&L, educating managers on key levers for growth.

Wells Fargo Bank, Physical Distribution Group *November 1995 – January 1998*
VICE PRESIDENT, DATABASE MARKETING MANAGER

Developed and implemented database marketing strategy for ten-state distribution network with 2,000 stores. Leveraged vast amounts of data to make better marketing and strategic decisions. Advised and persuaded traditional marketing organization to apply direct marketing techniques to their mix. Main resource for branch customer information, lead lists, and marketing analysis.

Developed the *Prospector* lead utility, Wells Fargo's first Intranet application, that provides a closed-loop lead delivery and analysis tool to bankers.

Wells Fargo Bank, In-Store Banking Division *February 1993 - November 1995*
VICE PRESIDENT, DIVISION FINANCE MANAGER OCT 93 - NOV 95
ASSISTANT VICE PRESIDENT, SENIOR FINANCIAL ANALYST FEB 93- OCT 93

Formulated and executed financial strategy of expanding retail distribution channel within a $50 billion bank. Grew in-store branches from 11 to 100, and self-service centers from nothing to over 350. Responsibilities included: distribution strategy and site selection; customer and market profitability analysis; business case development; performance reporting; and overall bottom-line management.

Wells Fargo Bank, Savings and Investments Group *July 1991 - February 1993*
SENIOR FINANCIAL ANALYST JUL 92 - FEB 93
FINANCIAL ANALYST JUL 91 - JUL 92

General consulting and analysis for start-up product group focusing on investment needs of consumers, including non-traditional (Mutual Funds, Annuities) and traditional (CDs, MRAs) savings vehicles. Projects included: Customer analysis and segmentation; Incentive Design; Product Profitability; and Performance Reporting.

COMMUNITY SUPPORT

Lighthouse Community Charter School, Oakland
Member of the Board of Directors
Member of the Finance and Facilities Committee

EDUCATION

University of California, Berkeley *August 1987 - May 1991*
Berkeley, California
B. A. ECONOMICS

SUSAN HARPER

363 Valencia #8, San Francisco, CA 94103 415.830.0483 susanharper49@yahoo.com

HIGHLIGHTS

- **Over 15 years experience in community economic development**
- **Leader of capital and product innovation serving the charter school industry, a growing field within community development and community development finance; and**
- **Significant experience underwriting and structuring real estate and working capital loans ranging in size from $100,000 to $25 million, as well as targeted equity investments.**

PROFESSIONAL EXPERIENCE

Bank of America, Senior Vice President, January 2009 - Present

Ms. Harper manages the bank's activities in California, Oregon and Washington with Community Development Financial Institutions (CDFIs) that finance housing, small businesses, and community facilities providing health care, education, childcare and other needed social services in underserved communities.

Merrill Lynch Community Development Company (MLCDC), Vice President, May 2008 – December 2008

MLCDC provided more than $1 billion of loans and investments to spur development in low-income communities nationwide through strategic partnerships with non-profit organizations, government and other financial institutions. As Vice President, Ms. Harper:

- Structured, underwrote, and closed $40 million of credit facilities in less than six months to non profit financial institutions that finance community facilities (including charter schools), small businesses, and housing developments (both for sale and rental) in low-income communities. These facilities financed a range of activities, including New Markets Tax Credit (NMTC), acquisition and construction projects.
- Developed new relationships and business to increase MLCDC's presence and activities in California.
- Designed and led the implementation of MLCDC's micro-enterprise initiative for California, which resulted in $250,000 in grants and $1 million in loans.

Low Income Investment Fund (LIIF), December 2002 – April 2008

LIIF supplies affordable capital and technical assistance to non-profit organizations working to alleviate poverty in low-income neighborhoods. LIIF supports affordable housing, childcare, education, and other community-building initiatives. Since 1984, LIIF has provided more than $750 million in capital and leveraged $4.6 billion for low income families and communities. LIIF's programs have served more than 410,000 people by supporting affordable housing, quality child care, and high performing schools in underserved neighborhoods.

Director, Education Program (January 2005 – April 2008)

- Grew the charter school loan portfolio from $4 million in 2003 to more than $150 million by 2008
- Led LIIF's successful efforts to structure and implement more than $70 million in capital for two charter school loan funds, including the first-ever NMTC fund for charter schools
- Co-authored a NMTC application that resulted in a $50 million award, and
- Represented LIIF on a statewide and national basis on charter school and NMTC coalitions and led LIIF's policy, technical assistance and research efforts for charter school facilities finance.

Senior Loan Officer, Community Facilities (December 2002 – December 2004)

- Identified new customers, marketed LIIF's loan products, originated and structured loans, and managed the on-going childcare and charter school loan portfolio
- Trained LIIF staff on underwriting and structuring charter school loans, and
- Contributed to product design, market analysis, and development of loan policies and credit guidelines for the child care and charter school markets.

NCB Development Corporation (NCBDC), 1999 – December 2002
NCBDC is a non-profit development finance and technical assistance organization that works with cooperatives and other community-based non-profit organizations and their for-profit affiliates to improve the conditions in low-income communities nationwide.

Assistant Vice President, January 2001 – December 2002; Credit Analyst, September 1999 – December 2000
- Managed NCBDC's $10 million economic development loan and investment portfolio
- Led tactical and strategic planning, as well as product development efforts, for economic development
- Identified potential new customers and originated, underwrote, structured, and closed loans, and
- Provided professional development for junior staff.

Calvert Social Investment Foundation (Calvert), 1998
Calvert serves as a facility for individuals and institutions, seeking to place capital on softer terms to finance affordable homes, fund small and micro businesses and to make available essential community services. Calvert seeks to create "community investment" as a new asset class in the financial services industry through a range of innovative financial instruments, web-based information services and philanthropic products.

Summer Intern
- Developed a framework and ratios for critically analyzing the financial strength of 75 of Calvert's borrowers, primarily community development financial institutions and development banks.
- Researched and wrote programmatic and financial profiles of the borrowers as a means of increasing awareness of and investment in the CDFI industry.

Price Waterhouse LLP (PW), Office of Government Services, 1994 – 1997
PW provided management and technical assistance to the U.S. Department of Housing and Urban Development (HUD), Office of Community Planning and Development, as part of HUD's efforts to implement the Empowerment Zone (EZ) and Enterprise Community (EC) Initiative. EZ and ECs were created as part of an initiative to rebuild communities in America's poverty-stricken areas through regulatory relief, public and private partnerships, and incentives.

- Analyzed strategic plans and benchmarks to assess performance and investment activities of EZ/ECs.
- Researched and facilitated the design of three community development financial institutions.

EDUCATION
- **Venture Capital Institute**, September 2001.
- **Harvard University, John F. Kennedy School of Government**, Master in Public Policy, June 1999. Awards: Coleman Young Prize for Urban Policy.
- **University of Southern Maine (American Economic Development Council)**, Certificate in Economic Development, 1995.
- **Williams College**, Bachelor of Arts, Spanish and History, 1994, *cum laude.*

INTERESTS/ACTIVITIES
- Board member and Treasurer of Lighthouse Community Charter School (Oakland, CA) and Loan Committee member of The Reinvestment Fund (Philadelphia, PA)
- San Francisco 49ers and Giants
- Trying new things, book readings, cultural events, and wine tasting
- Recreational tri-athlete

SANJAY DHOLAKIA

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510.508.3999 / sdholakia1997@kellogg.northwestern.edu

EXPERIENCE

2008 – current **LITHIUM TECHNOLOGIES – *Chief Marketing Officer*** Emeryville, CA

- Executive officer with leader in social customer community software. Grew business 100% in 2009. Responsible for driving Lithium's vision, go-to-market strategy, and customer acquisition programs.
- Led marketing team to define strategy and re-position company, moving to #1 market visibility.
- Drove global marketing program improvement and focus, doubled pipeline to $100M while keeping spend flat.

2001 – 2008 **SUMTOTAL SYSTEMS (NASDAQ: SUMT) – *SVP & GM, Learning and Talent Unit*** Mountain View, CA

- Executive officer with leader in enterprise learning and talent management software. Grew business from $10M in 2008 to $130M in 2008. Responsible for $125M P&L of core business unit, with 800+ direct and indirect employees. Led organization with responsibility across Marketing, Product Management, Inside Sales, Channel & OEM, and Corporate Development. Acquired by Vista Equity Partners.
- Defined corporate strategy and drove execution. Responsible for all M&A, completing 4 acquisitions.
- Led marketing team to define strategy and re-position company, moving from #3 to #1 market share position.
- Drove global marketing program improvement and focus, doubling pipeline to $100M while keeping spend flat.
- Guided product management innovations, earning leadership reviews from Gartner, IDC, Forrester and Bersin.
- Identified new market segments and led team to develop new SaaS offerings, growing segment 40%/year.
- Key point of contact for financial and industry analysts. Regularly present company to investors and conferences.
- Developed and led alliance and channel sales business, signing key partners such as Accenture, EDS, IBM, Raytheon, Hewitt, ACS and Webex. Grew partner-related business to $15M+ annually.

2000 **WALKER DIGITAL – *Director, Business and Corporate Development*** San Francisco, CA

- Founding member of a new portfolio company with patented consumer and market research process.
- Targeted and signed key beta clients including Nabisco and American Express prior to product development.
- Served as acting COO, leading all operating activities for team of ten.

1997 - 2000 **McKINSEY & COMPANY, INC. - *Engagement Manager*** Los Angeles, CA

- Served as COO for client's e-commerce start-up to drive business launch. Directed decision-making for 30-person organization across functional areas of television, website, merchandising, and fulfillment. Led team to develop business model and presented to strategic investor groups. Company sold for over $30M.
- Led client sub-team at a major apparel retailer. Improvements to drive $7mm in annual savings.
- Created business case and implementation requirements for coordination of music and video business back office functions at a major media company. Identified $20mm working capital improvement opportunity.
- Led five-member client team at a leading PC manufacturer. Identified $30mm in annual savings.
- Rated as top performer among peer group throughout tenure.

Summer 1996 **DREAMWORKS SKG – *Strategy and Finance Intern*** Universal City, CA

- Developed financial models for animation joint venture. Negotiated recovery of over $400K in initial costs.
- Created variance model to help new company manage consolidated operations of all five business units.

1991 - 1995 **ANDERSEN CONSULTING – *Senior Consultant*** Los Angeles, CA

- Led twelve-member team to transition company to redesigned business process at a major apparel manufacturer.
- Led team of five consultants at think tank developing retail industry strategies. Led and facilitated business development discussions with senior management of prospects ranging from $20mm to $25bn in revenues.
- Rated in top 5% of class (highest category).

EDUCATION

1995 - 1997 **KELLOGG SCHOOL OF MANAGEMENT – NORTHWESTERN UNIVERSITY** Evanston, IL

Master of Business Administration with majors in strategy and marketing, June 1997. GPA: 3.9/4.0.

- Chairperson, Strategic Options Committee, Graduate Management Association.

1987 - 1991 **WHARTON SCHOOL OF BUSINESS – UNIVERSITY OF PENNSYLVANIA** Philadelphia, PA

Bachelor of Science in economics with concentration in finance, May 1991. Cum laude.

- Managed $4mm in family-owned, commercial real estate assets while attending full-time program.
- Member, Lightweight Varsity Football Team, Real Estate Club.

OTHER DATA

- Board Member, Lighthouse Community Charter School
- Class Representative, Webb School of California Alumni Board.

December 2009

Brian Kingwell Rogers

7171 Norfolk Road
Berkeley, CA 94705
(W) 510-899-7930 - (C) 510-910-0059
brogers@rogersfoundation.org

Education

1991-1995	University of California at Berkeley – Class of 1995 B.S. Business Administration – Haas School of Business
2000 - 2001	Saint Mary's College of California – Class of 2001 State of California Teaching Credential

Work Experience

1/04 – Present	Rogers Family Foundation – Executive Director *Responsible for the strategic planning of the organization, management of staff and annual dispersement of 5 million dollars in community grants in the areas of education, medical research and youth development.*
11/01 – 8/03	Lair of the Golden Bear – Manager *Oversaw the training, supervision and scheduling of a staff of 60 employees that serviced and entertained 3000 campers each summer at the University of California Alumni Association family camp in Pinecrest, CA.*
9/00 – 9/01	Bishop O'Dowd High School – English Teacher *Taught the subjects of Grammar, American Literature and Ethnic Literature to Freshmen, Juniors and Seniors at a Catholic High School in Oakland, CA.*
2/99 – 9/00	7171 Co. LLC – President *Founded a construction development company focused on building single-family homes in Oakland, CA.*
9/98 – 1/99	Mahalovich Partners – Associate *Assisted General Partner in securing commercial real estate clients in San Francisco, CA.*
3/98 – 8/98	Il Fornaio Restaurant – Host/Waiter
5/97 – 9/97	Lair of the Golden Bear – Athletic Director *Organized and officiated over all sporting events and tournaments for 300 campers a week. Also taught tennis, volleyball, basketball and swimming lessons to both children and adults.*
10/96 – 5/97	Northstar-at-Tahoe – Ski Instructor *Instructed both children and adults of all levels to snow ski in Lake Tahoe, CA.*

Board Service (Current)
Oakland Small Schools Foundation
Lighthouse Community Charter School (President)
Bring Me A Book Foundation
UC Berkeley Graduate School of Education - Advisory Board
Oakland Literacy Coalition – Managing Director

Board Service (Past)
Bishop O'Dowd High School Board of Regents
Sigma Alpha Epsilon Cal Beta Alumni Housing Corporation – President
Collegeworks
St. Elizabeth's Elementary School – Advisory Board

Other Achievements, Pursuits and Memberships
One Hundred Club, Member
Oakland Rotary, Member
Candidate, Oakland Unified School District Board of Education– District 1 - 2008

2000 – 2004	Head Tennis Coach – Bishop O'Dowd High School
5/91 – present	Eagle Scout
5/96 – 9/96	U.S. Baseball Stadium Tour
1/99	Reached the summit of Mount Kilimanjaro in Tanzania
1994	Head Yell Leader – University of California at Berkeley

MONICA MONTENEGRO
121 E. 11th Street, Portable 13-B
Oakland, CA 94606
(510) 238-9450
monica@eastbayconsortium.org

EDUCATION

BA in Chicano Studies, University of California, Berkeley, 1986
BA in Spanish, University of California, Berkeley, 1986

PROFESSIONAL EXPERIENCE

The primary goal of the East Bay Consortium of Educational Institutions, Inc. (EBC) and Cal-SOAP is to prepare an increased number of students from backgrounds and communities with historically low eligibility and college-going rates for admission into colleges by improving secondary college-preparatory programs. It does so by initiating, planning, and administering the combined efforts of a consortium of secondary and postsecondary institutions. The EBC operates under the auspices of the University of California, Berkeley and with a Board of Directors consisting of representatives of public and private secondary schools, 4-year colleges, community colleges and community agency.

2000-present **Executive Director**
East Bay Consortium of Educational Institutions, Inc., Oakland, CA

Duties and Responsibilities

1. Under the general direction of the Board of Directors, shape the direction of the program, develop initiatives, implement them and evaluate outcomes.
2. Manage a staff of over 50, including five full time employees, 10 part-time credentialed secondary school teachers, 40-50 part-time college students.
3. Manage the budget, including ensure grant compliance, monitor expenditures and determine program expenditures
4. Prepare quarterly and annual comprehensive and fiscal operations reports.
5. Support the Board of Directors in guiding the Consortium in its mission and achievement of its goals, and ensuring communication with the Board and Consortium members.
6. Maintain a comprehensive student information system
7. Engage in fundraising.

1990 - 2000 **Assistant Director**
East Bay Consortium of Educational Institutions, Inc., Oakland, CA

Duties and Responsibilities

Under minimum supervision from the Executive Director, I had the following responsibilities:

1. Develop, plan, implement and evaluate all programs and services offered by EBC, including the Pre-Collegiate Academy, family math and family science, Saturday school, tutoring, mentoring, college advising, college information workshops, and student referrals.

2. Oversee the administrative details of programming such as negotiating with academic program teachers and staff, securing facilities and resources, and controlling the quality of services delivered to secondary school clients.

3. Communicate and negotiate with local school district personnel with regard to their commitments to EBC programs.

4. Supervise one full-time employee; hire, train and supervise 13 part-time credentialed secondary school teachers, 13 part-time student teachers, 20 college students, 2-4 tutors and several program consultants.

5. Facilitate Education 97/197 class at UC Berkeley for EBC's college student staff.

6. Initiate, plan, and implement special events or programs aimed at disseminating information about college to secondary school students and their parents, including College Information Day at UC Berkeley and College Making It Happen events at various locations in the Bay Area.

7. Collaborate in the implementation of Counselor Community Connection Live TV shows in the district's station KDOL

8. Maintain a student information database, including records of student contacts and services provided to students and parents.

9. Edit and publish EBC's Resource Guide and other student publications including the Scholarship Directory, and translate materials for parents and students to Spanish.

10. Prepare annual final reports and annual program plans to the State.

11. Represent EBC in campus and community meetings; on statewide committees, such as the Intersegmental Coordinating Committee's Task Force on Expanding Information Dissemination and Outreach, and on regional committees such as the East Bay College Connection Fair Committee at St. Mary's College. Coordinate program participation in special educational events.

12. Attend quarterly Cal-SOAP statewide Directors and Advisory Board meetings.

13. Recommend budget priorities, review all expenditures, determine program expenditures,prepare matching contribution reports, assist in the preparation of quarterly reports and other reporting procedures, and engage in fundraising.

1987-1989 **Program Specialist II**
East Bay Consortium of Educational Institutions, Inc., Oakland, CA.

Duties and Responsibilities

1. Coordinate program services to low income and underrepresented students.

2. Plan and conduct informational meetings and workshops for students and parents.

3. Assist with program administration: data collection, reports to funding sources and budget management.

4. Maintain a student information database.

1985-1986 **Assistant I / Tutor Coordinator**
East Bay Consortium of Educational Institutions, Inc., Oakland, CA.

Duties and Responsibilities

1. Set up an after school tutoring program at Richmond High School.

2. Wrote proposals and received funding from the Community Projects Office at UC Berkeley to pay tutors' salaries, materials and transportation. Solicited donations from local merchants to purchase refreshments for parent meetings.

3. Organized and conducted district wide bilingual parent information nights at Richmond High School.

4. Designed and led college going process and financial aid workshops in English and Spanish for students and parents.

1984-1985 **Volunteer Tutor**
East Bay Consortium of Educational Institutions, Inc., Oakland, CA.

Duties and Responsibilities

1. Tutored students in after school tutoring program at St. Elizabeth High School.

2. Advised students about higher education opportunities available.

1981-1983 **ESL Teacher Assistant/EOPS Recruiter**
Contra Costa Community College, San Pablo, CA.

Duties and Responsibilities

1. Taught English as a Second Language to groups of 8 - 12 adults.

2. Recruited prospective students to enroll at Contra Costa Community College.

3. Advised students and parents about higher education opportunities available.

PROFESSIONAL AFFILIATIONS

- Festival Internacional de Matemáticas, Costa Rica, 2006 - present
- LeaderSpring, Alumni Committee Member, Oakland, 2005 - present
- Lawrence Hall of Science, Community Advisory Board Member, Berkeley, 2005 -present
- Governing Board Member, Lighthouse Community Charter School, Oakland, 2005 - present
- Member of the Planning and Oversight Committee for the Oakland Fund for Children and Youth, Appointed by City Councilmember Ignacio de la Fuente, 2003 - 2008
- Advisory Board Member, SOAR Project (GEAR UP) 2002 - present
- Intersegmental Coordinating Committee's Task Force on Expanding Information Dissemination and Outreach, Sacramento, CA 1994 - present
- East Bay College Connection Fair Committee Member, St. Mary's, CA 1992 - present
- California Association for Bilingual Education Member, Los Angeles, CA 1997 - present
- Marcus Foster Educational Institute Scholarship Committee, 1995 - present
- WACAC (Western Association for College Admission Counseling) Outreach Sub-Committee Member, St. Mary's, CA 1997 - 1998
- Education and Technology Expo '94 Planning Committee Member, Oakland, CA 1994 - 1996
- LatinoNet Key Partner, San Francisco, CA 1992 - 1996

AWARDS

- National College Access Network Changing the Face of Education – College Access Executive Leadership Award of Excellence, September 2009.
- Oakland Unified School District, Board of Education's Resolution awarded for outstanding work as the Executive Director of the East Bay Consortium for service to students, teachers and families of Oakland, 2009.
- The First Tee of Oakland, Community Champion Award, in appreciation for service, dedication and contributions to the children, youth, and families in the community of Oakland, 2009.
- Distinguished Service Award, Undergraduate Admission and Relations with Schools, University of California, Berkeley, 1996-1997
- Kennedy-King Scholarship, Contra Costa Community College, awarded for community service and academic achievement, 1983

LANGUAGES

- Bilingual / Bicultural, English and Spanish

John J. Hall

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San Francisco, CA 94118

phone: (415) 341-6316
johnjhall@gmail.com

Professional Experience

2006 - Present — Oakland Unified School District, Oakland, CA — *Project Manager*

- Develop and review policies regarding instruction, professional development, and leadership.
- Provide professional development support for Central Office leaders, principals, and coaches.
- Coordinate relationships with external support organizations, researchers, and funders.
- Conduct research on leadership development, professional learning communities, and budgeting; craft papers and presentations synthesizing this research.
- Managed the development, implementation, and review of the district's academic strategic plan.
- Evaluated and redesigned the district's Office of Charter Schools.

2003 – 2006 — Leadership Public Schools, San Francisco, CA — *Vice President, Curriculum and Instruction*

- Nurtured the development of six schools, designing systems, strategies, and programs.
- Designed and revised policies in operations, human resources, enrollment, and development.
- Coordinated the development and implementation of the 9 – 12 curriculum.
- Planned and facilitated the teacher and administrator professional development programs.

1998 – 2003 — International School of Luxembourg
1993 – 1998 — The Urban School of San Francisco
1992 – 1993 — Burton High School, San Francisco
1991 – 1992 — American School of Milan
1986 – 1988 — Casablanca American School
1984 – 1985 — West Seattle High School

Science Teacher, Department Head, Curriculum Designer, Professional Developer

- Taught AP & IB Biology, Chemistry, and Physics; Neurobiology; Algebra; Theory of Knowledge; Health; and Physical Education.
- Designed and implemented faculty professional development programs.
- Member of Board of Trustees at two schools; Head of Science at four schools.
- Presented at national and international conferences on curriculum, school design, and leadership.

1988 – 1991 — University of California, San Francisco
1979 – 1986 — University of Washington

Laboratory Manager, Laboratory Technician

- Supervised and trained laboratory personnel and post-doctoral fellows.
- Planned and coordinated studies of neuronal cell regeneration, cardiovascular disease, and cancer.
- Performed procedures in molecular biology immunocytochemistry, and electron microscopy.
- Researched, wrote and edited papers, posters, and presentations: author of sixteen publications.

Education

Ph.D. Program in Education Policy	University of California, Berkeley	Present
B.A. Education	University of Washington	1984
B.S. Biology	University of Washington	1982

SARAH M. CHÁVEZ

EXPERIENCE

2006–Present SunCal Companies Oakland, CA

Project Coordinator

- Organize and coordinate community meetings and internal project meetings.
- Meet regularly with city staff, project consultants and others to move development project forward.
- Coordinate law enforcement/search & rescue trainings at project site

1999–2006 City of Oakalnd Oakland, CA

City Council Aide-City Councilman Larry Reid

- Organized and coordinated community meetings within council district
- Met with constituents, determined problem and coordinated problem solving efforts with city and county agencies
- Developed policy recommendations for public safety and other programs. Coordinated policy implementation with other city agencies.
- Worked with Police Department to develop and sustain violence reduction strategies.
- Met regularly with city staff to develop and implement geographically based problem-solving projects.

2001–2003 Martin Luther King, Jr. Freedom Center Oakland, CA

Youth Outreach Coordinator

- Designed and implemented after-school and summer youth programs
- Evaluated programs to determine most effective for youth involvement.
- Recruited youth for participation in after-school and summer programs

VOLUNTEER ACTIVITIES

2007–Present East Oakland Boxing Association/Smart Moves Oakland, CA

Board of Directors

- Responsible for overall policy and direction of the EOBA/ Smartmoves Program
- 2008-Present: Board Secretary; responsible for keeping records of Board actions, including taking of minutes at all Board meetings; sending out meeting announcements, distributing copies of minutes, and the agenda to each Board member. The official custodian of the records of the Corporation

2008–Present Lighthouse Community Charter School Oakland, CA

Board of Directors

- The LCCS Board of Directors makes the major business decisions in relation to the school's legal and fiscal viability

EDUCATION

1999–2003 California State University Hayward Hayward, CA

- B.A., Political Science & International Studies

2005–2007 California State University East Bay Hayward, CA

- Master of Public Administration
- Graduated Phi Alpha Alpha Honor Society

REFERENCES

Available upon request

E-MAIL SCHAVEZ381@SBCGLOBAL.NET
3409 FIGUEROA DRIVE • SAN LEANDRO, CA 94578 • PHONE (510) 501-2635

Mike "JB" John-Baptiste

CEO and Boardmember, Peerset

San Francisco Bay Area

Current
- **CEO and Boardmember at Peerset**
- **Chairman at End2End Solutions**
- **Boardmember, Fundraising Chair at Lighthouse Community Charter School**

Past
- Senior Vice President, Partnerships, Content & Business Development at JumpTV
- Vice President, Business Development at PrimeRevenue, Inc.
- Vice President, Business Development at First Data (Velosant division)

3 more...

Education
- Harvard University
- SMC

Recommended **3** people have recommended Mike "JB"

Connections **500+** connections

Industry Internet

Websites
- My Company

Mike "JB" John-Baptiste's Summary

My mission in the workplace is to help people find success and happiness in their professional pursuits. I have been a business development executive, financial advisor, investor and market strategist for almost fifteen years.

December 16th, 2008 Revise: I accepted an offer to run a technology company called Peerset. We are pioneering the field of Social Psychographic targeting. Advertising Networks, Publishers and anyone deploying social media marketing strategies will benefit from the monetization opportunities we provide them. I joined the company because I could see an amazing opportunities to make social media a sustainable business strategy in the long term and there are large and unique opportunies specific to the sports and entertainment categories.

While at JumpTV, I oversaw a 23 person team that was responsible for sales, business development and relationship management. Our clients were sports brands and our partners were typically online distributors of content such as MySpace, Youtube and AOL.

I am heavily involved in the local community with a focus on youth development. I co-founded a non-profit called TennisTalk in 2000 and I currently serve on the board of Lighthouse Community Charter School in Oakland, California. I recently established Project DEE, a research and design initiative which has as its current and exclusive focus, the creation of San Francisco's next great high school. The basic concept is to provide affordable and purposeful education to a large community of students drawn from local diverse communities in San Francisco as well as select countries worldwide. More specifically, the model contemplates building or transforming a large high school with a particular emphasis on excellence in Sports, Entertainment and Science.

Mike "JB" John-Baptiste's Specialties:

Leadership and General Management,

Corporate partnerships,
Distribution,
Online programming,
Online media,
Strategic partnership development,
Channel management,
Mergers and acquisitions,
Negotiations,
Supply Chain Finance,
Trade Finance,
Deal structuring,
Product development,
Financial modeling,
Business modeling,
Electronic Payments processing,
Financial supply chain outsourcing,
Payments technology,
Non-profit startups,
Early-stage investing
Business due diligence

Mike "JB" John-Baptiste's Experience

CEO and Boardmember

Peerset

(Internet industry)

December 2008 — Present (1 year 1 month)

Peerset is leading innovation in the newly established field of Social Psychographic targeting. We have spent the last three years performing scientific research to understand how people's ideas, thoughts and opinions hang together and what assumptions can be made about how their explicit expressions of interest or intent translate into related actions.

We have built a patent-pending solution that analyzes social media content and feeds a proprietary psychographic recommendation engine to provide Publishers and Ad Networks with an expanded yet targeted audience.

The company has offices in San Francisco, California and Toronto, Canada.

Chairman

End2End Solutions

(Privately Held; 51-200 employees; Telecommunications industry)

August 2006 — Present (3 years 5 months)

A Digital Sports Marketing and Media Services Agency.

Boardmember, Fundraising Chair

Lighthouse Community Charter School

(Non-Profit Organization Management industry)

April 2005 — Present (4 years 9 months)

The mission of Lighthouse Community Charter School is to prepare a diverse K – 12 student population for college or a career of their choice by equipping each child with the knowledge, skills, and principles to be a self-motivated, lifelong learner. In order to achieve our mission, the Lighthouse Community Charter School has committed to five priorities in its school design:

-high expectations,
-a rigorous curriculum,
-serving the whole child,
-family involvement,
-teachers as learners.

Senior Vice President, Partnerships, Content & Business Development

JumpTV

(Public Company; 51-200 employees; Internet industry)

October 2006 — July 2008 (1 year 10 months)

Responsible for providing Content/Programming, Business Development and Partner Sales for sports and ethnic TV programming distributed to internet sites, cable companies, telcos and other consumer media service providers around the world.

Vice President, Business Development

PrimeRevenue, Inc.

(Privately Held; Financial Services industry)

June 2004 — July 2006 (2 years 2 months)

General manager of the unit responsible for the marketing, deployment and management of technology that enables financial institutions to efficiently provide liquidity backed by assets to corporations.

Vice President, Business Development

First Data (Velosant division)

(Public Company; 10,001 or more employees; FDC; Information Technology and Services industry)

January 2001 — April 2004 (3 years 4 months)

Strategic business development (complementary product integration and co-marketing); Channel sales management (Financial services vertical); Product Development (B2B Payments processing and working capital management).

Also invested in and acquired companies in the role of Principal at eONE Global.

Director, Business Development

govWorks

(Information Technology and Services industry)

1999 — 2001 (2 years)

Director, Business Development

SPINS

(Privately Held; 11-50 employees; Market Research industry)

1999 — 1999 (less than a year)

Senior Associate

Robertson Stephens

(Information Technology and Services industry)

1995 — 1999 (4 years)

Mike "JB" John-Baptiste's Education

Harvard University
1991 — 1995

Activities and Societies: Track & Field, Phillips Brook House, Volunteer U12 Cambridge Youth Soccer coach, PSK

SMC

Additional Information

Mike "JB" John-Baptiste's Websites:

My Company

Mike "JB" John-Baptiste's Interests:

digital media, soccer, tennis, music, restaurants, youth development, the Olympics

Mike "JB" John-Baptiste's Groups:

Lighthouse Community Charter School, Go Monkeys San Francisco Football Club

IAB

Sports Marketing and PR Pros

Sports Marketing

Startup Specialists

Internet TV

Partnership Activation - Users Connect!

Athletic Networking

Ivy League Alumni

Sports Marketing Global Network

Soccer Business

Sportel™ - Sports and Media Professionals Network

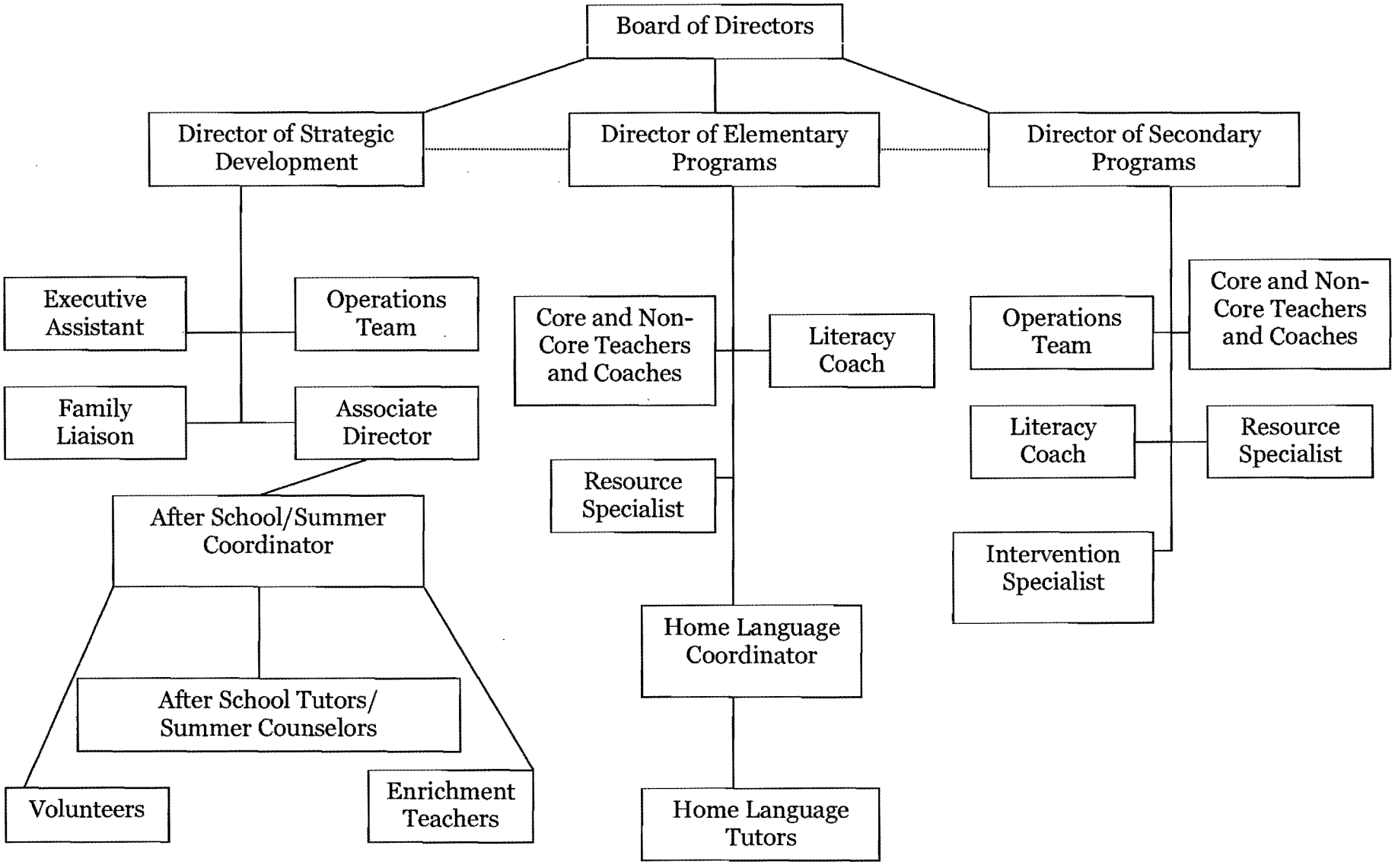
Robertson Stephens Alumni

IVY GROUPS - The Professional Network for Ivy League Alumni

IVY GROUPS: Advertising, Media & Public Relations

CFO Council

Organizational Chart of Lighthouse Community Charter High School
Attachment to Charter Renewal Performance Report



Lighthouse
Budget Summary

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
	Lighthouse Community Charter High School	Lighthouse Community Charter High School	Lighthouse Community Charter High School	Lighthouse Community Charter High School	Lighthouse Community Charter High School	Lighthouse Community Charter High School
SUMMARY						
Revenue						
General Block Grant	1,199,525	1,378,332	1,420,471	1,463,018	1,506,965	1,552,112
Federal Income	181,632	122,565	130,837	133,012	135,188	137,519
Other State Income	270,648	259,072	268,919	208,631	270,519	271,316
Other Local Revenue	42,450	23,575	23,575	23,575	23,575	23,575
Fundraising and Grants	276,400	270,900	270,900	270,900	270,900	270,900
Total Revenue	1,970,655	2,054,444	2,114,702	2,099,137	2,207,147	2,255,424
Expenses						
Compensation and Benefits	1,219,486	1,218,333	1,262,993	1,304,890	1,348,364	1,393,488
Books & Supplies	175,327	174,677	174,677	174,677	174,677	174,677
Services & Operating Exp.	557,540	597,800	603,526	606,864	610,304	613,846
Capital Outlay	-	-	-	-	-	-
Total Expenses	1,952,352	1,990,811	2,041,196	2,086,431	2,133,345	2,182,011
Operating Income (excluding Depreciation)	18,303	63,633	73,506	12,705	73,802	73,413
Operating Income (including Depreciation)	*18,303*	*63,633*	*73,506*	*12,705*	*73,802*	*73,413*
Fund Balance						
Beginning Balance (Unaudited)	80,235	98,538	162,171	235,677	248,382	322,184
Audit Adjustment						
Beginning Balance (Audited)						
Operating Income (including Depreciation)	18,303	63,633	73,506	12,705	73,802	73,413
Ending Fund Balance (Including Depreciation)	98,538	162,171	235,677	248,382	322,184	395,598
CDE Recommended Reserve (5% of Expenses)	97,618	99,541	102,060	104,322	106,667	109,101

DETAIL

Enrollment						
K to 3	-	-	-	-	-	-
4 to 6	-	-	-	-	-	-
7 to 8	-	-	-	-	-	-
9 to 12	195	215	215	215	215	215
Total Enrollment	195	215	215	215	215	215
Attendance Rates						
K to 3	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
4 to 6	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
7 to 8	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
9 to 12	93.0%	93.0%	93.0%	93.0%	93.0%	93.0%
Average	93.0%	93.0%	93.0%	93.0%	93.0%	93.0%
ADA						
K to 3	-	-	-	-	-	-
4 to 6	-	-	-	-	-	-
7 to 8	-	-	-	-	-	-
9 to 12	181	200	200	200	200	200
Total ADA	181	200	200	200	200	200
Economically Disadvantaged	68	75	75	75	75	75
Free Lunch	141	155	155	155	155	155
Reduced Lunch	-	-	-	-	-	-
English Language Learners	119	131	131	131	131	131

REVENUE							
	General Purpose Block Grant (K - 3)	-	-	-	-	-	-
	General Purpose Block Grant (4 - 6)	-	-	-	-	-	-
	General Purpose Block Grant (7 - 8)	-	-	-	-	-	-
	General Purpose Block Grant (9 - 12)	1,103,333	1,225,094	1,255,686	1,293,277	1,332,067	1,372,057
	Subtotal General Purpose Block Grant	1,103,333	1,225,094	1,255,686	1,293,277	1,332,067	1,372,057
General Block Grant							
8015	State Aid	780,000	901,259	923,764	951,419	979,955	1,009,375
8096	Property Tax	280,265	323,835	331,922	341,858	352,112	362,662
8480	Charter Schools Categorical Block Grant	139,260	153,238	164,785	169,742	174,899	180,055
	Special Apportionment						
	SUBTOTAL - General Block Grant	1,199,525	1,378,332	1,420,471	1,463,018	1,506,965	1,552,112
Federal Income							
8220	Child Nutrition Programs	58,579	58,579	58,579	58,579	58,579	58,579
8291	Title I - Basic Grant	61,738	63,986	72,258	74,434	76,609	78,940
0000	Title I - ARRA	39,204	-	-	-	-	-
0000	ARRA Stabilization Funds	18,000	-	-	-	-	-
	SUBTOTAL - Federal Income	181,632	122,565	130,837	133,012	135,188	137,519
Other State Income							
8434	Class Size Reduction, Grades K-3	-	-	-	-	-	-
8545	School Facilities Apportionments (SB740)	73,377	69,882	79,129	79,129	140,217	140,217
8560	State Lottery Revenue	22,125	24,594	25,194	25,994	26,793	27,593
8591	Supplemental Hourly Revenue	51,507	51,507	51,507	51,507	51,507	51,507
8590	Arts & Music Block Grant	2,881	2,881	2,881	2,881	2,881	2,881
8590	Charter School Facilities Incentive Grant	61,088	61,088	61,088	-	-	-
8590	CBET	-	-	-	-	-	-
8590	Middle and High School Counseling	10,171	10,171	10,171	10,171	10,171	10,171
8590	Special Ed Reimbursement	37,500	36,949	38,949	38,949	38,949	38,949
8590	BP Cohort	12,000	-	-	-	-	-
8590	ASES	-	-	-	-	-	-
8319	Other State Apportionments - Prior Years	-	-	-	-	-	-
8590	All Other State Revenue	-	-	-	-	-	-
	SUBTOTAL - Other State Income	270,648	259,072	268,919	208,631	270,519	271,318
Local Revenues							
8634	Food Service Sales	1,500	1,500	1,500	1,500	1,500	1,500
8636	Uniform Sales	4,500	4,500	4,500	4,500	4,500	4,500
8693	Field Trips	900	900	900	900	900	900
8703	Microsoft Voucher	6,310	-	-	-	-	-
8704	Florida Trip	11,675	11,675	11,675	11,675	11,675	11,675
8702	Senior Activities	5,000	5,000	5,000	5,000	5,000	5,000
8707	Property Tax Reimbursement	12,565	-	-	-	-	-
	SUBTOTAL - Local Revenues	42,450	23,575	23,575	23,575	23,575	23,575
Fundraising and Grants							
8802	Fundraising - Individuals	24,000	18,000	18,000	18,000	18,000	18,000
8804	Fundraising - Foundations	18,000	18,000	18,000	18,000	18,000	18,000
8801	Donations - Parents	3,000	3,000	3,000	3,000	3,000	3,000
8803	Fundraising - Annonymous - 9355	15,000	15,000	15,000	15,000	15,000	15,000
8818	Donations - Corporate	4,500	4,500	4,500	4,500	4,500	4,500
8814	Fundraising Dryer's	2,500	3,000	3,000	3,000	3,000	3,000
8813	Fundraising Events	36,000	36,000	36,000	36,000	36,000	36,000
8812	Walk-a-Thon	2,400	2,400	2,400	2,400	2,400	2,400
8815	OFCY	-	-	-	-	-	-
8816	ASSETS	135,000	135,000	135,000	135,000	135,000	135,000
8817	Fundraising Annonymous - Rent	36,000	36,000	36,000	36,000	36,000	36,000
8811	Capital Donations - Individuals	-	-	-	-	-	-
8819	Library Supplies	-	-	-	-	-	-
	SUBTOTAL - Fundraising and Grants	276,400	270,900	270,900	270,900	270,900	270,900
TOTAL REVENUE		**1,970,655**	**2,054,444**	**2,114,702**	**2,099,137**	**2,207,147**	**2,255,424**

EXPENSES							
1000 Certificated Employees							
	Administration (Cert)	210,223	206,541	212,737	219,119	225,693	232,463
	Teachers (Cert)	518,383	518,383	533,409	549,412	565,894	582,871
	Teachers - Student Support (Cert)	200,901	199,201	205,177	211,333	217,673	224,203
	Teachers - Specials (Cert)	58,710	58,710	60,471	62,285	64,154	66,079
	SUBTOTAL - Certificated Employees	988,217	982,835	1,011,795	1,042,148	1,073,413	1,105,616
2000 Classified Employees							
	Instructional Aide (Class)	-	-	-	-	-	-
	Home Language Tutors	-	-	-	-	-	-
	After School Program (Class)	47,952	47,952	49,391	50,872	52,398	53,970
	Janitorial/Crossing/Lunch (Class)	36,328	36,328	37,418	38,541	39,697	40,888
	Summer School	4,322	4,322	4,452	4,586	4,723	4,865
	Substitute (Class)	4,500	4,500	4,635	4,774	4,917	5,065
	SUBTOTAL - Classified Employees	93,103	93,103	95,896	98,773	101,736	104,788
3000 Employee Benefits							
3401-2	Health Insurance	64,174	69,308	80,137	86,548	93,472	100,950
3301-4	Social Security/Medicare/ETT	15,933	15,647	16,307	16,796	17,300	17,819
3501-2	Unemployment Insurance - State	3,251	2,705	2,713	2,794	2,878	2,964
3701-2	Other Retirement	43,253	43,038	44,308	45,637	47,006	48,416
3601-2	Worker's Comp	11,556	11,499	11,838	12,193	12,559	12,936
	SUBTOTAL - Employee Benefits	138,166	142,396	155,302	163,968	173,215	183,085
4000 Books and Supplies							
4100	Approved Textbooks & Core Curricula Materials	27,649	29,601	29,601	29,601	29,601	29,601
4315	Custodial Supplies	5,797	6,206	6,206	6,206	6,206	6,206
4320	Educational Software	1,632	1,748	1,748	1,748	1,748	1,748
4325	Instructional Materials & Supplies	23,543	25,205	25,205	25,205	25,205	25,205
4330	Office Supplies	17,317	18,540	18,540	18,540	18,540	18,540
4350	Uniforms	4,386	4,674	4,674	4,674	4,674	4,674
4410	Classroom Furniture, Equipment & Supplies	6,403	6,855	6,855	6,855	6,855	6,855
4430	Office Furniture, Equipment & Supplies	1,164	1,246	1,246	1,246	1,246	1,246
4710	Student Food Services	65,485	70,109	70,109	70,109	70,109	70,109
4720	Other Food	2,328	2,493	2,493	2,493	2,493	2,493
4352	Senior Activities	8,000	8,000	8,000	8,000	8,000	8,000
4353	Library Materials	11,642	-	-	-	-	-
	SUBTOTAL - Books and Supplies	175,327	174,677	174,677	174,677	174,677	174,677

5000 Services and Other Operating Expenditures							
5220	Travel and Lodging	4,366	4,874	4,674	4,674	4,674	4,674
5305	Dues & Membership - Professional	3,784	4,051	4,051	4,051	4,051	4,051
5450	Insurance - Other	10,808	11,571	11,571	11,571	11,571	11,571
5510	Utilities - Gas and Electric	40,746	43,623	43,623	43,623	43,623	43,623
5520	Security	2,910	3,116	3,116	3,116	3,116	3,116
5605	Equipment Leases	17,463	18,696	18,696	18,696	18,696	18,696
5610	Rent	174,627	186,957	186,957	188,957	186,957	186,957
5615	Repairs and Maintenance - Building	5,821	6,232	6,232	6,232	6,232	6,232
5616	Repairs and Maintenance - Computers	1,455	1,558	1,558	1,558	1,558	1,558
5803	Accounting Fees	3,493	3,739	3,739	3,739	3,739	3,739
5804	Florida Trip	3,079	3,296	3,296	3,296	3,296	3,296
5805	Administrative Fees (Retirement)	2,460	2,634	2,634	2,634	2,634	2,634
5807	Landscaping	3,493	3,739	3,739	3,739	3,739	3,739
5809	Banking Fees	1,746	1,870	1,870	1,870	1,870	1,870
5812	Business Services	33,900	35,210	38,326	38,326	38,326	38,326
5815	Staff Related Partnerships	58,209	62,319	62,319	62,319	62,319	62,319
5820	Consultants - Database Development	2,328	2,493	2,493	2,493	2,493	2,493
5824	District Oversight Fees	11,995	14,423	14,205	14,630	15,070	15,521
5830	Field Trips	4,368	4,674	4,674	4,674	4,674	4,674
5836	Fingerprinting	349	374	374	374	374	374
5839	Fundraising Expenses	14,552	15,580	15,580	15,580	15,580	15,580
5843	Interest Expense	1,455	-	-	-	-	-
5845	Legal Fees	2,140	2,291	2,291	2,291	2,291	2,291
5851	Marketing and Student Recruiting	1,799	1,926	1,926	1,926	1,926	1,926
5857	Payroll Fees	1,746	1,870	1,870	1,870	1,870	1,870
5860	Printing and Reproduction	5,821	6,232	6,232	6,232	6,232	6,232
5864	Professional Development - Other	4,366	4,674	4,674	4,674	4,674	4,674
5872	Special Education Encroachment	85,565	94,268	97,096	100,009	103,010	106,100
5874	Sports	10,000	10,000	10,000	10,000	10,000	10,000
5875	Staff Recruiting	457	489	489	489	489	489
5878	Student Assessment	749	802	802	802	802	802
5881	Student Information System	2,328	2,493	2,493	2,493	2,493	2,493
5884	Substitutes	16,007	17,138	17,138	17,138	17,138	17,138
5887	Technology Services	320	343	343	343	343	343
5893	Transportation - Student	6,112	6,543	6,543	6,543	6,543	6,543
5899	Miscellaneous Operating Expenses	5,821	6,232	6,232	6,232	6,232	6,232
5910	Communications - Internet / Website Fees	2,910	3,116	3,116	3,116	3,116	3,116
5915	Communications - Postage and Delivery	2,619	2,804	2,804	2,804	2,804	2,804
5920	Communications - Telephone & Fax	5,239	5,609	5,609	5,609	5,609	5,609
	SUBTOTAL - Services & Other Operating Exp.	**557,540**	**597,800**	**603,526**	**606,864**	**610,304**	**613,846**
6000 Capital Outlay							
6100	Sites & Improvement of Sites	-	-	-	-	-	-
6200	Buildings & Improvement of Buildings	-	-	-	-	-	-
6410	Computers	-	-	-	-	-	-
6420	Furniture	-	-	-	-	-	-
6430	Other Equipment	-	-	-	-	-	-
	SUBTOTAL - Capital Outlay	-	-	-	-	-	-
TOTAL EXPENSES		**1,952,352**	**1,990,811**	**2,041,196**	**2,086,431**	**2,133,345**	**2,182,011**
	Depreciation - Prior Years	-	-	-	-	-	-
	Depreciation - Current Year	-	-	-	-	-	-
6900	**SUBTOTAL - Depreciation**	-	-	-	-	-	-
TOTAL EXPENSES including Depreciation		**1,952,352**	**1,990,811**	**2,041,196**	**2,086,431**	**2,133,345**	**2,182,011**

Renewal Charter
Redline Version

COMMUNITY CHARTER HIGH SCHOOL

Respect | Responsibility | Compassion | Integrity | Curiosity | Courage | Persistence | Reflection | Communication | Collaboration

RENEWAL CHARTER

CDS Code: 01-61259-0108944
Charter Number: 700

Respectfully Submitted
16 December 2009

To:
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94607

From:
Lighthouse Community Charter High School
Steve Sexton, Director
444 Hegenberger Rd.
Oakland, CA 94621
510-562-8225
www.lighthousecharter.org

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STATEMENT OF ASSURANCES

This form or other similar must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Lighthouse Community Charter High School to be located at 444 Hegenberger Road is true to the best of my knowledge and belief, and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will offer at least the minimum amount of instructional time at each grade level as required by law.

7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
9. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (l).
10. Will comply with all other applicable federal and state laws and regulations.
11. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
12. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
13. Will operate in compliance with generally accepted government accounting principles.
14. Will maintain separate accountings of all funds received and disbursed by the school.
15. Will participate in the California State Teachers' Retirement System as applicable.
16. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
17. Will at all times maintain all necessary and appropriate insurance coverage.
18. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
19. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

20. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education, and cash-flow and financial projections for the first three years of operation.
21. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

_____ _____

Signature Date

_____

Print Name

A. EDUCATIONAL PROGRAM

MISSION

The mission of the Lighthouse Community Charter High School is to prepare a diverse 9 – 12 student population for college and a career of their choice by equipping each youth with the knowledge, skills, and principles to be a self-motivated, lifelong learner.

WHAT IS THE VISION FOR REACHING THIS MISSION?

In order to achieve our mission, Lighthouse Community Charter High School has committed to five priorities in its school design:

- High Expectations
- A Rigorous Curriculum
- Serving the Whole Child
- Family Involvement
- Professional Learning Community

It is through these five tenets that we believe we will best be able to achieve our mission. They are the vision that guides us in our work.

TARGET POPULATION

"Whom the School is Attempting to Educate" Education Code 47605 (b)(5)(A).

Lighthouse Community Charter High School (LCCHS) seeks to counter trends of educational inequity among high school students in Oakland by targeting students of color, English Language Learners, and students of low socio-economic status from Oakland's flatland neighborhoods. For far too long, college has been an unattainable dream for the vast majority of these students. At Lighthouse Community Charter High School, that dream is not only a possibility, but a reality.

The Oakland Unified School District serves approximately 45,500 high school students in grades 9 through 12, with an ethnic composition of 0.4% American Indian, 13.4% Asian, 1.1% Pacific Islander, 0.8% Filipino, 37.3% Hispanic or Latino, 34.8% African American, and 6.5% White. English Language Learners comprise 30.6% of Oakland's students and 63% of students qualify for the free and reduced lunch program. While the Oakland Unified School District is working hard to meet the academic and developmental needs of its high school aged students, the college going rate is far too low to prepare students for 21st century jobs. In *A Snapshot of High Schools in the Oakland Unified School District*, The Education Trust West has found that ...

> "Only 17% of all students in OUSD graduate on time having successfully completed the A-G college preparatory curriculum. And the achievement

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gaps are even more devastating—only about 12% of African-American and 13% of Latino 9th graders in Oakland will graduate with A-G. That means the vast majority of Oakland's black and brown students that do graduate cannot even apply for admission to the UC and CSU systems. Worse still, without A-G, students will be hard-pressed to secure living wage employment. In today's and tomorrow's economy, A-G means ready for college and career."

Lighthouse's commitment is that every student enrolled must complete A-G requirements upon graduation instead of the current 1 in 8 reality of Oakland.

In turn, while open to all students in the state and inclusive of students with a wide range of abilities and/or special needs, the Lighthouse Community Charter High School (LCCHS) will actively recruit high school students who have traditionally been underserved (students of color, English Language Learners, and socio-economically disadvantaged students). Founded in 2005 with 52 ninth grade students and adding a grade each year, Lighthouse Community Charter High School is now in its fifth year of operation and has enrolled completely from grades 9 to 12.

AN EDUCATION FOR THE 21ST CENTURY

What it Means to "Be an Educated Person in the 21st Century" Education Code 47605 (b)(5)(A)

At Lighthouse Community Charter High School (LCCHS), we believe that an education for the 21st Century must prepare students to become lifelong learners in a multi-faceted and multi-dimensional world – a world of complex problems and constantly evolving solutions, a world that calls for increased autonomy as well as heightened interdependency; put succinctly, a world of both contradictions and change. Success in such a world demands scholastic aptitude as well as the capacity to apply knowledge adroitly, self-sufficiency in addition to civic responsibility, and high standards of performance along with the skills needed to extract, infer, analyze, and evaluate information in various mediums.

Lighthouse Community Charter High School will enable students to become self-motivated, competent, lifelong learners in the 21st Century by ensuring that all students become proficient in each of the following three areas:

- Academic Knowledge
- College Readiness Skills
- Guiding Principles that Emphasize Moral and Social Responsibility

Each of these areas is further explained below:

1. Academic Knowledge

At Lighthouse Community Charter High School (LCCHS), we will ensure that all students develop the type of literacy, numeracy, and thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century through rigorous, standards-based instruction that fulfills or exceeds the UC/CSU A-G requirements in

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Language Arts
Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of texts for different purposes.

Mathematics
Students will be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.

Social Studies
Students will be able to research and analyze past and present events through multiple sources and perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.

Lab Science
Students will be able to demonstrate the process of scientific inquiry through experimentation, data collection, analysis, and problem solving.

Visual and Performing Arts
Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas.

Foreign Language
Students will be able to communicate effectively in reading, writing, and speaking a foreign language.

Academic Electives
Students will demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take as an LCCHS student.

2. College Readiness Skills
LCCHS will prepare students to become college ready becoming lifelong learners in the 21st Century through instruction in:

College Ready Habits
Students will demonstrate the ability to manage their time, advocate for their learning, seek out mentors, and develop the Habits of Work essential for success in college and the work place.

Reflection and Goal Setting
Students will demonstrate the ability to develop SMART goals after reflecting upon their current academic standing compared to their desired long term goals. Students will identify specific strategies for achieving the desired goals and revise strategies based upon their efficacy.

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Technology

Students will demonstrate the ability to use technology as both a resource and a problem-solving tool in order to maximize the various technological resources available to them as learners, workers, and citizens.

Fitness/Wellness

Students will demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around such important matters as nutrition, exercise, and body-image.

3. Guiding Principles that Emphasize Social and Moral Responsibility

All students at LCCHS will be taught personal and interpersonal competencies that encourage them to act ethically, to be proactive in their social behavior and choices, and to work effectively with others in a multicultural world. At Lighthouse, it is not quite enough to educate students for their own personal gain. We aim for our students to graduate prepared to give back to their society in a way that is meaningful to them. The guiding principles are listed below and further explained in the Appendix:

STUDENTS WILL **BE RESPONSIBLE AND PERSISTENT** BY…

- Demonstrating diligence and a positive work ethic even in the face of challenge
- Demonstrating initiative to meet their individual goals without adult support
- Meeting high standards for delivering high quality work on time
- Utilizing time efficiently to manage workload

STUDENTS WILL **COMMUNICATE** BY…

- Using academic language specific to the subject and context
- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Understanding how media messages are constructed and for what purposes
- Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.

STUDENTS WILL **COLLABORATE** BY…

- Demonstrating the ability to work effectively in diverse teams
- Leveraging strengths of others to accomplish a common goal
- Sharing the responsibility for collaborative work

STUDENTS WILL **REFLECT AND BE CURIOUS** BY…

- Developing and asking questions that lead to deeper understanding
- Monitoring their own understanding and learning needs
- Being open and responsive to feedback

STUDENTS WILL **HAVE INTEGRITY & BE COURAGEOUS** BY…

- Following through on commitments
- Advocating for themselves

STUDENTS WILL **BE RESPECTFUL AND COMPASSIONATE** BY…

- Acting with the interests of the larger community in mind
- Spontaneously helping other students

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EDUCATIONAL PHILOSOPHY AND PRACTICES

"How Learning Best Occurs" Education Code 47605 (b)(5)(A)

When originally charted in 2005, the educational program of Lighthouse Community Charter High School incorporated the instructional philosophies and principles of Expeditionary Learning Outward Bound (ELOB) and the Coalition of Essential Schools (CES). In the past five years of operation, the implementation of this vision has evolved. While we no longer partner with ELOB and have a more limited partnership with CES, we retain many core philosophies held by these organizations. The result of this synthesis is an educational program that is empirically grounded, utilizes a contextually relevant set of theories and practices, authentically engages students in content, and is carefully targeted to meet the academic and socio-cultural needs of our diverse, urban student body. An overview of this educational program is outlined below:

The Educational Philosophy of the Lighthouse Community Charter High School
Students will demonstrate high levels of achievement that prepare them for college and a career of their choice when:

- All students are held to clearly articulated high expectations for achievement.
- Every student develops motivation to learn and actively engage learning.
- The school supports the "whole learner," by collaborating with family and community members to meet the cognitive, social, emotional, and physical needs of every student, and viewing the student in the context of his or her family, peer group, and community.
- Teachers are deeply involved in a reflective and collaborative environment of on-going professional development focused on student achievement.

Each philosophy is detailed below.

1. All students are held to clearly articulated high expectations for achievement.

At the heart of the educational program at Lighthouse Community High School is the notion that student learning depends upon clearly articulated expectations for achievement. To this end, our curriculum is built upon definitive learning targets and benchmarks for student performance that are aligned to the state content and performance standards (See Element B for Measurable Student Outcomes). Student achievement is then measured by assessments of articulated learning targets in each content area, and promotion is determined by the quantity and quality of evidence submitted by students.

Lighthouse has developed an assessment system that allows students to continually assess their current achievement level; specifically enabling students to identify what they need to be revising or producing to improve their academic standing. The assessment system is designed to focus student effort upon meeting the articulated high expectations. This methodology ensures that each LCCHS student enters the post-secondary world equipped with the requisite content knowledge and process skills to be successful in higher education or a career of their choice. (See

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Element C for more information about assessment and student promotion).

Articulated high expectations alone are not the catalyst of achievement; the essential work is what happens in support of students meeting the expectations. Lighthouse Community Charter High School will utilize several methods for addressing students who are not meeting the high expectations. Some of the methods may include but will not be limited to:

- an extended day program in which tutoring in small groups will occur,
- direct teacher support during the elective (Flex) time of the school day,
- intense academic recovery time during week long staff professional development institutes, and summer school,
- targeted academic support for students new to Lighthouse or previously retained,
- meeting with parents to examine Individualized Learning Plan (ILP) goals,
- developing peer-to-peer tutoring programs, and
- reaching out to community experts to ensure that every young adult is receiving necessary supports and services that will allow him or her to reach the stated LCCHS expectations.

2. Every student develops motivation to learn and actively engage learning.

In order to hold all students to high standards of achievement, LCCHS seeks to develop student motivation and engage students in all aspects of the learning process. The school is therefore committed to maintaining a "student centered" pedagogical approach that inspires, drives, and empowers its students. This tenet of our educational philosophy derives from the understanding that students learn best when the process and content of what they are learning is meaningful to them.

At LCCHS, we believe that making learning meaningful for all students necessitates the implementation of a stimulating curriculum and an engaging pedagogy. Indeed, students cannot be forced into academic achievement – rather, they must be motivated to learn by what they are studying and how they are taught. So as we follow the state content and performance standards in each of our LCCHS academic classes, we strive to do so in a manner that provides access to the curriculum for all students.

In addition to interesting content and engaging pedagogy, LCCHS will maximize student motivation by clearly articulating academic expectations and providing students with the information they need to actively improve their academic standing. Lighthouse's assessment and reporting system delineates the learning targets that students must academically meet. Lighthouse employs a reporting system that tracks student evidence per individual learning target. Students have access to this data to constantly identify what work needs to be revised to improve their current academic standing. This is the core of motivation: students have real time access to the information they need to meet their academic goals.

3. The school supports the "whole learner" by collaborating with family and community members to meet the cognitive, social, emotional, and physical needs of every student, and views the child in the context of his or her family, peer group, and community.

We believe that one cannot separate the social, emotional, and physical

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development of a student from academic performance. Therefore, LCCHS supports the "whole learner" in three ways.

A. The school fosters a collaborative relationship between school and family.
B. The school creates programs and partnerships to support the social, emotional, and physical needs of each learner.
C. The school involves community members and community-based organizations in many ways.

A. *The school fosters a collaborative relationship between school and family.*
Each young adult must be seen in the context of his or her family and the family must have ample opportunity to be involved in their child's education. Importantly, the U.S. Department of Education research has found that

> "what the family does to support the education of their child is more important to student success than family income or education."

Family participation at LCCHS may include, but is not limited to:

- Supporting student learning by attending all mandatory Individualized Learning Plan (ILP) meetings, and student EXPOs. (Please see below for explanations of the ILP and student EXPOs).
- Participating in and attending school functions, such as back to school night, family workshops, Cafe Tuesdays (weekly information and learning opportunities), classroom potlucks, and school social events.
- Providing input to teachers and administrators regarding curriculum.
- Volunteering time and resources to the school in multiple forms.

In addition, LCCHS has opened a Family Resource Center (FRC), a place for parents to build a strong social network and share needed resources. The FRC also functions as a place where parents drive the agenda to create and implement programs that are requested and needed in the community, such as technology education, family literacy, parenting teenagers, and other pertinent topics. To date, the Family Resource Center has offered language classes, classes to support families in understanding the school and state reporting systems, and numerous college information events.

B. *The school creates programs and partnerships to support the social, emotional, and physical needs of each learner.*

In order for a student to academically succeed, his or her social, emotional, and physical needs must be met. LCCHS has put in place several in-school programs and partnerships with families (see above) and the community to support these needs. These include the use of an advisory system (named Crew) and small class sizes to ensure that students are known well and a sense of school community exists. Social and emotional issues often extend beyond the capacity of Lighthouse Crew leaders. To meet the more acute social and emotional needs of our students Lighthouse employs a

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social/emotional counselor that conducts individual, group, and drop-in counseling for our students. The counselor also connects students and families to community resources to extend the quantity and specificity of care.

In supporting the physical health of each student, we utilize a coordinated approach to school health in which fitness and wellness are taught synchronously with one another. In addition, the school environment promotes healthy living by fostering partnerships that provide wholesome foods and by enforcing policies around junk food. Resources permitting and when deemed necessary, partnerships with organizations and individuals will be sought out in order to further support the fitness and wellness needs of LCCHS students.

C. *The school involves community members and community-based organizations in many ways.*

We believe that young adults should be supported by the entire school community and involved in the life of the community. As James Comer states, "the entire village must be rallied to create supportive, nurturing, and challenging school environments that support the growth and development of the whole child." We believe that family members, community stakeholders, professionals in higher education, business leaders, activists, artists, and professionals in the health and social services fields must be involved in educating our students.

At LCCHS, community members authentically take part in the life of the school through tutoring, mentoring, hosting an intern, evaluating senior projects, interviewing sophomore passage presenters, guest speaking, and assisting in our learning expeditions. LCCHS will continue to partner with organizations such as community colleges, art galleries, businesses, health service organizations, community-based organizations, and others to create several school-related programs such as college coursework opportunities, community based art shows, a family literacy program and internship opportunities for students.

4. Teachers are deeply involved in a reflective and collaborative environment of on-going professional development focused on student achievement.

We believe that the greatest school factor that impacts students' learning is the quality of their teachers. One of our core goals at the LCCHS is to increase the professionalization of teaching by establishing a culture of professional development. The core of LCCHS professional development occurs in two different venues. The first is through the collaboration of grade level teams to effectively meet the individual needs of each student. The second venue is content focused Inquiry Groups (e.g. Humanities, Mathematics) that investigate which instructional practices yield the highest quality student work. In addition, LCCHS includes pupil free professional development institutes throughout the school year. At each institute, teachers collaborate to refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. Finally, LCCHS provides teachers time daily to collaborate, prepare lessons, communicate with families, and take part in professional development opportunities.

Educational Practices of the Lighthouse Community Charter High School

We have designed an instructional program that incorporates several established

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methods of instruction to fulfill our mission of serving the whole child. This program will serve all students – including youth with exceptional needs, English language learners, and students who require extra support to achieve pupil outcomes – through implementation of the following structures:

- *College Mindset and Habit Development*
- *Inquiry-Rich Curriculum*
- *Mixed-Ability, Core Classrooms*
- *An Adult Rich Environment Where Every Student Is Known Well*
- *Differentiated Instruction*
- *Individualized Learning Plans*
- *Authentic, Accessible, and Revisable Assessment*
- *Use of Interim Assessments to Inform Instructional Modifications and Interventions*
- *Flexible Intervention*
- *Crew*
- *Junior Internships*
- *Senior Projects*
- *Community Involvement*

In sum, each strategy explained below will allow LCCHS to fulfill its mission of preparing all students for college and a career of their choice.

College Mindset and Habit Development

At Lighthouse, students are actively supported in developing the mindset and academic habits that will support them in college. Development of these college behaviors is critical to our practice and mission; we not only want to get students to college, but also through college. Students are immersed in a college preparation environment that teaches them to develop their own:

- *Agency* through coaching students to access resources through Flex time, advocacy forms, and office hours
- *Ability to organize themselves* and manage their time to achieve long term goals
- *College knowledge* through campus visits, college fair visits, admissions officer visits, access to Naviance, and alumni panels
- *Pride in achievement* by recognizing students who have achieved at a college ready level and modeled the guiding principles
- *Compelling admission profile* by studying admissions requirements, conferring with our college counselor, and being required to complete all components of an application as part of their core academic program
- *Resilience at college* through a post-graduation mentoring program that supports each student in their transition from Lighthouse to college by pairing each graduate with a Lighthouse staff or board member who functions as a mentor for the next one-two years.

Inquiry Rich Curriculum

Lighthouse curriculum development focuses upon being inquiry rich and including experts, fieldwork and authentic contexts when appropriate. This is flexible enough to be applied across content areas while valuing curricular depth over the breadth of every single content standard.

Lighthouse curriculum is strategically aligned with state and national standards, linking specific content matter to big ideas, so that depth leads to breadth. By focusing on one area of study for an extended period of time, the curriculum promotes universal access to the curriculum, deep understanding of content matter, long term retention of the material, and the development of higher order thinking skills. Indeed, research confirms that such forms of focused, project-based learning help support the diverse needs and multiple intelligences of all learners, thereby enhancing student interest, increasing student engagement, and improving student achievement.

Another Lighthouse curricular component is the integration of fieldwork and experts. These practices help students relate their learning to a real experience, extend their connections within their community and evaluate their work against professional standards.

The products of curriculum often serve as authentic assessments of student content knowledge and process skills. For example, in an art class students showcase their final work not only in a school gallery, but ideally in a professional setting outside of school. Moreover, through presentations of these products in EXPOs, portfolios and ILP meetings, students are motivated to take responsibility for the substance, form, craft, and impact of their work.

Mixed-Ability Core Classrooms

Building a learning environment where every student's abilities are valued, mixed-ability (inclusive, untracked) classrooms will allow students to interact with peers of differing academic levels, encouraging a climate of collective responsibility for the achievement of success by all students.

An Adult Rich Environment Where Every Student Is Known Well

LCCHS maintains a student/teacher ratio of 26:1 or less in all classes and at all grade levels to promote strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. Indeed, when teachers know student backgrounds, strengths, and challenges well and when students feel a "part of a community," student achievement rises.

Differentiated Instruction

To meet the needs of mixed-ability classrooms where many language backgrounds and ability levels will be represented, LCCHS teachers will utilize differentiated instruction, which is guided by the strategies of flexible grouping, challenging tasks, and ongoing assessment and adjustment in order to meet the needs of each student. Some strategies for differentiating instruction may include

independent projects, guided reading, literature circles, stations, and interest groups.

Individualized Learning Plans

Every student at LCCHS has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. ILPs detail a student's academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student's ability to succeed in school. Teachers refer to the ILPs on a consistent basis throughout the school year to assess a student's progress toward his or her goals. The ILP is also used as a tool to discuss progress with families.

Students who are required to have an Individualized Education Plan (IEP) as designated by special education law will utilize their IEP as a modified ILP that integrates the information that would be found in an ILP into the existing IEP.

Authentic, Accessible, and Revisable Assessment

Authentic assessment measures like projects, portfolios, EXPOs, and passage presentations not only serve as a means to evaluate our students at LCCHS, but also as an educational practice that helps foster learning and drive instruction. Simply put, at LCCHS, authentic assessment methods are both a process and a product of teaching and learning.

In addition to being authentic, students always have access to assessment data and have the opportunity to revise work to meet articulated expectations. Lighthouse maintains an online assessment database that students can access to identify what work is not meeting expectations. This places the ability to revise in the hands of the students, empowering them to increase their learning.

Use of Interim Assessments to Inform Instructional Modifications and Interventions

Lighthouse has developed internal quarterly Interim Assessments in both Language Arts and Mathematics to inform instruction. Interim Assessments are administered with the intent of collecting real time academic achievement data. This data is used to achieve two specific and unique goals:

- Delineate content that needs to be re-taught, and
- Identify specific students and groups of students that need academic intervention.

Teachers and administrators review interim assessment data on a quarterly basis to make thoughtful instructional modifications throughout the school year.

Flexible Intervention

Lighthouse has learned that there is no single intervention program to support the diverse needs of our student body. Each year Lighthouse continues to implement previously used intervention strategies while also developing new strategies that meet the needs of that year. Intervention includes, but is not limited to:

- Differentiated instruction within the core classrooms, utilizing small group instruction to

provide targeted support)

- An elective time (Flex) in which core academic teachers hold office hours, enabling students to meet with teachers to address their individual academic needs
- A yearly schedule that provides for intensive intervention on a quarterly basis (fall, winter and spring inter-sessions and summer recess)
- Using data to identify targeted academic support positions for students who are struggling (i.e. students new to Lighthouse, students previously retained) and specific areas of struggle (i.e. reading intervention)
- Tailored curriculum and support for high stakes areas, in particular the California High School Exit Exam (served through a modified 10th grade Crew curriculum)
- Targeted student to student tutoring

Crew

Crew, commonly known as advisory, exists to ensure that each Lighthouse student has a strong relationship with at least one caring adult at the school. The crew leader is charged with coaching students in setting SMART goals, developing effective strategies to achieve designated goals, as well as maintaining consistent communication with families. These goals are revisited at least three times each year at ILP meetings.

Taught in small groups, the Crew curriculum integrates students into Lighthouse's culture, specifically the Guiding Principles and our academic expectations. It becomes the forum for reinforcing rituals, celebrating achievements, providing a space to repair relationships, and making specific announcements or topics of interest. To achieve these small groupings, nearly all secondary Lighthouse staff assume the role of Crew Leader in addition to their core responsibilities.

Junior Internships

All juniors participate in standards-based internships that provide them with opportunities to integrate learning and real world experience. Beyond the application of knowledge and technical skills, these internships will promote career exploration and character development by placing students with mentors who model professionalism and civic responsibility. Each internship will culminate in a final project that demonstrates the integration of core academic knowledge, vocational training, life-learning skills, and the school's guiding principles.

Senior Projects

During the second semester of 12th grade, all seniors at LCCHS will design and implement a project that incorporates academic research and community service. All project proposals will be approved by a panel composed of teachers, community members, and students.

Community Involvement

All students at Lighthouse Community Charter High School will become actively involved in their communities through fieldwork, internships, and service learning opportunities. Integrated into academic classes, crew, and extracurricular activities, these experiences will help students apply their learning to real-life situations while

having a positive impact on their families, friends, and neighborhoods.

SERVING ENGLISH LANGUAGE LEARNERS

As required by California law, all parents will be asked to complete and sign a Home Language Survey. This form is part of the registration packet that is filled out when students enroll at LCCHS. If a language other than English is indicated on the Home Language Survey, students will be administered the California English Language Development Test (CELDT) to evaluate their listening, speaking, reading, and writing abilities in English. Parents will receive notification of how their child's English Language Learning needs are being addressed by the school twice per year: at the beginning of the school year and again when official CELDT results are received.

Academically, Lighthouse Community Charter High School will meet the needs of its English language learners through an inclusion model in which all students are instructed in English by subject area teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. In addition, like all students at LCCHS, all English language learners will be held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed.

English language learners will be expected to meet school and state standards in all academic and non-academic areas of the instructional program, including fulfillment of the UC/CSU A-G requirements. At LCCHS, we believe that holding English language learners to such high expectations will ensure that every student at our school is intellectually challenged to reach his/her highest potential and given the opportunity to attend college.

In order to make sure that all English language learners have the ability to meet these expectations, all teachers at Lighthouse Community Charter High School utilize pedagogical strategies that "shelter" and "scaffold" both content and skills in each discipline. These strategies include the front-loading of language for content, language development focused on academic vocabulary, and the use of inquiry-based learning, heterogeneous cooperative grouping, culturally relevant pedagogy, and contrastive analysis. CLAD certification is required of all teachers; BCLAD certification for all teachers will be strongly encouraged.

Every English language learner will also receive personalized support at LCCHS through approaches such as pullout instruction, after-school tutorials, and/or academic intensives. The form(s) and type(s) of such support provided to each student will be determined by his/her Individual Learning Plan (ILP) and performance(s) on the school's various assessment measures.

In regard to the testing and service requirements for English language learners, LCCHS will comply with all applicable state and federal laws. A combination of CST and CELDT scores are used to determine reclassification of LCCHS students. Students at LCCHS are eligible for re-designation when they have 8 or more total points between the CELDT from the current year and CST-ELA from the previous spring. For each child who receives a score of 8, the classroom teacher, administrator, and any specialists who work with the student review that child's performance data. If they agree there is no compelling reason to continue classifying the student as a language learner, the

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child is reclassified. In addition, for students with a score of 7 the classroom teacher, administrator, and any specialists who work with the student review the child's performance data. If they agree that the student has not reached the criteria because of issues unrelated to language proficiency, the student may be reclassified as R-FEP. See the Appendix for complete text on reclassification.

SERVING STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

Academically low-achieving students will be identified through teacher recommendation, learning target attainment, internal and external test scores, and/or other assessment measures. Similar to the ways in which it will meet the needs of English language learners (see above), Lighthouse Community Charter High School will serve its academically low achieving students by demanding that every student put forth his/her best effort in school while constantly working to meet his/her individual academic, and socio-emotional needs.

In addition, Student Study Teams will be used as needed at Lighthouse Community Charter High School when further intervention and/or support strategies are needed for academically low achieving students. Specific interventions may include, but are not limited to:

- An academic intervention elective that students can enroll in to receive consistent and additional support
- An elective time (Flex) that can meet varied student needs through student advocacy
- Targeted student to student tutoring
- Targeted reading intervention for new students who are significantly low skilled
- Summer classwork to both get ahead of upcoming curriculum and/or recovering on previously coursework
- Academic support weeks that allow academically low achieving students to work with support during pupil-free staff professional develop
- Introduction of online coursework to support specific student remediation needs

SERVING STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Academically high-achieving students will be identified through teacher recommendation, grade reports, test scores, and/or other assessment measures. As with all of our students, LCCHS will also maintain high academic expectations for high achieving youth. These students are pushed to meet and exceed content and performance standards by setting appropriate goals for themselves in triennial Individual Learning Plan meetings as well as through differentiated instruction in classrooms, extra assignments outside of school, and after school clubs and/or tutoring with qualified staff. Each core academic course will include articulated honors coursework accessible to all high achieving students. In addition, high achieving students may be encouraged to enroll in challenging internships, Advanced Placement

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courses, and college level course work at local universities, community colleges, and/or distance learning centers as appropriate for each student's needs.

SERVING STUDENTS WITH SPECIAL NEEDS

The Lighthouse Community Charter High School and Oakland Unified School District pledge to work in cooperation with all local education agencies (LEAs) and special education local plan areas (SELPAs) to ensure that a free and appropriate education is provided to all students with exceptional needs.

During the first year of this charter, the school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code 47641 (b). During each school year during which the school operates as an arm of the district for special education purposes, the school shall pay the district an amount of funding per unit of average daily attendance equal to the district's direct costs of providing special education and related services minus the district's revenues from all special education and transportation and funding sources. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

The charter school and district shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code 47646 (b). The school and the district shall work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.

After the first year of this charter, the school shall have the right to pursue independent local education agency (LEAs) and/or special education local plan area (SELPA) status pursuant to Education Code 47641 (a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by the Education Code Section 47641 (b), and shall continue to receive funding and services pursuant to the terms of this section and an annual agreement.

TRANSFER OF COURSES & COLLEGE ENTRANCE REQUIREMENTS

Lighthouse Community Charter High School is a WASC (Western Association of Schools and Colleges) accredited school. Such accreditation ensures that academic courses at LCCHS can be submitted and reviewed by the UC Office of the President for approval and in turn, that all students at Lighthouse Community Charter High School have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements. All required coursework are offered

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at the Charter School or through approved institutions such as local community colleges. By virtue of our internal requirements at LCCHS, all students will fulfill or exceed the UC/CSU system A-G requirements (please see chart below) over the course of their four years at our school. Parents will be notified of the courses we offer and the graduation requirements we prescribe in the LCCHS handbook given to parents and students upon enrollment to the school. This handbook also publicizes the transferability of credits between LCCHS and other public high schools, as determined through negotiations between the Charter School and the District a minimum of two months prior to the start of the school year.

SAMPLE COURSE OFFERINGS

Subject Area	Example of Course Titles	UC/CSU Requirements	LCCHS Graduation Requirements
Social Studies	World History I World History II US History I US History II	Requirement A: 2 years	4 years
Language Arts	English 9 English 10 English 11 English 12	Requirement B: 4 years	4 years
Mathematics	Algebra 1 Geometry Algebra 2 Pre-Calculus	Requirement C: 3 years	4 years
Science	Biology Chemistry Physics	Requirement D: 2 years	2 years
Foreign Language	Spanish French Spanish for Native Speakers Spanish Literature	Requirement E: 2 years	2 years
Visual & Performing Arts	Art: Painting and Drawing Advanced Art	Requirement F: 1 year	1 year
Academic Electives	Statistics Robotics Earth Science Environmental Science Entrepeneurship Senior Seminar	Requirement G: 1 year	1 year
Physical Education	Fitness Men's/Women's Soccer Men's/Women's Basketball	Not Required	1 year

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B. MEASURABLE STUDENT OUTCOMES

GRADUATION STANDARDS

The graduation standards at Lighthouse Community Charter High School are aligned with the California State Standards and with the mission of the school -- to prepare students for college and/or a career of their choice. All students at LCCHS, including students who have special needs, students who are English Language Learners, and/or students who are identified as "under-performing" will be expected to meet these outcomes, but may be provided additional support and/or accommodations as needed and/or legally required according to each student's Individual Education Plan (IEP) and/or Individual Learning Plan (ILP).

In order to graduate from the LCCHS, students must master content Learning Targets in all academic areas: Language Arts, Mathematics, Social Studies, Science, Foreign Language, Visual/Performing Arts, and Academic Elective courses. Examples of historical Learning Targets per course can be found in the Appendix. By virtue of completing this required course work, all LCCHS students will have the opportunity to fulfill and exceed the UC and CSU "A – G" course requirements. In addition, to graduate from LCCHS, all students must demonstrate mastery of the school's College Readiness Skills along with adherence to the school's ten Guiding Principles.

Academic Knowledge

The school requires that every graduate of LCCHS fulfill all of the UC/CSU A-G requirements and aims to have every student achieve appropriate grade level proficiency of the California State Standards in Language Arts, Mathematics, Social Studies, Science, Foreign Language, Visual/Performing Arts, and various Academic Elective courses.

Language Arts

Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of texts for different purposes.

Mathematics

Students will be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.

Social Studies

Students will be able to research and analyze past and present events through multiple sources and perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.

Lab Science

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Students will be able to demonstrate the process of scientific inquiry through experimentation, data collection, analysis, and problem solving.

Visual and Performing Arts
Students will demonstrate an understanding of how to interpret and use the visual and/or performing arts to communicate ideas.

Foreign Language
Students will be able to communicate effectively in reading, writing, and speaking a foreign language.

Academic Electives
Students will demonstrate an understanding and capacity to apply the content and skills fundamental to each academic elective they take as an LCCHS student.

College Readiness Skills
LCCHS will prepare students to become college ready becoming lifelong learners in the 21st Century through instruction in:

College Ready Habits
Students will demonstrate the ability to manage their time, advocate for their learning, seek out mentors, and develop the Habits of Work essential for success in college and the work place.

Reflection and Goal Setting
Students will demonstrate the ability to develop SMART goals after reflecting upon their current academic standing compared to their desired long term goals. Students will identify specific strategies for achieving the desired goals and revise strategies based upon their efficacy.

Technology
Students will demonstrate the ability to use technology as both a resource and a problem-solving tool in order to maximize the various technological resources available to them as learners, workers, and citizens.

Fitness/Wellness
Students will demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around such important matters as nutrition, exercise, and body-image.

Guiding Principles that Emphasize Social and Moral Responsibility
The school aims for all graduates of LCCHS to demonstrate their citizenship and leadership abilities by adhering to the school's ten Guiding Principles of citizenship and leadership.

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STUDENTS WILL **BE RESPONSIBLE AND PERSISTENT** BY…

- Demonstrating diligence and a positive work ethic even in the face of challenge
- Demonstrating initiative to meet their individual goals without adult support
- Meeting high standards for delivering high quality work on time
- Utilizing time efficiently to manage workload

STUDENTS WILL **COMMUNICATE** BY…

- Using academic language specific to the subject and context
- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Understanding how media messages are constructed and for what purposes
- Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors

STUDENTS WILL **COLLABORATE** BY…

- Demonstrating the ability to work effectively in diverse teams
- Leveraging strengths of others to accomplish a common goal
- Sharing the responsibility for collaborative work

STUDENTS WILL **REFLECT AND BE CURIOUS** BY…

- Developing and ask questions that lead to deeper understanding
- Monitoring their own understanding and learning needs
- Being open and responsive to feedback

STUDENTS WILL **HAVE INTEGRITY & BE COURAGEOUS** BY…

- Following through on commitments
- Advocating for themselves

STUDENTS WILL **BE RESPECTFUL AND COMPASSIONATE** BY…

- Acting with the interests of the larger community in mind
- Spontaneously helping other students

CLASSROOM STANDARDS

The measurable student outcomes above are subdivided into a list of specific grade level standards and skills (Learning Targets). These Learning Targets are aligned to the California state content and performance standards, and other standards deemed appropriate by the LCCHS board of directors and staff. In addition, students demonstrate their overall progress toward graduation through a series of "benchmark," a.k.a. promotion performances assessments throughout their experience at the Lighthouse Community Charter High School. Benchmarks include, but are not limited to, 10th grade Passage, Junior Internships and Career and College Preparation, and the Senior Project.

Learning Targets for our students with special needs will be aligned with the goals stated in each student's IEP. Each identified student will have an individual passage plan developed and shared with classroom teachers (see sample student plan in the Appendix). Classroom level standards for English Language Learners will be aligned the California English Language Development standards and goals set forth in each

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students' Individualized Learning Plan.

In order to best serve our students and community, the Lighthouse Community Charter High School will continue to examine and refine the list of student outcomes over time to reflect the school's mission and any changes to state or school standards that support this mission. The LCCHS will submit a description of any significant changes to the above student outcomes as an amendment of the charter to the district board at any time prior to expiration. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605 (b).

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Measurable Pupil Outcomes

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In order to remain accountable to its vision, our students, families, and community partners, the Oakland Unified School District, and state/federal regulations, the Lighthouse Community Charter High School aims to meet the following outcomes of achievement:

Outcome	How Measured	To What Criteria at the End of Five Year Term
College preparedness	Transcript analysis	100 % of Lighthouse graduates will be eligible to apply to the University of California or California State Universities.
College application	Application data	100% of students will apply to at least two colleges prior to graduation.
Scholarship applications	Application data	100% of students will apply for at least two scholarships prior to graduation.
Increased SAT scores	SAT results	The mean cumulative SAT score of the mathematics and critical reading will increase by 10 points each year or a net 50 points in five years.
Completion of college coursework	Transcript analysis	100% of 2015 graduates will have taken and passed at least one community college course prior to graduation.
Students who reflect, self-evaluate, and set SMART goals	ILP attendance database	On average, 95% of triennial Individualized Learning Plan meetings will be held with crew leader including both student and their advocate.
Completion of advanced coursework	Transcript analysis	At least 20% of 2015 graduates will have received honors credit for at least one course prior to graduation.
Exposure to professional interests	Meeting the criteria of the LCCHS junior internship.	Each year, 100% of students will complete and satisfy the requirement of their junior internship prior to graduation.

Service to community	Meeting the criteria of the LCCHS service project	Each year, 100% of students will complete a service focused internship project prior to graduation.

A caring community where students are known well	Student survey results	On average, 90% of students will identify a caring and nurturing relationship with at least one adult within the school community each year.
A caring community where students are known well	Student survey results	On average, 80% of students will agree that crew is influential in them achieving their academic goals each year.
Independent learners	Student survey result	On average, 80% of students will agree that the school assessment database is influential in them achieving their academic goals each year.

High attendance rate	Analysis of annual attendance data	On average, LCCHS will have a 95% ADA rate each year.
High school completion rate	Compilation of data provided by CDE	On average, no more than 5% of Lighthouse students will drop out each year.
Low mobility rate	Analysis of mobility data	On average, LCCHS will keep 9 of 10 students from year to year excluding those who physically move from Oakland.

Meet or exceed Academic Performance Index (API) growth target schoolwide and in reportable subgroups	Comparison of data provided by CDE	By the end of term of this charter, LCCHS will an overall score of 760 or higher on the API. Meet annual growth targets for all reportable subgroups in at least two of the last three years of the charter term.
High API State and Similar School Rank	Comparison of data provided by CDE	Reach and maintain a State Rank of 5 or higher and/or a Similar School Rank of 8 or higher.
CAHSEE passage rate	CAHSEE results data	100% of all students will pass both the Math and English sections of the CAHSEE prior to graduation.
CAHSEE passage rate	CAHSEE results data	On average, 85% of students will pass the Math and English sections of the CAHSEE on their 1st attempt.

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Acquiring knowledge and skills specified in the California State Standards	English Assessment data	50% of students who do not earn as proficient on the Language Arts or Mathematics Interim Assessment will achieve proficiency by the end of the school year or at least one test the percentage of ninth grade students who pass 5 of 6 of the six elements of the fitnessgram will meet or exceed the percentage of students who score similarly in the OUSD based upon free and reduced lunch rate and comparable grade level
Students meet Physical Education (PE) Standards	CDE designated Physical Fitness Test (currently FITNESSGRAM)	

C. Assessment Methods

The Lighthouse Community Charter High School provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their mastery of Learning Targets. Because of our commitment to serving the whole learner, our assessment methods will incorporate opportunities for students to demonstrate social, emotional, cultural, and physical learning, in addition to academic learning.

All assessment tools will be aligned to the core academic knowledge, college readiness skills, and guiding principles as described in Elements A and B. Assessment will be formative, summative, and used formally throughout the year to engage teachers in reflection on student achievement and to inform professional development opportunities for teachers that may be necessary to meet the needs of all students.

Student assessment at LCCHS will include:

- State assessments and/or other standardized tests
- Quarterly Interim Assessments
- Content assessments that measure content and skill development over time.
- Teacher, parent, and student assessment of whether goals in the ILP have been met.
- Other alternative assessments such as portfolios and exhibitions of work in front of a panel of peers, parents, teachers, and community members.

Through data-based inquiry and guided reflection, assessment practices and outcomes at Lighthouse Community Charter High School will also be used to improve the educational program at the school by:

- Identifying whole school and/or individual professional development needs
- Identifying students in need of academic intervention
- Identifying content and skills in need of re-teaching
- Setting whole school and/or grade level achievement targets
- Setting individual student ILP goals

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USE OF STATE ASSESSMENTS & STANDARDIZED TESTS

As mandated by Education Code 47605c(2), Lighthouse Community Charter High School will annually administer each of the following assessment measures, or legal equivalent, to all students required to take each battery of tests:

- STAR
- California High School Exit Exam (CAHSEE)
- California English Language Development Test (CELDT)

If LCCHS does not participate in the district's test administration program (i.e., STAR), LCCHS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

USE OF AUTHENTIC ASSESSMENTS

In order to evaluate student learning and performance in multiple ways on an ongoing basis, Lighthouse Community Charter High School will utilize the following forms of assessment:

Presentations

At the conclusion of sophomore, junior, and senior years, LCCHS aspires to have all students present evidence of their progress and achievement as learners before a committee composed of students, parents, staff, and community members. Such presentations give students the opportunity to demonstrate that they have mastered the content of their classes, completed high quality work, and achieved their ILP goals. These presentations of learning would also require students to meet the real world standard created by a panel of judges from different sectors of the community. Please refer to the Appendix for more details about 10th Grade Passage Presentations, Junior Internship Presentations, and Senior Project Presentations.

Content Assessments

Teachers of core and non-core classes will measure student progress toward content and performance standards through teacher-created assessments on a regular basis. This on-going work (i.e. essays, labs, Problems of the Week, tests, reports, projects) will be assessed on a pre-determined rubric and open for revision. The level of success with content assessments will be one form of Learning Target mastery evidence.

Individualized Learning Plans

Each student at the LCCHS has an Individualized Learning Plan (see Element A for a more detailed explanation) that articulates goals and strategies for academic, social,

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and emotional areas specific to the needs of each child. Parents, students, and teachers come together three times a year, once to develop the ILP and a second and third time to reflect on progress toward achieving the goals, in addition to setting new goals and/or developing new strategies if necessary. Individualized Learning Plans will serve as an occasion to reflect on the strengths and needs of the whole learner and to monitor the development of each student's intellectual, physical, moral and socio-emotional growth. Please refer to the Appendix to see an example of an Individualized Learning Plan and associated resources.

EXPOs

Students have multiple opportunities throughout the school year to showcase their best work. EXPOs are planned to occur at least twice a year when student work is displayed, viewed, evaluated using rubrics by peers, teachers, families, and community members. This process will add a layer of accountability for students as they publicly communicate their understanding of specific content and performance standards.

Portfolios of Work

Each year, students, with the aid of their teachers, will maintain a compendium of work in portfolios. Portfolios may hold a variety of materials such as content and performance assessments, cooperative and individualized class work, and final projects. Portfolios will serve two purposes at the LCCHS. One, they will be utilized by teachers, students, and parents to reflect on a student's academic growth over time. Two, portfolios will also be a record of on-going work.

STUDENT RETENTION AND PROMOTION

Retention and promotion at LCCHS are driven primarily by the performance of students in relation to their Learning Targets. Each year students must pass the requisite coursework that will ensure their adequate progress toward meeting the A-G and Graduation Requirements. Students who do not make adequate progress will be retained. A general guide for promotion is listed in the table below. A detailed description of Graduation Requirements can be found in the Appendix.

Grade Level	Expectations
9th	Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math
10th	Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math or Science Complete Passage Requirements
11th	Meet at least 60% of Learning Targets in Humanities

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	Meet at least 60% of Learning Targets in Math or Science Complete Internship Requirements
12th	Meet at least 60% of Learning Targets in Humanities Meet at least 60% of Learning Targets in Math or Science Competed ALL A-G Requirements Complete Senior Project Requirements

Retention Process

At each reporting period (October, January, March, and June), teachers inform the Director of Secondary Programs of any students who may be at risk of retention. As soon as a teacher or teaching team identifies a student as meeting one or more of the above criteria for retention, the following steps are taken:

- The student and family will be notified of the current not passing status. This notification will happen at the end of the Individualized Learning Plan meeting and will achieve the following:
  - The student and family will know exactly which criteria is currently qualifying the student for retention
  - The student will create goals and strategies that directly address their current academic needs
  - Schedule a follow up meeting to measure progress toward passing
- Collect and maintain both academic and social/emotional data on student.
- Check-in with Director on a regular basis about student progress.
- Families of students who are possible candidates for retention should be informed as soon as possible. At this time, a plan should be drawn up detailing the student's current achievement levels and the goals that the student must meet in order to be promoted to the next grade. (In some cases, these goals may be different than the usual end-of-grade benchmarks.)

The final decision to retain a student will be discussed by a committee including the student's teacher(s), the Director, and the student's parent/guardian. This committee should conside the student's progress to date, the amount of effort put forth by the student, and any other relevant factors. While the Director will accept input from teacher(s) and family of the student, the final decision to promote or retain will be made by the Director.

STUDENTS WHO ARE NOT MEETING THE STANDARDS

When a student consistently fails to meet the standards of LCCHS, teachers consult with the student, family, school directors, other teachers, and community resources to develop a greater understanding of student needs and potential resources

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to address those needs. The teacher, student, and parent may also meet to review the Individualized Learning Plan to develop new strategies for performance. The student may also be targeted during the after school tutoring and enrichment portion of the day to ensure that his/her learning needs are being met. In classes, teachers will reflect upon, identify, and implement specific strategies to address specific student needs. In addition, Lighthouse has an intervention program that includes, but is not limited to,

- An academic intervention elective that students can enroll in to receive consistent and additional support
- An elective time (Flex) that can meet varied student needs through student advocacy
- Targeted student to student tutoring
- Targeted reading intervention for new students who are significantly low skilled
- Summer classwork to both get ahead of upcoming curriculum or recovering on previously coursework
- Academic support weeks that allow students who are not meeting the standards to work with support during pupil-free staff professional develop
- Introduction of online coursework to support specific student remediation needs

REPORTING TO CARETAKERS

Lighthouse strives to continuously inform families about their child's progress. Informal reporting to parents may occur through phone, electronic, and written contact. Formal reporting to parents will take place in the following manner:

Report Type	Purpose	Frequency
Online Assessment Database	• List Learning Target percentages • List current Habits of Work • Identify Learning Targets that need to "meet" • Identify work that needs to be revised or completed to "meet" Learning Targets	Updated every two weeks (Always accessible)
Mailed Home Report Cards	• List Learning Target percentages • List current Habits of Work • Identify Learning Targets that need to "meet" • Identify work that needs to be revised or completed to "meet" Learning Targets	Triannual
Individualized Learning Plan (ILP)	• Develop and revisit SMART goals • Review student work and measure progress toward passage • Share student performance and progress on external and internal assessments • Develop presentation skills • Clearly articulate student progress toward passing	Triannual
EXPOs	• Compare student quality of work	Biannual

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	• Develop student presentation skills	
Graduation Progress Check	• Clearly delineate student progress toward graduation	Annual

LCCHS aspires to maintain our online assessment system so all parents, students, and teachers will have constant access to real time Learning Target percentages as well as specific assessment information.

STUDENT ASSESSMENT METHODS

In order to ensure that all students at LCCHS are achieving the student outcomes detailed above, assessment at LCCHS will be consistent, continuous, and based on the external and internal measures of evaluation shown below. Data will be kept and analyzed for both internal and external assessment measures and used to inform and/or adapt teaching practices along with school structures, systems, and policies.

Content Area	Subject Matter	Internal Assessment Measures	External Assessment Measures
Academic Knowledge	Language Arts	• Tests and quizzes • Writing pieces across genres • Seminar, debate, and discussion • Creative presentations of literature • Quarterly Interim Assessments • Passage Presentations • EXPO	CST CAHSEE CELDT SAT SAT II
	Mathematics	• Tests and quizzes • Complex mathematical problems (problems of the week / day) • Quarterly Interim Assessments • Skill builders • Labs and investigations • Passage Presentations • EXPO	CST CAHSEE SAT SAT II
	Social Studies	• Tests and quizzes • Writing pieces across genres • Seminar, debate, and discussion • Research projects and papers • Passage Presentations • EXPO	CST (where applicable) SAT II
	Science	• Tests and quizzes • Laboratories • Laboratory write-up	CST (where applicable)

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		• Research projects • Passage Presentations • EXPO	SAT II
	Foreign Language	• Tests and quizzes • Passage Presentations • EXPO	SAT II
	Visual Arts	• Tests and quizzes • Sketchbook reviews • Art reviews and critiques • Portraiture • Passage Presentations • Gallery presentations • EXPO	None
	Academic Electives	• Tests and quizzes • Presentations / galleries • Performances • Passage Presentations • EXPO	None
	College Ready Habits	• Habits of Work • Organizational Assessments	None
	Reflection and Goal Setting	• SMART Goals • ILP Meetings • Passage Presentations	None
	Technology	• Use of Microsoft office suite • Online research • Use of Naviance in college research • Use of online database	None
College Readiness Skills of Critical Awareness and Processing	Fitness/Wellness	• Competitive sports participation • Student survey	Fitnessgram California Healthy Kids Survey
	Guiding Principles of Citizenship and Leadership	• Passage presentations and reflections • Internship evaluations and self reflections • Guiding Principle awards • Crew learning targets and projects • Ongoing SMART goal setting • Student surveys • School discipline data • ILP Meetings	None

- Senior Project

D. GOVERNANCE

The governance structure of the charter school will have the following components:

- A California Non-Profit Public Benefit Corporation Board of Directors
- A Director Team
- A School-Site Leadership Team ("Leadership Team")
- A Lighthouse Parent Advisory Committee

Lighthouse Community Charter Public Schools, a California Public Benefit Corporation pursuant to California Law, will operate the charter school. The school will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws.

Board Members, School Directors, faculty, and families will be involved in the decision making process at the LCCHS. The governance structure will be composed of the Board of Directors who make decisions and work with the School Directors; and the Leadership Team, which communicates the positions of the school community directly to the School Directors; and the Lighthouse Parent Advisory Committee, which communicates the positions of the parents directly to the School Directors.

Assurances

The Lighthouse Community Charter High School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origins, gender, sexual orientation, or disability.

Lighthouse Community Charter High School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change.

Lighthouse Community Charter High School in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Lighthouse Community Charter High School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Lighthouse Community Charter High School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lighthouse Community Charter High School by law or charter provisions.

Members of Lighthouse Community Charter High School's Governing Board, any administrators, managers or employees, and any other committees of the School shall

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at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Lighthouse Community Charter High School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Board of Directors

The school's Board of Directors will include from seven (7) to fifteen (15) members. The current Board of Directors at Lighthouse Community Public Schools has a vast array of experience to bring to bear in the governance of Lighthouse. See Appendix for a list of current board members.

The Board of Directors seeks members who provide experience with and expertise in:

- Fiscal management
- Fundraising
- Special education
- Curriculum and instruction
- Public health care
- Legal issues in education
- Oakland Unified School District
- Non-profit corporation management

The governing board's major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating the administrative staff. Board members will not be directly involved in the daily operations of the school. Board election, appointment, vacancy, and turnover specifics are detailed in the LCCHS bylaws, which are available upon request. Every board member at Lighthouse Community Public Schools is required to attend an annual board retreat where they are trained on key issues such as academic achievement measures, school finance, facilities planning, administrative oversight, and charter law; other trainings are provided as needed or requested by board members.

Oakland Unified School District is entitled to a representative in the Lighthouse Community Public Schools Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, the district representative will sit on the board as a nonvoting member who facilitates communication and mutual understanding between the charter school and district.

School Directors

The charter school will be managed daily by collective efforts of a team of administrators that may include a Director of Instruction, a Director of Strategic

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Development, and other support administrators. The roles and responsibilities of the directors are carefully delineated to ensure smooth and effective daily operations of the school.

Leadership Team

Lighthouse Community Public Schools will continue to convene a Leadership Team that is composed of the Director of Strategic Development, Director of Instruction, support administrators, all Lead Teachers, and the Home Language Coordinator. The Leadership Team functions as an idea-generating, consensus-building team that does the following:

- Makes site budget recommendations to the Board of Lighthouse Community Public Schools
- Makes teaching and learning policy recommendations to be ratified by the Board of Lighthouse Community Public Schools
- Makes recommendations to the Board of Lighthouse Community Public Schools for necessary school functions
- Determines decision making authority for all proposals at the school-site.
- Monitor, lead, and evaluate progress toward achieving goals set forth in the Single Plan for Student Achievement

Lighthouse Parent Advisory Committee

Lighthouse Community Public Schools will continue to convene a Lighthouse Parent Advisory Committee (LPAC) that is composed of voluntary parent leaders and/or parent representatives from each classroom and grade level and that represents the diversity of families at Lighthouse. The LPAC is charged with:

- Supporting the LCCHS Mission
- Organizing family events
- Fundraising
- Bringing concerns and appreciations of the community to the School Directors

Parent, Staff, and Board Communication

The minutes of each governing body (Board of Directors, Leadership Team, and LPAC) will be shared with the other governing bodies at each meeting with the intent of ensuring effective communication between bodies. In addition, representatives of each body will be invited to attend the meetings of the other bodies.

E. EMPLOYEE QUALIFICATIONS

The Lighthouse Community Charter High School seeks to select, hire, and support individuals who will maximize student achievement for all students. In keeping true to our mission, we seek to provide exceptional instruction for our students, and therefore, we desire qualified educators. In accordance with Education Code § 47605(d)(1), Lighthouse Community Charter High School is nonsectarian in its employment practices and all other operations. LCCHS does not discriminate against any

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individual (employee or pupil) on the basis of any characteristic described in Education Code Section 220. All employees of LCCHS will work under an at-will employment contract.

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At the LCCHS, we have three categories of educators – administrators, core teachers, and non-core teachers. We expect all of our educators to have:

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- Met expectations of state and federal requirements as they related to their teaching position
- Experience with diverse, urban populations
- A clearly articulated philosophy of education/teaching and learning
- Demonstrated they are multi-faceted, life-long learners
- Collaborative experience
- Strong interpersonal communication skills with both adults and children
- Demonstrated perseverance, achievement, responsibility
- An inquiry-minded approach to education

Core (College-Preparatory) Teacher Qualifications for Grades 9 - 12

Teachers of 9 – 12th grade core subject areas, mathematics, science, history/social sciences, language arts, foreign language, visual/performing arts, and college preparatory electives will have the following qualifications:

- BS/A or MS/A.
- A valid single subject California teaching certificate, permit, or other document required by the Commission on Teacher Credentialing (Education Code 47605(l)) required to teach the subject area they are responsible for.
- Bilingual and/or CLAD credential or coursework leading up to the CLAD or B-CLAD.
- Previous teaching and/or work experience for start-up years 1 - 5.
- Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law.

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Non-core Teacher Qualifications for Grades 9 - 12

Teachers of non-core subject areas identified as art, technology, health, and physical fitness will have the following qualifications:

- Experience in the subject they will be teaching.
- Bilingual and/or CLAD credential preferred.
- Previous teaching and/or work experience for start-up years 1 - 5.

Meeting State and Federal Credentialing Requirements

Lighthouse Community Public Schools aims to employ teachers who meet the state and federal credentialing requirements as set forth in state and federal policy.

Administrator Qualifications

The Lighthouse Community Charter High School will hire an administrator with the following qualifications:

- At least five years teaching experience.
- Work and/or teaching experience with diverse, urban student populations.
- Demonstrated commitment to the mission of the LCCHS.
- A well-developed philosophy of instructional leadership.
- Demonstrated skills of creative problem solving, effective management, responsibility, and perseverance.

Additional Staff Members

In addition to teachers and administrators, other employees, support staff, and volunteers will be involved at the school on a daily basis. Specifically, in our first years of operation, the LCCHS will employ clerical staff, an after school coordinator, a Family Resource Coordinator, and a school counselor.

F. HEALTH AND SAFETY REQUIREMENTS

The Lighthouse Community Charter High School has adopted and implemented a comprehensive set of health, safety, and risk management procedures and/or policies. These procedures and policies have been developed in consultation with the school's insurance carriers.

The school:

- Requires all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Implements procedures to prevent contact with blood-borne pathogens and other communicable diseases.
- Ensures that students are regularly examined for TB, vision, hearing and scoliosis.
- Has adopted a policy regarding the administration of medication in accordance with Education Code § 49423
- Requires all employees be tested for tuberculosis in accordance with of Education Code § 49406
- Requires that each employee of the school who is required by law will submit to a Department of Justice background check and furnish a criminal record summary as required by Education Code Section 47605 (b)(5)(F).
- Requires all staff to be mandated child abuse reporters and provides training on the matter
- Requires that instructional and administrative staff receive training in emergency response, including CPR and first aid.
- Is housed in a facility that has received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Occupies a facility that complies with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

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- Has adopted an extensive emergency plan that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes teachers, administrators, counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies.
- Is established as a drug, alcohol, and tobacco free workplace.

These policies and procedures have been and will continue to be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the board of directors and by the faculty and staff on a yearly basis during the professional development institute. See the Appendix to read the Family and Student Handbook and the Personnel Handbook of Lighthouse Community Public Schools.

G. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

In order to ensure that there is a racial and ethnic balance at the school reflective of the district, the Lighthouse Community Charter High School has implemented a student recruitment strategy that includes, but is not necessarily limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Distribution of promotional and informational materials in a variety of languages.
- Outreach meetings in local churches and other community spaces to reach prospective students and parents.
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of the district.
- Meetings with district officials and principals of local schools to recruit students from overcrowded schools and students who may not have strong parent advocates, but could benefit from a school that works to meet physical, social, emotional, and academic needs of each child.

H. ADMISSIONS REQUIREMENTS

The Lighthouse Community Charter High School does not discriminate in its admissions practices and policies on the basis of race, ethnicity, national origin, primary language, gender, sexual orientation, or disability. Admission to the school shall be open to any resident of the State of California, although preferences will be given to students as detailed below to reflect the unique situation whereupon the LCCHS occupies the same facility as the K-8 Lighthouse Community Charter School.

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The LCCHS will actively recruit a diverse student population from the district who understand and value the school's mission and are committed to the school's instructional and operational philosophy. In order to be admitted into the LCCHS, a student and their family must take part in an orientation process that will include an orientation session and introduction to the school's philosophical and operational underpinnings and policies.

By November 1 of each year and/or when the chartering agency releases the open enrollment period dates, the Lighthouse Community Charter High School will notify the District in writing of the application deadline and proposed lottery date. LCCHS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

The LCCHS will accept all students who apply. If more applications are received than there are available slots, a public, random lottery will be held every year in a public location to determine the following school year's enrollment. Parents and students will be informed of their entrance into LCCHS via the public lottery session or by phone or mail if they are not present at the lottery. Once admitted, students need not apply each year, however, if students should leave the school and do not have a sibling enrolled or parent on staff, the student will need to enter the lottery process again.

Students will be given preference in the LCCHS if their parents desire and they are:

- A sibling to a current LCCS student in either the K – 8 Lighthouse Community Charter School and/or the 9 – 12 Lighthouse Community Charter High School
- A child of a school faculty, staff, board, or founding development group member of LCCS or LCCHS
- A sibling of a Lighthouse alum
- A graduate of Lighthouse's K-8 school
- Oakland residents

Each year, LCCHS will begin collecting applications during Oakland's open enrollment window. The first lottery date will be held within 30 days of the close of the open enrollment window. If necessary, LCCHS will have subsequent enrollment periods and public lotteries if not all spaces are filled in the first enrollment window.

I. AUDIT – Financial and Programmatic

In compliance with Education Code section 47605(b)(5)(I), the Lighthouse Community Public School's Board of Directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the school's financial affairs. The audit will check the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and review the school's internal controls. The audit will follow generally accepted accounting principles. To the extent required under applicable federal law, the audit scope will be

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expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. The Lighthouse Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and a copy of the auditor's report will be sent to the charter school liaison of the Oakland Unified School District, the Superintendent of Alameda County, and the State Charter Schools Office by certified mail. The organization's finance committee will then review any audit exceptions or deficiencies within 30 days of board review and issue an acceptance of the audit to the organization's Board of Directors along with recommendations on how these will be resolved. Finally, school directors will create a formal report that addresses any exceptions or deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

The independent fiscal audit of Lighthouse Community Charter High School is public record and will be provided to the public upon request.

IMPACT ON CHARTER AUTHORIZER

In accordance with Education Code § 47604.3, Lighthouse Community Charter High School will promptly respond to all reasonable inquires of the chartering agency. Lighthouse Community Charter High School recognizes the right of the chartering agency to inspect or observe any part of Lighthouse Community Charter High School at any time.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

Lighthouse Community Charter High School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Lighthouse Community Charter High School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of

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Lighthouse Community Charter High School.

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- The District is authorized to revoke this charter for, among other reasons, the failure of Lighthouse Community Charter High School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Lighthouse Community Charter High School's books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Lighthouse Community Charter High School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Lighthouse Community Charter High School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to Lighthouse Community Charter High School operations is received by the District, the Lighthouse Community Charter High School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Lighthouse Community Charter High School by law or charter provisions.

Federal Funds Compliance

To the extent that LCCHS is a recipient of federal funds, including federal Title I, Part A funds, LCCHS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. LCCHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited

to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

LCCHS also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

J. PUPIL SUSPENSION AND EXPULSION

The overall goal of discipline at the Lighthouse Community Charter High School is to develop the habits of a college-ready, self-motivated, competent, lifelong learner that include:

- Identifying personal strengths and challenges.
- Conflict resolution and communication skills.
- Awareness of responsibility to community.

The charter school has developed and maintained a comprehensive set of student discipline policies. These policies will be summarized in the school's student handbook and will clearly describe the school's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. Each student and his or her parent/guardian will be introduced to the school's discipline policy during parent and student orientation prior to the inception of the school year. During this meeting, parents and students will be required to verify that they have reviewed and understand the policies prior. The discipline policies will be revisited again throughout the school year.

If necessary, students will be suspended from class while remaining on campus. Suspensions where a child is required to stay home will be used in cases when the safety of the child or others is in question. The school director may, pursuant to the school's adopted discipline policies, ultimately suspend or expel students who fail to comply with the terms of the student discipline and safety policies.

Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school's Board of Directors upon recommendation of the School Director. The school's policies clarify specifically for what infractions students may be suspended and/or expelled. All students accused

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of any such infractions will be provided their due process rights as mandated by law and in accordance with district and county policies. This will involve a collection and analysis of facts, a meeting with the students involved and their families around the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student due process rights and students with exceptional needs. The school will notify the district of any expulsions as they occur in accordance with District policy.

In the case of a special education student, or a student who receives 504 accommodations, Lighthouse Community Charter High School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the School Director will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

Please see the Lighthouse Family and Student Handbook in the Appendix for more information about Lighthouse's disciplinary policies and procedures.

K. RETIREMENT SYSTEM

The Lighthouse Community Public Schools has established a defined contribution retirement system in lieu of existing public employment retirement systems. The school has been issued a Private Letter Ruling from the Internal Revenue Service that determines it is permissible for a public charter school to establish a defined contribution plan that exempts its staff from participation in the Social Security system and which allows a high level of portability and control over retirement funds than is offered by the State Teachers Retirement and/or Public Employees Retirement Systems. The Board of Directors oversees investments of this program. Staff may have access to other school sponsored retirement plans according to policies developed by the Board and adopted as the school's employee policies.

L. ATTENDANCE ALTERNATIVES

Students who opt not to attend the Lighthouse Community Charter High School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of their residence.

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M. RETURN RIGHTS OF EMPLOYEES OF THE DISTRICT

All staff at Lighthouse Community Charter High School shall be considered employees of Lighthouse Community Public Schools and shall have no automatic right to employment or reemployment in the District. Existing District employees who wish to seek a leave of absence for employment at the Charter School may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of the Charter School shall not continue to earn service credit (tenure) at the District while employed by Lighthouse Community Public Schools.

N. DISPUTE RESOLUTION

INTENT

The intent of the Lighthouse Community Charter High School Dispute Resolution Process is to:

- Resolve disputes within the school pursuant to the school's policies.
- Minimize the oversight burden on the district.
- Ensure a fair and timely resolution to disputes.
- Frame a charter oversight and renewal process and timeline as to avoid disputes regarding oversight and renewal matters.

PUBLIC COMMENTS

The staff and governing board members of the school and the district agree to attempt to resolve all disputes regarding this chapter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

INTERNAL DISPUTES

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board member of the school, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the governing board/or director of the school for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

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EXTERNAL DISPUTES

In the event of a dispute between LCCHS and OUSD relating to provisions of this charter, LCCHS staff, employees and Board members and OUSD agree to first frame the issue in written format (a "dispute statement") and refer the issue to OUSD's designee and the LCCHS's School Director. In the event that OUSD believes that the dispute relates to an issue that could lead to revocation of the Charter in accordance with Education Code § 47607, this will be noted in the written dispute statement.

Actions that could lead to Revocation: Charter School Due Process

In the event that the District determines that LCCHS has engaged in an act that could lead to revocation of the Charter, the District and LCCHS shall have a face-to-face meeting within 10 days of the OUSD designee's determination that a violation has occurred. Present in the face-to- face meeting shall be at least the Superintendent of the District or designee and the LCCHS School Director. If after such meeting, the District determines that a violation has occurred which requires a cure, the District may send a formal written notification to the School outlining the alleged violation and demanding the violation be cured. The School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.

Thereafter, the District Board of Education in accordance with Education Code Section 47607 or applicable law may commence revocation of the charter.

Disputes Not Leading to Revocation: Dispute Resolution

The staff and Governing Board members of LCCHS agree to attempt to resolve all disputes between the District and LCCHS regarding this charter pursuant to the terms of this section. As stated above, both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and LCCHS, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all

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supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School c/o School Director
Lighthouse Community Charter High School
444 Hegenberger Rd.
Oakland, CA 94621

To Coordinator, Office of Charter Schools: Office of Charter Schools
Oakland Unified School District
1025 Second Avenue, Room 206
Oakland, California 94606

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall use processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

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OVERSIGHT, REPORTING, REVOCATION, AND RENEWAL

The Oakland Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the director of the school prior to any observation or inspection. The Oakland Unified School District shall provide such notice at least three working days prior to the inspection or observation unless the school's board or director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Oakland Unified School District without the mutual consent of the governing board of the school.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

The Oakland Unified School District agrees to receive and review the annual fiscal and programmatic audit as specified in Element I. Within two months of the receipt of this annual review, the charter-granting agency must notify the governing board of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions.

PARENT COMPLAINTS

Lighthouse Community Charter High School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Lighthouse Community Charter High School will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Lighthouse Community Charter High School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Lighthouse Community Charter High School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Lighthouse Community Charter

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High School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Lighthouse Community Charter High School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Lighthouse Community Charter High School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

O. COLLECTIVE BARGAINING

The Lighthouse Community Charter High School shall be deemed the exclusive public school employer of the employees of the LCCHS for the purposes of the Education Employment Relations Act (EERA).

P. SCHOOL CLOSURE PROCEDURES

In the event that the Lighthouse Community Charter High School closes, the assets and liabilities of the school will be disposed of by the school's Board of Directors to another charter school, non-profit, or other appropriate entity in accordance with the asset disposition provisions of the school's bylaws. The governing board members will attend to enumerating and disposing of assets and liabilities as directed in the by-laws, and the board treasurer shall ensure that a final audit of the school's assets and liabilities is performed.

MISCELLANEOUS CHARTER TERM

TERM
The term of this charter shall begin in June 2010 and expire five years thereafter.

Lighthouse Community Charter High School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

EXTERNAL REPORTING
Lighthouse Community Charter High School will maintains sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the

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law and to meet all reasonable inquires from District and other authorized reporting agencies.

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Public Records

Lighthouse Community Charter High School acknowledges that pursuant to Article XVI, section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Lighthouse Community Charter High School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Lighthouse Community Charter High School and of the District. Lighthouse Community Charter High School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Lighthouse Community Charter High School does not have that Lighthouse Community Charter High School needs in order to meet its obligations, the District shall provide the same to Lighthouse Community Charter High School in a reasonably timely manner upon request.

Facilities

If Lighthouse Community Charter High School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If Lighthouse Community Charter High School moves or expands to another facility during the term of this charter, Lighthouse Community Charter High School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Lighthouse Community Charter High School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

District Fee for Oversight

The District may charge for the actual costs of supervisorial oversight of Lighthouse Community Charter High School not to exceed 1% of the charter school's state revenues, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if Lighthouse Community Charter High School is able to obtain substantially rent free facilities from the District. Notwithstanding the

foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

AMENDMENTS

Any amendments to this charter shall be made by mutual agreement of the Board of Directors of the Lighthouse Community Charter High School and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

SEVERABILITY

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and the LCCHS Board of Directors. The district and the charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

COMMUNICATIONS

All official communications between the Lighthouse Community Charter High School and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

Lighthouse Community Public Schools
444 Hegenberger Rd.
Oakland, CA 94621

Oakland Unified School District
1025 Second Ave.
Oakland, CA 94606

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